

US GRAMMAR COURSE

The TEFL Org Grammar Course will guide you through the rules of English grammar and teach you all you'll need to know to train your students effectively.

Units in this course:

- Unit 1: Introduction
- Unit 2: Nouns
- Unit 3: Verbs
- Unit 4: Verbs that are not verbs
- Unit 5: Adjectives and Adverbs
- Unit 6: Other parts of speech
- Unit 7: Present, Past and Future tenses
- Unit 8: Conditionals

Unit 1: Introduction

Welcome to the course

Video

This video is available online. The transcript appears below.

Hi there, and welcome to our grammar course. How are you feeling about it? Nervous? Excited? Maybe a little confused about what lies ahead?

Well don't worry, these are all common feelings for people when they start tackling English grammar. Many people don't learn about grammar terminology at school, and certainly not to the level you'll need to step in front of a class and teach it to real English students.

Terms like adverbs, adjectives, conditionals, passives... they can all be daunting at first. But that's where we come in!

During this course, you will learn all the basics of grammar with a fun and interesting look at the different features that make up the rules of the English language.

To help you along, we've given you four friends to take the course with you – Alicja, Ollie, Anne, and Jack – who represent four different types of people who take our courses and have gone on to amazing teaching jobs abroad!

Along with these new friends, we'll give you real-life examples, easy-to-understand explanations, advice on what students tend to struggle with, and teaching tips and ideas you can use to plan your grammar lessons when you start teaching.

Once you've completed this course, you'll be much more of a grammar expert and another step closer to getting started with your teaching career. So, let's get started, shall we?

What you'll learn on this course

Video

This video is available online. The transcript appears below.

This course will focus on giving you a solid foundation of knowledge in English grammar and terminology that you can use to effectively teach your students English as a foreign language. We will cover the main grammar points that you will use no matter where, when or who you end up teaching, so that you're ready for anything!

By the end of this course, you will know all sorts of things about English grammar, and should certainly be feeling a lot more confident about it!

Course Outcomes

By the end of this course, you will:

1. Have a good understanding of grammar features such as nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and articles.
2. Be familiar with the passive voice and reported speech.
3. Have a good understanding of how the language is structured, including all the tenses that are used.
4. Understand and recognise conditionals.
5. Feel more confident about teaching English grammar.

How to do this course

Video

This video is available online. The transcript appears below.

We recommend that you work through this course in the order that it is presented to get the most out of it. The course includes lectures on different grammar points, video explanations from a real teacher, teaching tips you can use in practice and examples of typical problems your students might face with each area of grammar.

You'll be able to access the course, read the lessons, watch the videos and take the quizzes from any device you prefer, but we recommend using any mobile devices in landscape or panoramic view for the best experience.

There are progress tests and quizzes throughout the course to check your progress. You need to complete each of these and get at least 70% on each quiz to pass. You have unlimited attempts to do this though, and the system only remembers your highest grade, no matter how many attempts you make.

When taking the quizzes, you can access handy hints that you can use if you are feeling stuck on a particular question. Once you have achieved a passing grade, you can access the answers and explanation notes for each of the questions. That will help you learn more about why you were right or wrong.

You can repeat quizzes if you want to achieve a higher score, but if you do so, you won't have the answers and explanation notes available to you until you pass the quiz again.

Terms you'll see on this course

You're going to hear a lot of new terminology throughout this course, so we thought we'd highlight some of the words we use to talk about the course and what they mean:

Activity – Activities are fun and interactive elements designed to help you engage with the topics you'll cover on the course. These are ungraded, so they don't count towards your final score.

Quiz – Quizzes will ask you questions about what you've learned and test your knowledge. These are graded, and do count towards your final score, so make sure to pay attention to them.

We also have several types of videos on the course to help you get to grips with the subjects we cover:

Introduction – Intros are generally short definitions of what lies ahead and will include moving text.

Main videos – Our main videos will guide you through the grammar points and explain why, when and how we use them.

Demonstration – Demonstrations show a tutor explaining how best to teach a given grammar point to your students and come with lots of handy hints you can use in the classroom.

Classroom – Classroom videos show a real lesson being delivered with a tutor and students, helping you get an idea of what it's like to put the theory you've learned into practice.

How is your grammar knowledge now?

■ Video

This video is available online. The transcript appears below.

Once you've completed the course you'll have a good, basic understanding of the fundamentals of English grammar – and you'll be much more prepared to get started as an English language teacher.

Now we've covered where you'll end up at the end of the course, let's find out where you are now with a quick quiz.

You may be surprised at how much you already know!

How is your grammar knowledge now?: Activity

Activity:

How much do you already know about grammar? Do you recognize any grammar points and terminology?

Try our quick intro activity to see just how much you already know. Simply click on the answer you think is correct and see if you are right. Don't worry – this activity doesn't count towards your final score and is just for fun.

1. Easy, hungry, large and expensive are all examples of what type of word?

Adjective

Adverb

Verb

2. Which tense is "I have been to Spain" written in?

Past perfect simple

Present perfect simple

Past simple

3. Which of the following words are articles?

One, two, three

I, you, we, they

A, an, the

4. How many types of verbs are there in English?

2 – regular and irregular

1 – they're just called verbs

3 – past, present and future

5. Which of the following sentences is written in the passive voice?

Shakespeare wrote Romeo and Juliet in 1595.

In 1595, Shakespeare wrote Romeo and Juliet.

Romeo and Juliet was written by Shakespeare in 1595.

6. Which of the following verbs are in their past participle form?

Been, eaten, drunk

Went, ate, drank

Going, eating, drinking

7. Identify the first conditional:

If I get the job, I will go out to celebrate.

If I got the job, I would go out to celebrate.

If I had got the job, I would have gone out to celebrate.

8. Which of these sentences is written in the present continuous tense?

I'm playing golf right now.

I play golf every week.

I will play golf next week.

9. I, we, he, they, you are examples of:

Proper nouns

Pronouns

Articles

10. How many tenses are there in the English language?

3

6

13

Why do you need to know grammar?

■ Video

This video is available online. The transcript appears below.

Person 1: So, grammar. Why is this important again?

Person 2: Well, grammar is essentially the rules of the English language. Without knowing these rules, your students will struggle to use the language on their own since they won't be able to express themselves fully.

Person 1: Do I really need to learn grammar though? I don't think I make that many grammatical mistakes when I'm speaking.

Person 2: Well, you probably already know a lot about grammar, as most native speakers of a language instinctively know how to do things like structure a sentence, ask a question or speak hypothetically. The problem is that those learning English don't know these rules – so they need to learn them in order to make their own sentences and talk without resorting to set phrases.

Person 1: Okay that makes sense. I suppose it's like playing a game, isn't it? Without knowing the rules of the game, how are you supposed to play it?

Person 2: That's exactly it. That's a great way of thinking about it! Teaching your students grammar gives them a head-start on using the language. That's why it's so important that you have the knowledge and skills to be able to teach them.

Person 1: I'd better get started then, hadn't I?

Person 2: I think that would be a very good idea!

Choosing a good grammar book

■ Video

This video is available online. The transcript appears below.

Grammar is an important topic, and you'll already be realizing that there's a lot to learn, but with this course we'll do our best to give you a solid foundation in the subject so you're ready to teach it.

Along with the course, we recommend buying a comprehensive grammar book that you can study and use as a reference both during this course and during your future teaching. This will be your main source of reference and it will be really handy to have when planning lessons or answering student questions.

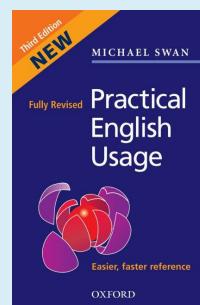
There are lots of books out there on the market designed specifically for English language teachers, so here are a couple that we recommend to you:

Practical English Usage by Michael Swan

This is a grammar reference book designed specifically for TEFL teachers. It has over 600 entries explaining grammar points in a clear and concise way, so you'll never be stuck for examples in the classroom.

Great for: Examples to explain grammar rules

[View on the TEFL Shop](#)

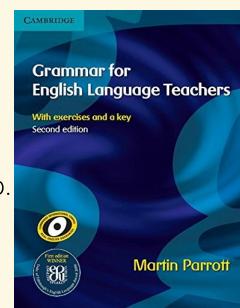


Grammar for English language teachers by Martin Parrott

Grammar for English Language Teachers is designed to help practicing and trainee teachers to develop their knowledge of English grammar systems. The consolidation exercises provide an opportunity for teachers to test these rules against real language use and to evaluate classroom and reference materials too.

Great for: Exercises to test your knowledge

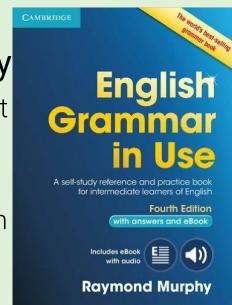
[View on the TEFL Shop](#)



English Grammar in Use - A Self-Study Reference and Practice Book for Intermediate Learners of English by Raymond Murphy

This book is designed for students, but is a great resource for new teachers too. It contains simple grammar explanations and activities to check students' understanding. It also comes in a version for elementary level students (Essential Grammar in Use) and advanced students (Advanced Grammar in Use), so you can decide which suits you and your students best.

Great for: Activity ideas for the classroom



[View on the TEFL Shop](#)

Getting started with grammar will seem far less daunting with our course guiding you through the topics involved and a reference book available as well.

Enough about books for now though, let's introduce your new friends that you'll meet throughout the course.

Meet the other teachers

We said to you at the start of this unit that you wouldn't be alone during this course, so it's time to introduce you to the four teachers that will be along with you on your journey.

They were once in exactly the same position as you, and in fact they all met on one of our weekend TEFL courses and have met up regularly ever since!

Having completed the course, they are now qualified English teachers who have had amazing adventures around the world, and they'll pop up throughout this course to share their experiences with you in our examples of grammar usage.

So let's meet them, shall we?

Ollie is 18 years old, and has just finished high school. He's always been interested in travelling, and recently he has been getting international work experience in summer camps. He hopes to continue with this during his months off from college.



Alicja, 31, is from Poland and she took our TEFL course to change her career. She was bored of working in an office in HR and recruitment roles. She went straight into work after completing university, so she thought it was time to see more of the world and try something different. She's especially interested in teaching young learners, and has recently started work in a small school in Costa Rica!



Jack is a 44-year old college instructor. He has worked in Philadelphia for 20 years and has started teaching English during the summer months so he can build a better understanding of how to teach those in his class who aren't native English speakers. He is also thinking of taking a sabbatical or leaving the US to teach business English in Asia. He is interested in the interactive methodology of TEFL.



Anne is 52 and has taken early retirement. She's recently started teaching in Vietnam after spending some time teaching English on a voluntary basis in Miami. She's also interested in teaching English online through one-to-one lessons.



Unit 2: Nouns

Introduction: What are nouns?

■ Video

This video is available online. The transcript appears below.

In this unit we are going to look at our first part of speech: nouns. Sounds nice and simple, right?

Well yes – once you know what they are. We have many different types of nouns in the English language: concrete nouns, proper nouns, abstract nouns and collective nouns. Once you've mastered those, you can move on to possessive nouns, plural nouns, countable nouns and uncountable nouns!

Nouns can be also classified in more than one way, for instance: something can be a concrete noun and a countable noun at the same time. This makes things a little bit more complicated than you might realize. Hopefully you are beginning to understand how difficult this can be for students to get their heads around when trying to master the English language for themselves.

Once you are more familiar with the different types of nouns we have in English, you will be in a great position to start helping students to learn about them too.

Let's get started then finding out all about nouns!

Types of nouns

■ Video

This video is available online. The transcript appears below.

Noun

/naʊn/

A word used to identify either a class of people, places, or things or to name a single one of these.

Students struggle with: recognizing and using different types of nouns, forming plurals, showing possessive forms, using countable and uncountable nouns correctly.

In this unit, we are going to look at the following types of nouns:

- Concrete nouns
- Proper nouns
- Abstract nouns
- Collective nouns
- Possessive nouns
- Plural nouns
- Countable and uncountable nouns

But first, what do you know about nouns already? Have a look at the following definitions and decide which type of noun they are describing. Once you've figured out what they are, you can click on the answer box to find out if you were right or wrong.

Types of nouns: Activity

Activity:

Have a look at the following definitions and decide which type of noun they are describing. Once you have figured out what they are, choose the option from the dropdown box and it will highlight green if you're correct and red if you're incorrect..

This is a noun that can be identified through the five senses – sight, smell, sound, taste and touch. Examples include: music, pie, tornado, flower, dog, milk, team. If you cannot see, smell, hear, taste, or touch something it is not this type of noun.

--Select--



These are nouns that you cannot see, hear, taste, touch or smell. They refer to emotions, ideas, concepts, beliefs or a state of being.

Examples include: love, hate, acceptance, safety, evil, happiness, education, patience.

--Select--



These nouns demonstrate ownership over something else and they typically include an apostrophe. Examples include: **Tony's** car, the **dog's** bone, my **mother's** recipe.

--Select--



These nouns refer to one person, place, thing or idea in particular. They start with a capital letter and can be names of people, places, buildings, books, movies, months, days and organisations.

Examples include: James Bond, February, Samsung, Monday, Big Ben, The Godfather.

--Select--



This noun refers to a group of people, animals or things and is used in a singular form. Examples include: a flock, a herd, a bunch, a set.

--Select--



These nouns do not have a singular form but we use them to talk about multiples of a thing. We often use them with "some" or "a pair of".

Examples include: trousers, scissors, outskirts.

--Select--



These are nouns that can be counted and have singular and plural forms. In their singular form, they can be preceded by "a" / "an".

Examples include: cat, women, country, drinks.

--Select--



These nouns cannot be counted and don't usually have a plural form.

Examples include: flour, earth, wood, rain.

--Select--



How did you do with that little exercise?

Don't worry if you didn't get them all right here, by the end of this unit you will really know your nouns!

How do we classify nouns?

■ Video

This video is available online. The transcript appears below.

The definitions in that last exercise should hopefully have given you an idea of the variety of nouns we have in English. However, you'll often find that nouns fall into more than one category.

For example: flour is a concrete noun, as we can taste it, but it is also an uncountable noun as it has no plural and we can't count the number of flour.

Time is an abstract noun, as it is a concept, but it is also an uncountable noun as we can't actually count it – well, you can count minutes, seconds, days etc. but not "time" itself!

We will now go through the individual types of nouns in turn to teach you more about them.

Concrete nouns

■ Video

This video is available online. The transcript appears below.

Concrete Nouns

An object or substance that can be felt through our five senses.
We can see, hear, taste, smell or feel it.

The first thing to know about concrete nouns is that they make up the vast majority of nouns in English, so they are one of the easiest types to identify.

This becomes more obvious when you think about it. All animals, plants and people can be touched, felt, heard and seen. The same goes for objects as well. We also see all the places we visit and we feel heat, light and the effects of electricity.

To help you work out if something is a concrete noun or not, ask yourself the following questions:

- Can I touch it?
- Is it real?
- Does it affect me in some way physically?
- Can I see the effects of it in my life?

This is an easy and concrete way of finding out whether something is a concrete noun.

Concrete nouns: Activity

Activity:

Take a look at the table of nouns below and decide for yourself if they are concrete nouns or not, using the questions we suggested to you. Click on the word if you think it's a concrete noun, and then click on the answers button when you think you have found them all.

TABLE Correct	ELECTRICITY Correct
FLOWER Correct	CLASSROOM Correct
FIRE Correct	BED Correct
ROAD Correct	GRASS Correct
SOFA Correct	AIR Correct
CHEETAH Correct	PHONE Correct

[Click here to see the answers](#)

You should hopefully have realized they are all concrete nouns!

You can physically touch most of these nouns, such as sofa, table, bed, cheetah (if you're brave) and road.

You can see the effects of electricity when you turn on the light or switch on the TV.

You can feel the heat of the sun or from a fire in winter.

You can smell a flower or freshly cut grass.

So, you can feel, see, hear, taste or smell each of these concrete nouns.

Concrete nouns: Quiz

true-or-false

Friend is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Education is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Life is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Meal is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Perfume is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Elbow is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Friendship is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Artist is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Love is a concrete noun.

Select the correct answer from these options

true

false

true-or-false

Charity is a concrete noun.

Select the correct answer from these options

true

false

Proper nouns: Introduction

■ Video

This video is available online. The transcript appears below.

Proper noun

A name used for an individual person, place, or organisation, spelled with an initial capital letter.

We're now going to look at proper nouns, which are names that we use for people, places and organisations. They're easy to identify, as they'll usually have a capital letter at the start. Examples include: France, Peter, Edinburgh and TEFL Org.

Proper nouns: Activity

Activity:

Look at the following paragraph about Alicja and her plans for the holidays and try to identify which words are proper nouns. When you've finished reading it, click on the paragraph to reveal the proper nouns.

Alicja has decided to go back to Poland to visit her family for Christmas this year and has invited Ollie to go with her. It will be his first time there so he has asked her what he should take with him. She has told him to take plenty of warm clothes, a phone, and his Nikon. He is very excited and can't wait to see the Royal Castle in Warsaw.

Proper nouns

There were 7 proper nouns in that last passage, did you manage to spot them all?

They were: Alicja, Poland, Christmas, Ollie, Nikon, Royal Castle, Warsaw

Take a look at that short passage again below, where we've highlighted the proper nouns for you.

Notice how they all start with a capital letter and are either people's names (Alicja, Ollie); place names (Poland, Warsaw); or specific things (Christmas, Royal Castle, Nikon).

Alicja has decided to go back to Poland to visit her family for Christmas this year and has invited Ollie to go with her. It will be his first time there so has asked her what he should take with him. She has told him to take plenty of warm clothes, a phone, and his Nikon. He is very excited and can't wait to see the Royal Castle in Warsaw.

Proper nouns: Quiz

multiple-response

Please identify the proper nouns in the following sentence.

Anne is living in Vietnam and working at a local language school.

Select the correct answer from these options

Anne living Vietnam local school

multiple-response

Please identify the proper nouns in the following sentence.

Alicja had never visited Costa Rica before she moved there to work at Lingua Language School.

Select the correct answer from these options

Alicja visited Costa Rica Lingua Language School work

multiple-response

Please identify the proper nouns in the following sentence.

Ollie's favourite film is The Hangover.

Select the correct answer from these options

Ollie favourite film is The Hangover

multiple-response

Please identify the proper nouns in the following sentence.

Jack rides a bicycle but would love a BMW.

Select the correct answer from these options

Jack rides bicycle love BMW

multiple-response

Please identify the proper nouns in the following sentence.

Anne's students attend classes on Mondays and Wednesdays.

Select the correct answer from these options

Anne students classes Mondays Wednesdays

multiple-response

Please identify the proper nouns in the following sentence.

Alicja will visit Big Ben when she next comes to London as she's never been.

Select the correct answer from these options

Alicja visit Big Ben London been

multiple-response

Please identify the proper nouns in the following sentence.

Jack and Ollie are really good friends.

Select the correct answer from these options

Jack Ollie really good friends

multiple-response

Please identify the proper nouns in the following sentence.

Anne always puts her Christmas tree up on the 1st of December and takes it down on the 6th of January.

Select the correct answer from these options

Anne Christmas 1st December January

multiple-response

Please identify the proper nouns in the following sentence.

Ollie lives next door to the shops.

Select the correct answer from these options

Ollie lives next door shops

multiple-response

Please identify the proper nouns in the following sentence.

Jack's friend Amy is a teacher too.

Select the correct answer from these options

Jack

friend

Amy

teacher

too

Abstract nouns

■ Video

This video is available online. The transcript appears below.

Abstract noun

An idea, concept, experience, state of being, trait, quality, feeling or other entity that cannot be physically experienced with the five senses – you cannot see, touch, hear, smell or taste it.

An abstract noun can be a lot of things, whether it be an idea, concept, experience, state of being, trait, quality, feeling or other entity. What they have in common is that cannot be physically experienced with the five senses – you cannot see, touch, hear, smell or taste it.

Abstract nouns can be tricky for students to grasp to begin with. They are something that we cannot touch, cannot see and cannot be affected by physically. They can affect our lives, sometimes in big and important ways, but they cannot physically touch or affect us by themselves.

Abstract nouns: Examples

Here are some common types of abstract nouns and some examples for each:

Emotions/feelings	States/attributes	Ideas/concepts	Movements/events
Love	Bravery	Belief	Progress
Hate	Loyalty	Dream	Education
Anger	Honesty	Justice	Hospitality
Peace	Integrity	Truth	Leisure
Pride	Compassion	Faith	Trouble
Sympathy	Charity	Liberty	Friendship
	Success	Knowledge	Relaxation
	Courage	Thought	
	Deceit	Information	
	Skill	Culture	
	Beauty	Trust	
	Brilliance	Dedication	
	Pain		
	Misery		

Concrete and Abstract nouns: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor Kelsey will teach you about concrete and abstract nouns and suggest how you can teach them to your students.

Abstract nouns: Quiz

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Belief is a state or attribute.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Sympathy ;is an emotion or feeling.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Routine is a movement or event.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Luck is a movement or event.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Manners is a state or attribute.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Beauty is an emotion or feeling.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Childhood is a movement or event.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Ability is a state or attribute.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Trust is a state or attribute.

Select the correct answer from these options

true

false

true-or-false

Choose whether the following classification of an abstract noun is true or false.

Anger is an emotion or feeling.

Select the correct answer from these options

true

false

Collective nouns

■ Video

This video is available online. The transcript appears below.

Collective noun

A single noun used to refer to a group of individual people, animals or things.

OK, so we've covered lots of different types of nouns so far. But what about when they come together as groups of nouns? Let's now have a look at collective nouns, or how we name groups of things.

These can sometimes be difficult to understand for non-native speakers, as the collective nouns might not seem to have much in common with the nouns they represent. This means you might need to learn some new collective noun vocabulary before planning a lesson around them.

Collective nouns: Activity

Activity:

Try our quick quiz below to see which collective nouns you already know!
Choose the correct option for each sentence from the words given below.

GAGGLE	MURDER	BLOAT	FLOCK	STRING
BAND	PRIDE	SCHOOL	POD	PARLIAMENT

1. A of crows
2. A of geese
3. A of hippos
4. A of ponies
5. A of sheep
6. A of owls
7. A of men
8. A of lions
9. A of fish
10. A of whales

Nouns: Progress Quiz

multiple-choice

Please identify the type of noun for the highlighted word.

Anne works at an English Now language school.

Select the correct answer from these options

Proper noun

Concrete noun

Abstract noun

multiple-choice

Please identify the type of noun for the highlighted word.

Jack believes that happiness comes from within.

Select the correct answer from these options

Collective noun

Abstract noun

Concrete noun

multiple-choice

Please identify the type of noun for the highlighted word.

Ollie is taking a year off from his studies.

Select the correct answer from these options

Collective noun

Proper noun

Concrete noun

multiple-choice

Please identify the type of noun for the highlighted word.

Alicja is from Poland.

Select the correct answer from these options

Concrete noun

Proper noun

Abstract noun

multiple-choice

Please identify the type of noun for the highlighted word.

Ollie, Alicja, Jack and Anne are all teachers.

Select the correct answer from these options

Concrete noun

Collective noun

Proper noun

multiple-choice

Please identify the type of noun for the highlighted word.

Alicja and Ollie have a very good friendship.

Select the correct answer from these options

Concrete noun

Abstract noun

Collective noun

multiple-choice

Please identify the type of noun for the highlighted word.

A **school** of fish is not the same as a **school** of learning.

Select the correct answer from these options

Concrete noun

Abstract noun

Collective noun

multiple-choice

Please identify the type of noun for the highlighted word.

A **school** of fish is not the same as a **school** of learning.

Select the correct answer from these options

Concrete noun

Abstract noun

Collective noun

multiple-choice

Please identify the type of noun for the highlighted word.

A **school** of fish is not the same as a **school** of learning.

Select the correct answer from these options

Concrete noun

Abstract noun

Collective noun

multiple-choice

Please identify the type of noun for the highlighted word.

No pain, no gain!

Select the correct answer from these options

Concrete noun

Abstract noun

Collective noun

Plural nouns: Introduction

■ Video

This video is available online. The transcript appears below.

The next type of noun we're going to learn is plural nouns, where there are more than one of a noun. Plural nouns can be as simple as adding an "s" to a word, such as: animals, apples or desks; but some are irregular and need you to make other changes, with examples including: people, mice or cacti.

Plural nouns

■ Video

This video is available online. The transcript appears below.

Plural noun

A word that indicates that there is more than one person, animal, place, thing, or idea.

Well done, you're more than halfway through the unit. Up next: plural nouns. These are words that indicate that there is more than one person, animal, place, thing, or idea.

In English, if we have more than one noun we usually add "-s" to the end – so flower becomes flowers, vase becomes vases and so on.

This is the simplest way to make singular nouns into their plural form, but there are some irregular nouns that make it more difficult to master for you and your students.

Some irregular nouns keep the same form for both the singular and the plural. For example:

"There aren't any sheep in Vietnam."

You cannot say "sheeps". The plural noun is the same as the singular.

Some irregular nouns add -es at the end of the word. Such as:

"One box, two boxes"

You can't say two boxs, you must add the -es.

Some irregular nouns change altogether. For example:

"Many children come to study English at the English Now language school."

You cannot say "childs". The plural form is children.

Plural nouns: Activity

Activity:

For a quick exercise, set yourself a timer for one minute and write down as many irregular plural nouns as you can think of.

Name irregular plural nouns.

Start timer

Possessive nouns

■ Video

This video is available online. The transcript appears below.

Possessive nouns

A word that shows the relationship of one thing belonging to another.

Now let's have a look at possessive nouns, or how to show the relationship of one thing to another.

When a noun "owns" another noun, we add an apostrophe and an "s" to the first noun to indicate the possession.

You can see this in the examples here:

Alicja's	car	is red.
↑	↑	
Noun 1	Noun 2	
Ollie's	sister	likes tennis.
↑	↑	
Noun 1	Noun 2	

The first noun doesn't have to be a person – sometimes it can be an object.

The UK's	climate	is temperate.
↑	↑	
Noun 1	Noun 2	
Stay away from	the water's	edge.
	↑	↑
	Noun 1	Noun 2

Sometimes the first noun is neither a person nor a thing.

For Pete's	sake,	will you stop!
↑	↑	
Noun 1	Noun 2	

Pete is not a real person

Murphy's	Law.
↑	↑
Noun 1	Noun 2

Murphy is not a real person either

If the first noun ends with "s" we can simply add an apostrophe after the "s" to show the possession.
It is acceptable though to add -'s on the end of the noun too, such as in:

Chris' bag (or **Chris's bag**)

Bridget Jones' Diary (or **Bridget Jones's Diary**)

Plural possessive pronouns

So what about plural nouns – what happens when they are possessive?

Well there are 2 ways of doing it depending on what the plural noun ends in:

1. If the plural doesn't end in "s" – for example children, women, men.

In this case we do the same as for a singular noun – add an apostrophe and an "s". So they become children's, women's, men's.

2. If the plural ends in "s" – for example companies, buses, teachers

In this case we add an apostrophe after the "s". So they become companies', buses', teachers'.

Possessive nouns: Demonstration

■ Video

This video is available online. The transcript appears below.

This video from our tutor Kelsey will talk about apostrophes and explain the rules of using them for contractions and possessive nouns.

Countable and Uncountable nouns

■ Video

This video is available online. The transcript appears below.

Countable noun

A word used to refer to something that can be counted.

Uncountable noun

A word used to refer to substances, concepts or things that cannot be counted.

We're nearly there now, so let's look at another way of dividing up nouns. Many nouns can easily be counted and these are called countable nouns (surprisingly enough). Generally, when we can put the words "one", "a", "an" or "many" in front of a noun it is countable, so for instance:

Anne has one apple in her hand.

There are two apples on her table.

There is a desk in Jack's room.

There are many desks in the classroom.

Some nouns, however, cannot be counted and these are what we call uncountable nouns. For example: water (you can't say one water, two waters), rice (you can't say one rice, two rices) and bread (you can't say one bread, two breads).

Another way of identifying uncountable nouns is that when we divide them up or put them in a container, such as a box, the noun remains uncountable. For example: **a glass of water, a portion of rice, a slice of bread.**

Here, "glass", "portion" and "slice" are countable nouns, but "water", "rice" and "bread" are still uncountable. Sometimes, depending on the context, we can change some uncountable nouns into something that can be counted. This can happen when we avoid mentioning a container, but it is really there in reality.

For example: "**Can I have a coffee?**"

Here, a "coffee" refers to a cup of coffee, so in this context the noun "coffee" is actually countable.

There are several nouns which can be either countable or uncountable depending on the context in which you use them, so it's important to be mindful of this when teaching your students.

Let's look at this example: This recipe calls for two eggs.

Here, the word "eggs" is countable.

However, let's listen to this sentence: "Alicja is allergic to foods containing egg", the word "egg" is uncountable. Can you see why?

Here, the noun "egg" is uncountable because the word "egg" is used in a non-specific or generic way. Alicja needs to avoid recipes containing egg as a product, not a particular egg or eggs.

Countable and Uncountable nouns: Quiz

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Ollie's favourite dish is paella, which is made with rice and seafood.

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Anne gives great advice.

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Alicja wanted to study economics at university.

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Jack decorated his Christmas tree with lots of tinsel.

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Anne found it hard to study because of the lack of light.

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Ollie wants some information on travelling abroad.

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Jack uses his computer a lot for work.

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Alicja always adds salt and pepper to her food before she's even tasted it!

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Ollie can take more luggage with him if he travels by train.

Select the correct answer from these options

Countable

Uncountable

multiple-choice

Please identify whether the highlighted word is a countable or uncountable noun.

Jack is allergic to wheat.

Select the correct answer from these options

Countable

Uncountable

Nouns: Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our TEFL course tutor Kirsty will give you a real-life example of how you can teach nouns to your students. This lesson is based around the theme of celebrations.

Pay particular attention to the story the teacher tells, as you'll be quizzed on it after.

Unit 2: End of Unit Quiz

multiple-choice

A student in the video says the wedding was in Manchester. What type of noun is "Manchester"?

Select the correct answer from these options

Proper

Collective

Possessive

multiple-choice

What type of noun does one of the students spell out?

Select the correct answer from these options

Possessive

Collective

Concrete

multiple-choice

A student in the video didn't know the meaning of "bunch of flowers". What type of noun is this phrase?

Select the correct answer from these options

Proper

Collective

Abstract

multiple-choice

One of the matching pairs of words in the follow on task was 'the bride's dress'. What type of noun is it?

Select the correct answer from these options

Collective

Possessive

Abstract

multiple-choice

These nouns were all mentioned in the video: friends, bride's, flowers, shoes.

Which is not a plural noun?

Select the correct answer from these options

Friends

Bride's

Flowers

Shoes

multiple-choice

These nouns appear in the listening activity: friends, restaurant, suit. Which group of nouns belong to the same category?

Select the correct answer from these options

cat, fish, joy

table, cakes, people

happiness, love, phone

multiple-choice

"The students' homework" is what type of noun phrase?

Select the correct answer from these options

Possessive

Proper

Collective

multiple-choice

Which of these nouns is abstract?

Select the correct answer from these options

joy

promises

ceremony

multiple-choice

Which of these sentences contains a proper noun?

Select the correct answer from these options

Last April, I went to a wedding.

The wedding was at a registry office.

She wore a stunning dress.

multiple-choice

Which of these sentences contains a collective noun?

Select the correct answer from these options

What a beautiful wedding.

She was holding a matching bunch of flowers.

After the meal there was music and dancing.

Unit 3: Verbs

Introduction

■ Video

This video is available online. The transcript appears below.

Welcome to unit 3 of our grammar course, where we're going to teach you all about verbs.

As I'm sure you know, in its simplest form a verb is a doing word, but after your experience with nouns in unit 2 you may be expecting that there is a lot more to verbs than you might have first thought!

There are many different types of verbs, all with different functions and uses in everyday language. This unit will teach you about main and auxiliary verbs, verb inflection (or changing the form of the verb), different forms of verbs such as past and present participles, modal verbs, and a few other types too.

That might sound like a lot, but by the end of this unit you will be well on your way to understanding this essential part of the English language.

Types of verbs

■ Video

This video is available online. The transcript appears below.

Verb

və:b/

A word used to describe an action, state, or occurrence such as to hear, to become, to happen.

Students struggle with: using the correct form of the verb, choosing the correct modal verb, pronouncing past form of regular verbs correctly, confusing regular and irregular verbs, using verbs to form grammatical structures like questions.

You're probably aware of verbs already, but might not be sure of exactly what they are. The easiest way to recognize them is as a "doing" word, or a word that describes an action, and this is a simple way of remembering the basics of what they're about.

But verbs are the work horses of the English language, and have many different jobs to do, even though they sometimes don't get the attention they deserve.

Verbs can show when something happened (I went, I played); they can be used in different grammatical structures like questions (Do you?, Are you?), or negatives (I don't, she isn't); they can be used to show tenses (I have been, she will go); they can show obligation (you must), advice (you should) and many other things too.

Types of verbs: Activity

Activity:

Let's test your initial grasp of verbs. Have a look at the grid below and click on the words you think are verbs to see if you can identify them as easily as you think:

<p>be</p> <p>correct</p>	<p>photograph</p> <p>correct</p>
<p>permission</p> <p>sorry, this is a noun</p>	<p>television</p> <p>sorry, this is a noun</p>
<p>angry</p> <p>sorry, this is an adjective</p>	<p>allow</p> <p>correct</p>
<p>wear</p> <p>correct</p>	<p>dress</p> <p>correct</p>
<p>write</p> <p>correct</p>	<p>eat</p> <p>correct</p>
<p>quick</p> <p>sorry, this is an adjective</p>	<p>film</p> <p>correct</p>

Identifying a verb

■ Video

This video is available online. The transcript appears below.

So how did you do? Did you manage to identify all the verbs?

Don't worry if you found this difficult. Verbs are work horses, but they're also shape-shifters, so sometimes they'll appear as though they're another part of speech like a noun. This makes them hard to spot at times! One easy way to identify a verb is to put it in its infinitive form – which is a fancy way of saying to put the word "to" in front of it.

Let's have a look at the verbs we saw before in their infinitive forms:

To be
To photograph (not a photograph – the noun)
To allow
To dress (not a dress – the noun)
To eat
To film (not a film – the noun).

These work easily here with the "to" in front of them, which confirms that they are indeed verbs.

So, what about the words in that grid that were not verbs? Let's look at them now and try them out with the "to" trick:

→ permission
→ television
→ angry
→ quick

These words clearly don't work with the "to" in front of them so they can't be verbs – they are a mixture of nouns and adjectives.

The verb "to be": Introduction

■ Video

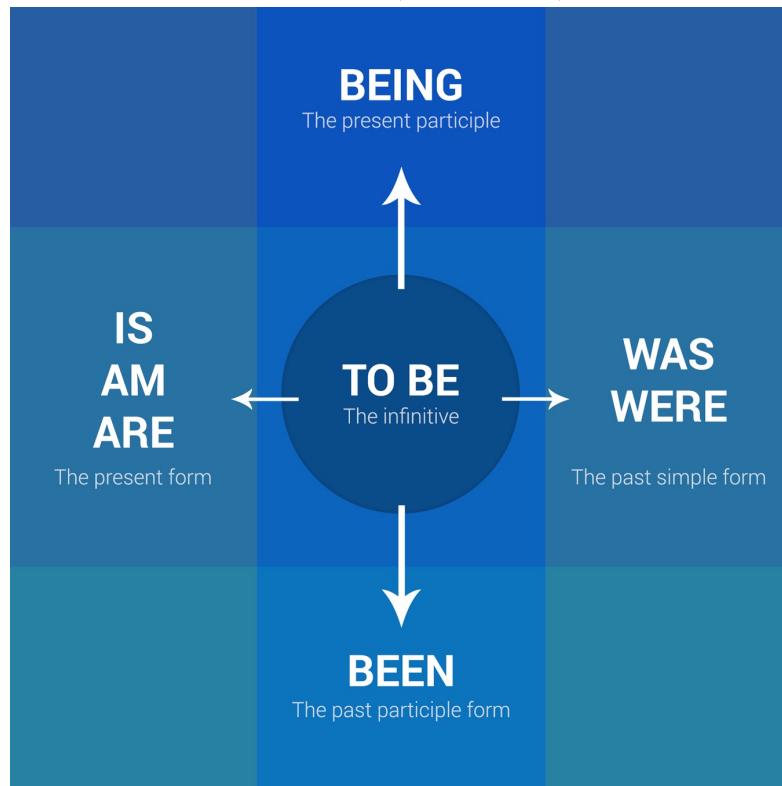
This video is available online. The transcript appears below.

Now let's look at the first verb that students learn in English. Any idea what it is? That's right, it's the verb to be.

The verb "to be"

The verb "to be" talks about the state of someone or something, such as "I am" or "It is". We generally make this one of the first things we teach our students, as it allows them to make up basic sentences for themselves.

Here is a helpful diagram to show the different forms (or inflections) of the verb "to be":



The verb "to be": Quiz 1

typing

Fill in the grid provided with examples of the verb "to be", with the first column being provided.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Abbreviate for the third column only.
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Fill in the grid below with examples of the verb "to be", with the first column being provided. As promised we've filled in the first grid below for you as an example using the word 'You'

Noun/Pronoun

I

You

Present form

am

are

Contraction

I'm

you're

Now it's your turn! Fill in the grid below with examples of the verb "to be", with the first column being provided. The word you are completing this grid for is 'He'

Noun/Pronoun

I

He

Present form

am

Contraction

I'm

typing

Fill in the grid provided with examples of the verb "to be", with the first column being provided.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Abbreviate for the third column only.**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the grid below with examples of the verb "to be", with the first column being provided.
The word you are completing this grid for is 'She'

I

She

am

I'm

typing

Fill in the grid provided with examples of the verb "to be", with the first column being provided.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Abbreviate for the third column only.**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the grid below with examples of the verb "to be", with the first column being provided.
The word you are completing this grid for is 'It'

I

It

am

I'm

typing

Fill in the grid provided with examples of the verb "to be", with the first column being provided.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Abbreviate for the third column only.**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the grid below with examples of the verb "to be", with the first column being provided.
The word you are completing this grid for is 'We'

I

We

am

I'm

typing

Fill in the grid provided with examples of the verb "to be", with the first column being provided.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Abbreviate for the third column only.**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the grid below with examples of the verb "to be", with the first column being provided. The word you are completing this grid for is 'You' in the plural form.

I

You (plural)

am

I'm

typing

Fill in the grid provided with examples of the verb "to be", with the first column being provided.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Abbreviate for the third column only.**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the grid below with examples of the verb "to be", with the first column being provided.
The word you are completing this grid for is 'They'

I

They

am

[]

I'm

[]

The verb "to be": Quiz 2

multiple-choice

Please identify the verb "to be" in the following sentence.

Alicja, Ollie, Anne and Jack are teachers.

Select the correct answer from these options

Alicja and are teachers

multiple-choice

Please identify the verb "to be" in the following sentence.

Ollie was at university a year ago.

Select the correct answer from these options

Ollie was at ago

multiple-choice

Please identify the verb "to be" in the following sentence.

Jack and Anne were good friends during the TEFL course they took last year.

Select the correct answer from these options

and were took last

multiple-choice

Please identify the verb "to be" in the following sentence.

Alicja loves her cat which is black and white.

Select the correct answer from these options

loves her is and

multiple-choice

Please identify the verb "to be" in the following sentence.

"Are you coming over for dinner tonight?", Ollie asked Alicja.

Select the correct answer from these options

are coming over asked

multiple-choice

Please identify the verb "to be" in the following sentence.

"Isn't it cold today?", said Anne.

Select the correct answer from these options

isn't it today said

multiple-choice

Please identify the verb "to be" in the following sentence.

Ollie's students were being a bit silly in his class yesterday.

Select the correct answer from these options

were being a in his

multiple-choice

Please identify the verb "to be" in the following sentence.

Jack has been to Asia several times.

Select the correct answer from these options

Jack has been to times

multiple-choice

Please identify the verb "to be" in the following sentence.

Ollie has always wanted to be an English teacher.

Select the correct answer from these options

has always to be an

multiple-choice

Please identify the verb "to be" in the following sentence.

Anne is always up early in the morning.

Select the correct answer from these options

is

always

up

in

Verb inflection and pronouns: Introduction

■ Video

This video is available online. The transcript appears below.

We now know what a verb is and how the form can change, but what makes this happen? Let's find out.

Verb inflection and pronouns

Verbs in English change based upon who the subject is, so think of it as though the work horse will do different things depending on who is riding it.

Here we'll identify how verbs change in the first, second and third person so you can see how they work for yourself:

We asked Jack to list 10 facts about himself.

When Jack talks about himself he uses the pronoun **I**. The sentences will be in the **first person**.

1. I am Jack.
2. I eat a healthy breakfast in the morning.
3. I work as an English teacher.
4. I love music.
5. I go to the cinema every week.
6. I play chess with my friend Anne.
7. I have a new bike.
8. I ride my bike into town most days.
9. I run the movie club every month at my school.
10. I teach my wonderful students.

All the verbs in the sentences are highlighted. The tense here is called the **present simple**.

Now imagine that you are talking to Jack. See what happens to the verbs when you change the **subject** from the pronoun **I** to **you**. The sentences will be in the **second person**.

1. You are Jack.
2. You eat a healthy breakfast in the morning.
3. You work as an English teacher.
4. You love music.
5. You go to the cinema every week.
6. You play chess with Anne.
7. You have a new bike.
8. You ride your bike into town most days.
9. You run the movie club every month at your school.
10. You teach your wonderful students.

Apart from the verb "be", which has changed to "are" there are no changes in the verbs at all. They remain the same. The verbs haven't changed or **inflected**.

Now imagine you are talking about Anne. She is similar to Jack and enjoys all the same things he does. Let's see what happens to the verbs when you change the **subject** from the pronoun **you** to **she**. The sentences will be in the **third person**.

1. She **is** Anne.
2. She **eats** a healthy breakfast in the morning.
3. She **works** as an English teacher.
4. She **loves** music.
5. She **goes** to the cinema every week.
6. She **plays** chess with Jack.
7. She **has** a new bike.
8. She **rides** her bike into town most days.
9. She **runs** the movie club every month at her school.
10. She **teaches** her wonderful students.

Notice what has happened to the verb. Because we are using the **third person**, the verbs have changed. Most of the verbs have an "s" on the end. The exception is the verb "be", which we have already dealt with. "Be" is an unusual verb as it inflects in unusual ways, unlike most verbs.

So, let's make this rule clear: when we use the **third person in the present simple tense**, we generally need to put an "s" at the end of the verb.

How verbs inflect

Here is a basic chart that shows how verbs inflect when we use them with different subjects. The first example uses the verb "be":

I	You / We / They	He/ She / It / Jack
am	are	is

Now look at some other verbs:

I / You / We / They	He/ She/ It/ Jack
eat	eats
drink	drinks
go	goes
like	likes

How verbs inflect: Quiz

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the sentence below with the word inflected correctly. To show you how it's done, we've completed an example for you with the word 'be'

We be walking outside.

For this, you need to use the right inflection of the word be to complete the sentence. In this instance the answer is the word 'are', so the final sentence would be:

We are walking outside.

Now it's your turn! Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'do'

It not matter.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'watch'

He television every night.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'catch'

They fish at the lake.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'like'

She to read.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'be'

You a good student.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'mean'

It you can teach well.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'drive'

She her car to work.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'enjoy'

We a night out.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'grow'

He impatient while waiting for the bus.

typing

We're now going to ask you to show your verb inflection knowledge. We'll give you a person or an object and a verb for you to inflect, and you'll enter the correct form for the scenario.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Inflect the following sentence correctly with the context provided. The word you are completing this grid for is 'shop'

They at the local supermarket.

Regular and Irregular verbs

Now let's have a look perhaps at the most well-known way of defining types of verbs – regular and irregular verbs.

It's important students know whether a verb is regular or irregular so they know how to change the form correctly.

Regular and irregular verbs: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor Kelsey will show you the problems students face with regular and irregular verbs and how to help them learn to master them.

Past tense regular verbs

■ Video

This video is available online. The transcript appears below.

We've now covered how verbs inflect in the present tense, so let's see what happens in the past. When we talk about something that happened in the past, the verb in the sentence usually changes to show that. But how does this happen exactly?

Let's start with the simplest ones: the regular verbs. Regular means that they follow a pattern that you can predict, and that's exactly what these verbs are like. To put regular verbs into the past tense, we usually put a simple "-ed" at the end of the verb. Also, we just put a "-d" if the verb already ends in "e" like this:

Walked

Played

Intended

Watched

Loved

Printed

Talked

Introduced

Imitated

Smiled

You can see that these are all regular verbs, ending in “-ed” and are talking about a completed event.

While regular verbs are nice and predictable, irregular verbs can be a bit more erratic – but like badly-behaved students we’ll deal with those ones later.

Even though the ending of regular verbs is “-ed” when written down, they can have 3 different sounds depending on the word: /d/, /t/, /ɪd/.

This is something that students often struggle with when learning English, as they find it hard to distinguish between the sounds when the words look the same written down. It’s worth thinking about how you would go about teaching this to make things easier for them.

Past tense regular verbs: Activity

Activity:

Say these ten sentences below out loud and try to identify which verbs have which sounds. We'll give you the answers on the next page.

1. Anne **walked** to the park today.
2. Jack **played** squash last week with his friend.
3. Alicja **intended** to go to Poland for Christmas.
4. Ollie **watched** a great film last night.
5. They all **loved** the TEFL course.
6. Anne **printed** out her lesson plan.
7. Alicja **talked** to Anne for hours and hours.
8. Anne **introduced** Jack to the writings of John Irving.
9. Ollie **imitated** Sean Connery's accent as part of a fun warm-up.
10. Alicja **smiled** at her students.

Past tense regular verbs – the /t/, /d/ & /ɪd/

▶ Video

This video is available online. The transcript appears below.

We hope you managed to figure out which verb had which sound, and hopefully you could clearly hear the difference between the three types.

One is a clear “d” sound:

/d/
Played
Loved
Smiled

One is a clear “t” sound:

/t/
Introduced
Walked
Watched
Talked

And the third is a clear “-id” sound:

/ɪd/
Intended
Printed
Imitated

To make sure you understand this, let's do another quick exercise. Set yourself a timer for a minute and write down as many past tense regular verbs as you can with /t/, /d/ and /ɪd/ pronunciations. Try your best to keep the number of verbs equal in each column.

Our challenge to you is to get 6 verbs for each column before the timer runs out, best of luck!

Past tense regular verbs – the /t/, /d/ & /ɪd/: Activity

Activity:

Use the timer below to name as many past tense regular verbs as you can with /t/, /d/ and /ɪd/ pronunciations. Try your best to keep the number of verbs equal in each column.

Our challenge to you is to get 6 verbs for each column before the timer runs out, best of luck!

Name 6 words ending in the sounds /t/ /d/ /ɪd/.

Start timer

/t/

/d/

/ɪd/

Past tense regular verbs – the /t/, /d/ & /ɪd/: Quiz

multiple-choice

Does walked make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does played make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does watched make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does intended make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does talked make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does loved make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does printed make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does imitated make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does smiled make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

multiple-choice

Does introduced make a /t/, /d/ or /ɪd/ sound?

Select the correct answer from these options

/t/

/d/

/ɪd/

Past tense irregular verbs: Introduction

■ Video

This video is available online. The transcript appears below.

Irregular verbs behave differently from their regular counterparts, with different endings to what you'd expect.

They can either: have no ending, have a changed vowel or be something completely different.

Past tense irregular verbs: Activity

Activity:

Here are some examples of irregular verbs in their present forms. Can you decide what the past simple form of the verb should be?

Once you have decided what it is, click on the sentence to reveal the answer.

Jack **begins** every day with a healthy breakfast.

BEGAN

Alicja's dog **gives** a nasty bite when provoked.

GAVE

Ann and Alicja **buy** all their vegetables at the Farmers' market.

BOUGHT

Ollie **chooses** his friends carefully.

CHOSE

Ann **cuts** her hair regularly.

CUT

Jack **drinks** beer occasionally with friends.

DRANK

Anne and her friend **eat** out at least once a week.

ATE

Alicja **feeds** her dog the best quality dog food.

FED

Ollie **goes** to visit his parents regularly.

WENT

Alicja **flies** to Poland every year.

FLEW

Past tense irregular verbs (continued)

All of the sentences in that exercise were written in the present simple tense. When we want to refer to a completed action in the past, we must put these verbs into the past simple tense.

Now look at those sentences as they should appear in the past tense:

1. Jack **began** every day with a healthy breakfast.
2. Alicja's dog **gave** a nasty bite when provoked.
3. Anne and Alicja **bought** all their vegetables at the Farmers' market.
4. Ollie **chose** his friends carefully.
5. Anne **cut** her hair regularly.
6. Jack **drank** beer occasionally with friends.
7. Anne and her friend **ate** out at least once a week.
8. Alicja **fed** her dog the best quality dog food.
9. Ollie **went** to visit his parents regularly.
10. Alicja **flew** to Poland every year.

All of these sentences are now in the past simple because they use the past simple form of the main verb.

Irregular verbs: Vocabulary table

Here is a helpful list of some irregular verbs, including how they change in different forms including: the infinitive, the past simple and the past participle.

The infinitive	Past simple	Past participle
be	was/were	been
awake	awoke	awoken
bring	brought	brought
do	did	done
fly	flew	flown
go	went	gone
leave	left	left
swim	swam	swum

Irregular verbs: Quiz

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

For these questions you'll be given a word and asked to enter the past simple form. In this example below, we've entered the past simple form of the verb 'sings'

Present simple

sings

Past simple

sang

Now it's your turn! Fill in the table below with the correct past simple form of the irregular verb 'begins'

Present simple

begins

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct past simple form of the irregular verb 'gives'

Present simple

gives

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct past simple form of the irregular verb 'buys'

Present simple

buys

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct past simple form of the irregular verb 'chooses'

Present simple

chooses

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct past simple form of the irregular verb 'cuts'

Present simple

cuts

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Fill in the table below with the correct past simple form of the irregular verb 'drinks'

Present simple

drinks

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct past simple form of the irregular verb 'eats'

Present simple

eats

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct past simple form of the irregular verb 'feeds'

Present simple

feeds

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct past simple form of the irregular verb 'goes'

Present simple

goes

Past simple

typing

Let's look at how the past tense is shown compared to the present. For each of the following examples enter the past simple version of the verb given.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct past simple form of the irregular verb 'flies'

Present simple

flies

Past simple

Past participles

■ Video

This video is available online. The transcript appears below.

We'll now look at past participles, which may be a new concept to you.

A past participle is another past form of the verb, for both regular and irregular types. However, it is NOT a tense in itself.

We'll look at how and when to use past participles in later units, but for now let's focus on the technical side of how they are formed.

Let's start with regular verbs. With these, the past participle looks the same as the past simple form – with "-ed" on the end.

That might make it easy to read, but it does mean that you won't be able to tell as easily whether it is in the past simple or past participle form – so you may need to use the rest of the sentence to work it out.

In the first example we are using the past simple – I walked. In the second it's the past participle – I have walked.

Yesterday I **walked** to the park – past simple

I **have walked** to the park many times – past participle

Despite being more difficult to figure out the endings, irregular verbs are easier when it comes to identifying whether it is in the past simple or past participle form – as they are more clearly different.

We often use the past participle to form perfect tenses, which we precede with the auxiliary verb "have", or to create the passive voice with the verb "to be".

Let's look at some examples to see what this means:

Jack has **eaten** his breakfast. (past participle of eat)

Alicja has **taken** her dog for a walk. (past participle of take)

Anne's hair was **cut** by the hairdresser. (past participle of cut)

Ollie has **gone** to see his parents. (past participle of go)

Jack's lesson plans have been **done** for the week. (past participle of do)

Alicja and Anne have **made** dinner. (past participle of make)

Verb form: Quiz

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

For these questions you'll be given some examples of words in different forms and you'll need to enter the correct missing value. In this example below, we need to find out the past simple form of 'see'

Infinitive

see

Past simple

saw

Past participle

seen

Now it's your turn! Fill in the table below with the correct infinitive form of the verbs shown.

Infinitive

Past simple

was/were

Past participle

been

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct past simple form of the verbs shown.

Infinitive

begin

Past simple

Past participle

begun

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct past participle form of the verbs shown.

Infinitive

choose

Past simple

chose

Past participle

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct infinitive form of the verbs shown.

Infinitive

Past simple

drank

Past participle

drunk

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct past participle form of the verbs shown.

Infinitive

fly

Past simple

flew

Past participle

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct past participle form of the verbs shown.

Infinitive

have

Past simple

had

Past participle

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct infinitive form of the verbs shown.

Infinitive

Past simple

put

Past participle

put

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct past simple form of the verbs shown.

Infinitive

swim

Past simple

Past participle

swum

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct past participle form of the verbs shown.

Infinitive

take

Past simple

took

Past participle

typing

Now we're going to see how much you have learnt so far with a quick verb form quiz.

Fill in the following verb tables with the correct form of the verb.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Now it's your turn! Fill in the table below with the correct infinitive form of the verbs shown.

Infinitive

Past simple

wore

Past participle

worn

Present participles: Introduction

■ Video

This video is available online. The transcript appears below.

Present participles are verbs that describe an ongoing action, and these are the ones that include the “-ing” ending we commonly associate with verbs.

Examples include: swimming, playing, typing, cooking, smiling, talking

Present participles

We often use a present participle to describe an ongoing action and they are fairly easy to spot – having the typical “-ing” ending.

Activity:

Look at these sentences that use a present participle to form the present or past continuous tense. The highlighted verbs are all in the present participle form – so they should be quite easy to spot even if they weren’t highlighted.

But did you notice that the verb that comes before the main verb each time? Hopefully you’ve recognised it as our friend from earlier, the verb “to be”, which is used here as an auxiliary verb. Click on the auxiliary verb “to be” in each of the sentences above to confirm where it is.

Ollie is **watching** Game of Thrones at the moment. It’s so addictive!

Alicja’s friend was **telling** her the other day that she ought to see a doctor.

They are **building** a new hotel in Ann’s street.

Jack is **riding** his bike.

Ann was **cooking** spaghetti in the kitchen when the phone rang.

Jack and Ollie were **chatting** on Skype last night.

Alicja is **walking** her dog.

Anne was **living** in London before she moved to Vietnam.

Ollie and Anne are **meeting** up later this year.

Jack is **working** late today.

The highlighted verbs are all in the present participle form – so they should be quite easy to spot even if they weren’t highlighted.

Auxiliary verbs

■ Video

This video is available online. The transcript appears below.

In English, we like to separate our verbs into different types, like regular and irregular.

Another way of thinking about verbs is as strong or weak verbs.

Strong verbs do not need any help to do their job, and they can sit in a sentence without any support.

However, weaker verbs – like the present participle and past participle verbs we have already looked at – need the help of verbs called auxiliary verbs to get their meaning across.

There are three main auxiliary verbs we use in the English language. They are **be**, **have** and **do**.

These verbs can be also used as ordinary verbs in their own right in a variety of ways, including in their infinitive, past simple, past participle and present participle forms.

Auxiliary verbs (continued)

Even though they work on their own, auxiliary verbs are good-natured and lend a hand to weak verbs that need some help in forming sentences. This is why you'll sometimes see auxiliary verbs being called helper verbs. Here's a helpful table you can use to see how the three auxiliary verbs "be", "have", and "do" take different forms.

Infinitive

Be

Have

Do

Past simple

was/were

had

did

Past participle

been

had

done

Present participle

being

having

doing

Let's look at the sentences below to see how they are used:

Be

The auxiliary be (am, is, are, was and were) is used to support present participle verbs. It appears before the main “-ing” verbs (writing, running, doing, playing, holding, etc.) to help provide extra meaning.

- I **am** writing a very long book.
- Jack **is** running the marathon next week.
- People **are** not doing much to help the environment.
- Ollie **was** playing games on his computer this morning.
- Alicja and her boyfriend **were** holding hands in the cinema

Have

The auxiliary have (have, has and had) is used to support past participle verbs where it appears before the main verb (written, run, done, finished, begun, etc.) to help them.

- I **have** written a few books.
- Jack **has** run the marathon.
- We **have** not done much to help the environment.
- He **hadn't** finished his homework when Alicja saw him this morning.
- By the time Ollie got to the cinema the film **had** begun.

Do

The auxiliary verb do (do, does and did) is used to support main verbs in question forms, negative sentences (with not added to the end e.g. don't, doesn't and didn't) and to emphasise the importance of something. It appears before the main verb (e.g. like, love, enjoy, have, see) to support them.

- **Don't** you like music?
- I **do** love music, but not heavy metal.
- **Does** Alicja enjoy dancing?
- **Did** you have a good time last night?
- I **didn't** see you with your girlfriend.

Auxiliary verbs: Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our TEFL course tutor Kirsty will show you how you can deliver a real-life lesson about auxiliary verbs to students.

Auxiliary verbs: Quiz

Modal verbs: Introduction

■ Video

This video is available online. The transcript appears below.

Our next stop on our tour of verbs is to take a look at modal verbs.

There are several different forms of modal verbs to remember, which may seem like a lot, but if you imagine each as representing a soccer player on a team, it might be easier for you.

Modal verbs

We've come on a long journey so far, and we've almost finished our tour of the many types of verbs.

Our next stop is modal verbs. These are different to other types of verbs in English, but work in a way similar to auxiliary verbs: they provide further meaning and use to the other verb in the sentence.

They do operate differently in a grammatical sense from other verbs though, which makes them difficult for students to learn – meaning you'll need to spend a little more time on explaining this part of grammar.

There are many different modal verbs, which might seem a lot to remember. But if you imagine each as representing a different soccer player on a team it might help!

The modal verbs line-up like this:



These verbs are different to other types of verb and are not as versatile. Here are the differences between modal verbs and other types:

- Modal verbs don't have an infinitive form. You will never see these types of phrases: to can, to could, to would or to used to.
- Modal verbs don't have a past tense. There is no such verb as coulded, musted, woulded or oughted to.
- Modal verbs don't have the “-ing” form, so they can never be used as a present participle verb. There is no such thing as: coulding, shalling, maying or oughting to.
- Modal verbs don't have a past participle form either.
- Modal verbs can't stand alone as main verbs, so they have to be used along with another verb or as an auxiliary verb. There is no such thing as: “I can the piano”, “I ought to my mother”, “I will my car”. You need another verb along with the modal verb for the structure to make sense.

These three verbs are the most useful of our modal verbs and ones that we use regularly. Here are some examples:

Can

If we want to express that we are able to do something or have a particular skill, we use the modal verb can. Look at the following sentences and notice that the modal verb precedes the main verb.

1. Alicja **can** play the piano.
2. Anne **can** do card tricks.
3. Jack **can** ride a motorbike.

Must

If we want to, for example, give a command, state an obligation or express a hypothesis, we often use the modal verb must. Look at the following sentences and notice that the modal verb precedes the main verb.

1. You **must** wash your hands after using the bathroom.
2. You **must** not eat food in the classroom.
3. Ollie's students **must** come to class on time.

Will

We can use will in many different ways. We can express certainties, predictions, threats, promises to mention just a few. Look at the following sentences and notice how the modal verb precedes the main verb.

1. Jack **will** be 45 on his next birthday.
2. Ollie thinks it **will** rain tomorrow.
3. Alicja **will** help her students if they get stuck.

Note: each modal verb has different uses and meanings; i.e. "can" can be used to express "asking for permission" e.g. "Can I open the window please?"

It can also be used for "ability" like in the chart above e.g. "I can swim." But please do consult your grammar reference book for a full coverage of all the different meanings.

Modal verbs: Quiz

multiple-choice

Please identify the modal verb in the following sentence.

Anne said it's snowing in Vietnam, so it must be very cold there!

Select the correct answer from these options

said snowing must very

multiple-choice

Please identify the modal verb in the following sentence.

Alicja can speak two languages.

Select the correct answer from these options

Alicja can speak two

multiple-choice

Please identify the modal verb in the following sentence.

Alicja's students must wear a uniform.

Select the correct answer from these options

students must wear a

multiple-choice

Please identify the modal verb in the following sentence.

They should also do homework every week.

Select the correct answer from these options

should also do every

multiple-choice

Please identify the modal verb in the following sentence.

When Anne lived in the UK, she would often go abroad.

Select the correct answer from these options

when lived would often

multiple-choice

Please identify the modal verb in the following sentence.

Ollie should exercise more but he never has time.

Select the correct answer from these options

should more never has

multiple-choice

Please identify the modal verb in the following sentence.

Alicja asked the others if they would like to visit her in Costa Rica. Of course they said yes!

Select the correct answer from these options

asked if would visit

multiple-choice

Please identify the modal verb in the following sentence.

Anne can't speak Vietnamese fluently yet but she's learning.

Select the correct answer from these options

can't speak yet but

multiple-choice

Please identify the modal verb in the following sentence.

Jack might travel abroad to teach this summer.

Select the correct answer from these options

might travel abroad teach

multiple-choice

Please identify the modal verb in the following sentence.

Alicja ought to visit her family at Christmas this year, but she's having a wonderful time where she is.

Select the correct answer from these options

ought to visit having wonderful

Transitive and Intransitive verbs: Introduction

■ Video

This video is available online. The transcript appears below.

Another way we can separate verbs is by whether or not they have an object.

Those that have an object are transitive, while those that don't are intransitive.

Transitive and Intransitive verbs

Remember when we said that there were lots of ways of classifying verbs? We have another one here for you that you'll need to understand – transitive and intransitive verbs.

This is a way to separate verbs by whether or not they have an object.

Those that have an object are transitive, while those that don't are intransitive.

Transitive verbs

The word "transitive" might seem complex, but it really refers to movement.

Transitive verbs are followed by a direct object (a thing or a person that is affected by the action of the verb).

Look at the following sentences, where we've highlighted the transitive verb for you:

- Alicja **took** photographs using her new camera.

The direct object of the transitive verb is photographs.

- Jack **cooked** dinner for Anne.

The direct object of the transitive verb is dinner.

- The dog **bit** the postman.

The (unfortunate) direct object of the transitive verb is the postman.

Identifying the difference between transitive and intransitive verbs is really easy when you know how.

You have to ask either one of the following questions regarding the verb in question:

- **What?**
- **Whom?**

If there is an answer to either question in the sentence then the verb is transitive. Look back over the previous examples and ask the questions and you should find these results:

- What did Alicja take? She **took** photographs. Therefore the verb is transitive.
- What did Jack cook? He **cooked** dinner. Therefore the verb is transitive.
- Whom did the dog bite? He **bit** the postman. Therefore the verb is transitive.

If there is no answer to either question, the verb is intransitive – so let's find out about what they are.

Intransitive verbs

Intransitive verbs do not have a direct object and the action ends rather than being transferred to a person or an object.

Some verbs may be transitive in one sentence and intransitive in another, depending on how they are used and depending on their context. This means you need to always be aware of the content of a sentence before deciding what type of verb it is.

This is especially important as some transitive verbs can have their objects left out of a sentence when the meaning is clear from the context.

Look at the following examples:

- Jack has **smoked** since he was fifteen.

The direct object (cigarettes) is understood. Therefore the verb is transitive.

- She **plays** beautifully.

The direct object (a musical instrument) is understood. Therefore the verb is transitive.

However, there are some verbs which are always transitive or always intransitive. A good dictionary will tell you if a verb can be used either way or if it is always used in one way.

So why do you need to know the difference between the two? Transitive verbs always have to be followed by a direct object (even if this is inferred rather than stated). If students don't do this, they are left with incomplete or grammatically incorrect sentences.

Transitive and Intransitive verbs: Demonstration

■ Video

This video is available online. The transcript appears below.

In this demonstration our tutor Kelsey will help explain transitive and intransitive verbs and how to teach them to your students.

Unit 3: End of Unit Quiz

multiple-choice

Please identify the type of verb highlighted in the following sentence.

Alicja, Anne, Ollie and Jack are all friends who met on a TEFL course.

Select the correct answer from these options

Auxiliary verb Infinitive form Modal form Past participle
Past simple Present form Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

They got along really well and have been friends ever since.

Select the correct answer from these options

Auxiliary verb Infinitive form Modal verb Past participle
Past simple Present form Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

All four have different backgrounds and aspirations

Select the correct answer from these options

Auxiliary verb Infinitive form Modal verb Past participle
Past simple Present form Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

They have kept in touch and meet up regularly, even if it's just on Skype!

Select the correct answer from these options

Auxiliary verb Infinitive form Modal verb Past participle
Past simple Present form Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

Alicja is working at a school in Costa Rica and loves it!

Select the correct answer from these options

Auxiliary verb Infinitive form Modal verb Past participle
Past simple Present form Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

Jack's friends think he should definitely take a sabbatical to teach in Asia.

Select the correct answer from these options

Auxiliary verb Infinitive form Modal verb Past participle
Past simple Present form Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

Anne retired recently and has **been working** in Vietnam.

Select the correct answer from these options

- Auxiliary verb
- Infinitive form
- Modal verb
- Past participle
- Past simple
- Present form
- Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

She lives in a small village and feels she **ought to** learn a few words and phrases in the local language.

Select the correct answer from these options

- Auxiliary verb
- Infinitive form
- Modal verb
- Past participle
- Past simple
- Present form
- Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

She wants to really make the most of her time there.

Select the correct answer from these options

- Auxiliary verb
- Infinitive form
- Modal verb
- Past participle
- Past simple
- Present form
- Present participle

multiple-choice

Please identify the type of verb highlighted in the following sentence.

Ollie is on a gap year and absolutely loves travelling.

Select the correct answer from these options

Auxiliary verb

Infinitive form

Modal verb

Past participle

Past simple

Present form

Present participle

Unit 4: Verbs that are not verbs

Introduction

■ Video

This video is available online. The transcript appears below.

Welcome to Unit 4, we hope you're enjoying the course so far and are managing to get your head around things okay!

To quickly recap, we've covered nouns and gone into quite a lot of detail about verbs, so hopefully you should be well on your way to understanding them.

But.... hang on a minute! Verbs are even sneakier than we thought, as in English we have verbs that are not actually verbs!

We're sorry to confuse you like this but don't worry, even though you may be a little overloaded by verbs, we're going to persevere and find out more about these sneaky verbs so we can get the hang of them for once and for all!

Native speakers of English have the advantage of instinctively knowing how to use the language, but learners have to get their heads around all of these different points and exceptions so they can use the language effectively too. That's why we're going to discover more about these types of verbs so you're able to teach students about them when the time comes.

Now, let's go to it and find out more about verbs.

When is a verb not a verb?

■ Video

This video is available online. The transcript appears below.

Hopefully your experience so far in learning about nouns and verbs has given you some more confidence in your grammar skills, and this unit will give you an extra level of knowledge that will be especially useful for you when you go out to teach in the classroom.

So, let's answer the question you've been dying to ask: when is a "verb" not actually a verb?

Well, the first thing to realize is that these are words that look like verbs, as in they have the same structure or form, but in a sentence they are being used in a different way – typically as an adjective, an adverb or as a noun. That means in practice they are not actually verbs at all.

In this unit, we are going to look at three types of words that look like verbs but are not actually verbs at all: gerunds, participles and infinitives.

Gerunds

■ Video

This video is available online. The transcript appears below.

Gerund

/'dʒerənd/

noun

A verb form which functions as a noun, in English ending in -ing, e.g. swimming is fun, driving too fast is dangerous.

Students struggle with: confusing gerunds with other -ing words.

Let's start with gerunds. A gerund looks like a present participle in that it is formed with a verb + 'ing' – with examples including: reading, playing, driving, swimming and so on.

But what makes it a gerund rather than a present participle? It's all about how it's used in a sentence. They look the same, but they are used in very different ways.

Take a look at these two sentences:

Alicja is **riding** her bike.

Riding a bike is good exercise.

Now, "riding" looks and sounds the same in both of these sentences. So which one is the gerund and which is the present participle?

We're sorry to be a little mean, but it wouldn't be much fun if we just told you, would it?

With a couple of pointers and your growing awareness of grammar, we are going to encourage you to discover the difference for yourself just like we try to do when teaching language students something new. This makes the learning process more memorable, as students remember things better when they discover something on their own rather than being simply told the answer.

First, let's identify present participles. What do we already know about them?

Here are some quick rules for identifying them:

Present participles

Are a verb + '-ing'

Describe an ongoing action at the time of speaking

Let's compare them to gerunds and what we know about them so far:

Gerunds

Are a verb + '-ing'

Are used as nouns - we are talking about an activity in general rather than an ongoing action.

When you put this together, you should hopefully be able to decide which sentence above includes a gerund and which includes a present participle.

Go on to the next page to find out if you're correct or not.

Gerund or Present Participle

So how did you do?

Did you manage to work out which was the gerund and which was the present participle?

Let's have a look to see if you were correct!

Present Participle

Alicja	is	riding	her bike.
	"to be"	ongoing action - happening at the time of speaking	

Gerund

Riding	a bike	is good	exercise
General activity			

We hope that wasn't too difficult for you!

Remember, we use the gerund when we are talking about an activity, not about an ongoing action.

Gerunds and Present Participles: Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our TEFL course tutor Kirsty will show you how you can teach the difference between gerunds and present participles to your students.

Gerund or Present Participle?: Quiz

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Ollie enjoys walking in the park.

Select the correct answer from these options

Gerund

Present Participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Alicja was chatting on the phone when she saw her friend.

Select the correct answer from these options

Gerund

Present participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Anne and Jack have been working as teachers for a while.

Select the correct answer from these options

Gerund

Present participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Skiing is Jack's favourite sport.

Select the correct answer from these options

Gerund

Present participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Alicja has booked to go ;hiking.

Select the correct answer from these options

Gerund

Present participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Anne and Alicja are living abroad.

Select the correct answer from these options

Gerund

Present participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Singing is one of Alicja's hobbies.

Select the correct answer from these options

Gerund

Present participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Ollie likes cooking for his friends.

Select the correct answer from these options

Gerund

Present participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

The most fun Jack had on his last holiday was swimming in the ocean.

Select the correct answer from these options

Gerund

Present participle

multiple-choice

Please identify whether the highlighted word is a gerund or present participle.

Anne was **listening** to music last night before she went to bed.

Select the correct answer from these options

Gerund

Present participle

Past participles: Introduction

■ Video

This video is available online. The transcript appears below.

Past participles can sometimes act as adjectives when the subject of a sentence is already related to another verb.

Past participles

We have already seen participles in the form of a present participle (a verb + 'ing'), which when combined with the verb "to be" and describing an ongoing action are being used as a tense, for example: "Jack is riding his bike right now".

With regard to past participles, the context within which the participle is used actually decides what type of word it is in the sentence.

We're going to look at some sentences to see how this happens, but first of all you need to know how to find a participle in a sentence.

The steps to finding participles are to first find the subject and the verb to eliminate them, and then decide which part of the sentence the participle belongs to.

How to identify the subject, object and verb in a sentence:

Subject – The subject is usually a noun that names a person, place or thing, for example: "I".

Verb – the verb usually follows the subject and identifies an action or a state of being, for example: "eat".

Object – In addition to serving as subjects, nouns can also function as objects in a sentence. Instead of performing the action (as subjects usually do), objects receive the action and usually follow the verb, for example: "chips".

The past participle is highlighted in the following sentences.

The	teachers	became	a new	force	in	Vietnam	dedicated	to their school.
								
	subject	verb		object			participle = adjective	

- The subject is teachers.
- The verb is "became".
- The object of the verb is a new force.
- Now we can see that the past participle **dedicated** is not the subject – instead it describes a new force – therefore, it is an **adjective**.

Transformed	by the new	teachers	the school	developed	a need	for more lesson plans.
						
Participle = adjective			subject	verb	object	

- The past participle is “**transformed**” which describes the school – therefore it is an **adjective**.
- The subject is “the school”.
- The main verb is “developed”.
- The object is “a need”.

Past Participles: Quiz

multiple-choice

Please identify the part of the sentence highlighted below.

The statement issued by the school noted that a weakness of the students was a lack of fluency.

Select the correct answer from these options

Object

Participle

Subject

Verb

multiple-choice

Please identify the part of the sentence highlighted below.

The statement issued by the school noted that a weakness of the students was a lack of fluency.

Select the correct answer from these options

Object

Participle

Subject

Verb

multiple-choice

Please identify the part of the sentence highlighted below.

The statement issued by the school noted that a weakness of the students was a lack of fluency.

Select the correct answer from these options

Object

Participle

Subject

Verb

multiple-choice

Please identify the part of the sentence highlighted below.

The statement issued by the school noted that a weakness of the students was a lack of fluency.

Select the correct answer from these options

Object

Participle

Subject

Verb

The infinitive: Introduction

■ Video

This video is available online. The transcript appears below.

Our final type of verbs that can appear as something else are infinitives.

The infinitive

Now let's move on to look at another verb that isn't really a verb: an infinitive.

Luckily, even though the name might suggest there are lots of things to learn about infinitives, there are only three key points that you should know:

1. First and foremost, an infinitive has the form of a verb, but it is not always used as a verb.
2. Second, an infinitive can be a noun, an adjective or an adverb too.
3. Third, it is always "to" plus a verb.

Gerunds, Participles and Infinitives: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration from our tutor, Kelsey, will show you the difference between gerunds, participles and infinitives and how to teach them to your students.

Unit 4: End of Unit Quiz

true-or-false

A gerund is the same as a present participle.

Select the correct answer from these options

true

false

true-or-false

A gerund can be used as a noun.

Select the correct answer from these options

true

false

true-or-false

"Scholars believe that reading helps improve writing and communication skills".

The highlighted words in this sentence are present participles.

Select the correct answer from these options

true

false

true-or-false

Participles can act as adjectives ending in -ing or -ed.

Select the correct answer from these options

true

false

true-or-false

"Delighted with the opportunity to teach, Anne took the job in Vietnam".

The participle in this sentence is "delighted"

Select the correct answer from these options

true

false

true-or-false

An infinitive can be a verb on its own.

Select the correct answer from these options

true

false

true-or-false

An infinitive can also be used as a noun, an adjective or an adverb.

Select the correct answer from these options

true

false

true-or-false

The context of a sentence decides how an infinitive or participle is used.

Select the correct answer from these options

true

false

true-or-false

"Alicja and Anne decided to grab 5 minutes for a chat".

The infinitive in the sentence is "a chat".

Select the correct answer from these options

true

false

true-or-false

"Alicja and Anne decided to grab 5 minutes for a chat".

In this sentence, the infinitive is being used as an adverb.

Select the correct answer from these options

true

false

Unit 5: Adjectives and Adverbs

Introduction

■ Video

This video is available online. The transcript appears below.

Congratulations on reaching the halfway point in our grammar course!

So, how are you feeling? Satisfied? Knowledgeable? Ready to learn more?

Did you complete the lessons easily, or quickly, or slowly?

Everybody has their own style of learning and takes things at their own pace and that's why this course has been designed to help you build your confidence in grammar and show you that you know a lot already.

Now it's time that we move on to the amazing, stupendous, interesting and adventurous world of adjectives and adverbs. These are the words that you'll often hear being called describing words, and they are the ones that provide richness to your use of language.

You'll hopefully have noticed the adjectives we've used in this video so far. Satisfied, knowledgeable, easy, quickly, amazing and so on are all examples of adjectives and adverbs.

In this unit you'll learn more about the wonderful world of adjectives and by the end of this set of lessons you'll be able to talk all about them – easily of course!

Adjectives vs Adverbs

As you know, we are going to cover both adjectives and adverbs in this unit. So, the first thing that you will need to know is the difference between the two.

Activity:

We think you can do this right away, so check out these two definitions and decide which one is an adjective and which is an adverb.

Click on a sentence when you have decided to see if you are correct.

This type of word describes or modifies a noun or a pronoun.

ADJECTIVE

This type of word describes or modifies a verb, an adjective or another adverb.

ADVERB

Adjectives

■ Video

This video is available online. The transcript appears below.

Adjective

/adʒɪktɪv/

A word that describes or modifies a noun or a pronoun e.g. sweet, red, difficult.

Students struggle with: placing adjectives in a sentence, ordering multiple adjectives.

Now that we know what adjectives are – words that describe or modify a noun or a pronoun – let's find out a little more about them.

To modify means to change in some way. By modifying, adjectives give us more information about the noun.

I ate a meal.

Meal is a noun. The reader doesn't know what kind of meal this was, it could have been good, bad, tasty, bland or anything else; so there's a lot of room for interpretation.

I ate an **enormous** meal.

Meal is the noun and now we have added enormous which modifies it – it tells us what kind of meal the person ate. So, adjectives give us a better understanding of the noun.

Adjectives: Activity

Activity:

Look at the sentences below and decide where an adjective could be added each time. Then click on the sentence to see if you were correct.

Jack was riding his
favourite
bike.

Anne bought a
used
car.

The
substitute
teacher gave the class an exam.

Ollie needs to replace his
old
phone.

Alicja and her boyfriend ordered some
exotic
drinks.

Anne decided to book a
n adventurous
holiday.

Adjective rules

■ Video

This video is available online. The transcript appears below.

Most of the time we find adjectives before nouns, like we saw in the previous examples:

favourite bike
used car
substitute teacher
old phone
exotic drinks
adventurous holiday

But as you already know, English isn't quite as simple as that – and there are always exceptions to the rules. That's why it's important to know them so you can teach your students as best as you can!

With that in mind, we need to remember that adjectives sometimes come after the noun they are modifying and they will usually follow one of these verbs, which talk about senses and perception:

be	feel	taste
look	sound	smell
appear	seem	

For example, we say: "be happy", "feel hungry", "smell delicious" or "appear grumpy". Can you think of any more adjectives using these verbs yourself?

Adjective rules: Quiz

multiple-choice

Please identify the adjective in the following sentence.

Alicja's dog is black.

Select the correct answer from these options

Alicja dog is black

multiple-choice

Please identify the adjective in the following sentence.

Ollie felt nervous before his class.

Select the correct answer from these options

Ollie felt nervous before

multiple-choice

Please identify the adjective in the following sentence.

Anne's dinner tasted delicious.

Select the correct answer from these options

Anne dinner tasted delicious

multiple-choice

Please identify the adjective in the following sentence.

Jack looks smart in his work suit.

Select the correct answer from these options

looks smart in work

multiple-choice

Please identify the adjective in the following sentence.

Alicja sounds hoarse as she has a cold.

Select the correct answer from these options

sounds hoarse has cold

multiple-choice

Please identify the adjective in the following sentence.

Ollie wants tea but the milk smells bad.

Select the correct answer from these options

tea but milk bad

multiple-choice

Please identify the adjective in the following sentence.

Anne seems happy living in Vietnam.

Select the correct answer from these options

seems happy living in

multiple-choice

Please identify the adjective in the following sentence.

Anne loves the food but finds it a little rich at times.

Select the correct answer from these options

loves food rich finds

multiple-choice

Please identify the adjective in the following sentence.

The turbulent weather led Alicja to cancel her flight.

Select the correct answer from these options

turbulent led cancel flight

multiple-choice

Please identify the adjective in the following sentence.

Jack has become disinterested in his job in IT.

Select the correct answer from these options

become disinterested his job

Adjective order: Introduction

■ Video

This video is available online. The transcript appears below.

Native speakers instinctively know how to put adjectives into the right order.

But what is the right or wrong order?

Let's look at how we should order adjectives when we want to use several at the same time.

Adjective order

■ Video

This video is available online. The transcript appears below.

We've now shown you where adjectives should appear in a sentence, but because they make speech much more interesting, we often like to use more than one.

However, we can't just list all the adjectives we want to use for a noun in any order we like. You should hopefully see in the sentences below that something isn't quite right:

Anne loves her **Japanese, red, fast** car
Jack bought a **round, wooden, brown, big** dining table for his flat.

They sound a little strange, don't they? It's because in English we have an order in which adjectives are placed before a noun; something that native speakers can do instinctively but that learners, like our students, might struggle with.

Now let's look at the correct way to order the adjectives:

Anne loves her **fast, red, Japanese** car.
Jack bought a **big, brown, round, wooden** dining table for his flat.

Adjective order

If we are using a range of adjectives to describe a noun, they need to go in a particular order. Let's add a few more adjectives to Jack's sentence – not that you would ever use this many adjectives unless you were writing for a furniture catalogue!

Adjective order

OPINION - SIZE - AGE - SHAPE - COLOUR - ORIGIN - MATERIAL - USE

Example: a beautiful, big, antique, round, brown, Italian, wooden dining table.

	OPINION	SIZE	AGE	SHAPE	COLOUR	ORIGIN	MATERIAL	USE	
Jack's	beautiful,	big,	antique,	round,	brown,	Italian,	wooden	dining	table

Adjective order: Activity

Activity:

Now it's your turn to try. To show you how easy it can be for fluent speakers, try fixing the sentences and getting the adjectives in the right order.

Choose the correct option for the sentences below:

Anne loves her _____ car.

Japanese, fast, red

red, fast, Japanese

fast, red, Japanese

Jack bought a_____ dining table for his flat.

big, round, brown, wooden

big, round, wooden, brown

wooden, big, brown, round

Activity:

Now have a go at putting the types of words in the correct order, from top to bottom, as we showed you on the last page. We've started you off with the first one to make things a little easier.

Opinion

Colour

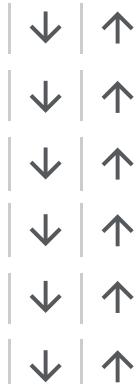
Size

Material

Origin

Use

Age



Shape

| ↓ | ↑

Check answers

Hide answers

Adjective order: Quiz

Adverbs

■ Video

This video is available online. The transcript appears below.

Adverb

/'advə:b/

A word that describes or modifies a verb an adjective or another adverb.

Students struggle with: placing adverbs in a sentence, irregular adverbs

Now let's move smoothly on to adverbs. As you know, adverbs modify a verb, adjective or adverb – most commonly answering the question how.

Let's look at how they affect verbs first:

Anne sang **beautifully**.

Beautifully is an adverb that modifies sang. It tells us how Anne sang.

Ollie played the piano **carelessly**.

Carelessly is an adverb that modifies played. It tells the reader how Ollie played.

We can also see that adverbs modify adjectives and other adverbs too:

Alicja is **extremely** nice.

Nice is an adjective that modifies the noun Alicja. Extremely is an adverb that modifies nice; it tells the reader how nice she is.

It was a **terribly** hot afternoon.

Hot is an adjective that modifies the noun afternoon. Terribly is an adverb that modifies the adjective hot. How hot is it? Terribly hot.

Adverbs answer the question how most often, but they can also be used to answer the questions when, where, and why:

Jack arrived **late**.

Late describes when Jack arrived.

They all went **there** for the party.

There is where they all went to the party.

In general, adverbs can be used to answer the following questions (with the ones at the top being most common):

- How?
- When?
- Where?
- Why?

Adverbs: Exceptions to the rules

■ Video

This video is available online. The transcript appears below.

It wouldn't be English grammar if there weren't a couple of exceptions to the rules, so let's have a look at adverbs that don't follow the same rules as all the others.

Adverb rules

Adverbs are no strangers to having exceptions to the general rules, and sometimes it's the easier words than can cause students the greatest difficulty such as the adjectives: good, fast and hard.

- He is a **good** guitarist.
- He is a **fast** runner.
- He is a **hard** worker.

This sounds okay so far, but when we use them as adverbs they can be a bit tricky for students.

- He plays the guitar **well**. (not goodly)
- He runs **fast**. (not fastly)
- He works **hard**. (not hardly, this means something very different!)

We also see that sometimes people use words in new ways, for example it has become common to use good as an adverb:

How are you? I'm **good**. (rather than **well** or **fine**).

As a teacher, you will need to teach your students the correct way of saying things first before talking about more informal and common exceptions to the rules. Students often need a lot of practice with adjectives and adverbs to get them right, so it's best not to confuse them too much early on.

Adjective or Adverb?: Quiz

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Ollie had a **hard time preparing his lesson for today.**

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Alicja bought some flowers that smelled **nice.**

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Jack closed the door **quietly.**

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Alicja quickly bought some flowers on her way home.

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Alicja's students are sometimes late for class.

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Jack uses state-of-the-art technology in his lessons.

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Ollie speaks slowly to his lower level students.

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Anne is a very quick thinker.

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Alicja's dog looked cute.

Select the correct answer from these options

Adjective

Adverb

multiple-choice

Please identify whether the highlighted word in the sentence below is an adjective or an adverb.

Jack taught his lesson well today.

Select the correct answer from these options

Adjective

Adverb

Adverbs of Frequency

■ Video

This video is available online. The transcript appears below.

Adverbs of frequency tell us how often something happens. These adverbs can describe definite frequency – things that happen at regular intervals – like daily, yearly and monthly. There are also adverbs that describe indefinite frequency – those that don't specify an exact time frame – like rarely, usually or always. Teaching adverbs of frequency normally deserves a lesson on its own, and can even take longer than one lesson to teach all of them.

There are perhaps more adverbs of indefinite frequency than of definite, so here are a couple more examples for you:

never, hardly ever, always, nearly always, rarely, usually, sometimes, often

In the example above we placed the adverbs in an almost random order but it's a lot easier to remember them when they are placed on a scale of least common to most common.

Adverbs of Frequency: Activity

Activity:

Try putting the adverbs of frequency into the correct place on the scale below – we've put the first and last ones there for you already:

Never

Often

Sometimes

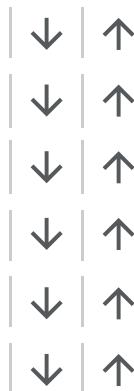
Rarely

Nearly always

Usually

Hardly ever

Always

[Check answers](#)[Hide answers](#)

Adverbs of Frequency – Rules

■ Video

This video is available online. The transcript appears below.

A scale like the one you have just completed is a great way of helping your students work out the frequency of when or how often something happens. You will also need to help students with how we use these in a sentence, i.e. where they go in relation to the verb.

Let's look at some examples:

Ollie **never** goes to the doctor. (Here the adverb goes before the main verb go)

Anne can **hardly** see without her glasses. (Here it is before the main verb see and after the modal verb can)

Jack **usually** gets up late on Sundays. (And here before the main verb get)

Does Alicja **often** visit Poland? (The adverb is after the auxiliary do and the subject and before the main verb visit)

Adverbs of Frequency – Rules

Adverbs of frequency rules

Use adverbs of frequency to describe how often something happens.

They are often used with the present simple tense as they describe routine or repeated activities.

Adverbs of frequency that describe definite frequency include monthly, annually, daily.

Adverbs of frequency that describe indefinite frequency include never, always, rarely, sometimes and often.

Adverbs of Frequency: Quiz

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Occasionally

Select the correct answer from these options

Ollie occasionally eats unhealthy food.

Ollie eats unhealthy food occasionally.

Ollie eats occasionally unhealthy food.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Never

Select the correct answer from these options

Jack is never late for work.

Jack is late for work never.

Never is Jack late for work.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Hardly ever

Select the correct answer from these options

Nowadays, hardly ever Anne sees Alicja.

Nowadays, Anne hardly ever sees Alicja.

Nowadays, Anne sees Alicja hardly ever.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Daily

Select the correct answer from these options

Alicja walks her dog twice daily.

Daily Alicja walks her dog twice.

Alicja walks her dog daily twice.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Often

Select the correct answer from these options

- Anne calls often her family in the US.
- Anne often calls her family in the US.
- Anne calls her family in the US often.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Usually

Select the correct answer from these options

- Usually, Jack rides his bike to work.
- Jack rides usually his bike to work.
- Jack usually rides his bike to work.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Weekly

Select the correct answer from these options

Ollie gets weekly paid.

Ollie gets paid weekly.

Weekly, Ollie gets paid.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Sometimes

Select the correct answer from these options

Sometimes Jack goes to an Indian restaurant.

Jack sometimes goes to an Indian restaurant.

Jack goes to sometimes an Indian restaurant.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Usually

Select the correct answer from these options

Ollie is friendly and sociable usually.

Ollie is friendly and sociable, usually.

Ollie is usually friendly and sociable.

multiple-choice

For the adverb given below, choose the sentence where it is used in a grammatically incorrect way.

Always

Select the correct answer from these options

Alicja's boyfriend always brings her flowers.

Alicja's boyfriend brings always her flowers.

Alicja's boyfriend brings her flowers always.

Comparative and Superlative adjectives: Introduction

■ Video

This video is available online. The transcript appears below.

We hope you're finding adjectives as amazing as we are, so let's look at how we make you not just better but the best at them, with the help of comparative and superlative adjectives.

Comparative adjectives

Comparative adjectives

A type of adjective used to compare two or more things.

Activity:

Check out the sentences below for some examples of how comparative adjectives are used.

Try to identify the comparative adjective that is being used and then click on the sentence to see if you were right.

Poland is colder than Vietnam

Alicja's apartment is more expensive than Ollie's

Jack's classroom is tidier than Anne's

So, did you spot the comparative adjectives there?

Even though the form of each adjective has changed from how we usually see them, and they all take different forms from each other too, they all use the same sentence structure:

Noun (subject) + verb + comparative adjective + "than" + noun (object).

You might be wondering how to change the form of an adjective to make it comparative, but thankfully there are some useful rules to help you (though there are exceptions to these rules as always!).

Adjectives or adverbs with **ONE** syllable take -er. (Except for fun, bad and good which are irregular.)

- warmer / colder / hotter / wilder / safer, etc.

Adjectives and adverbs with **TWO** syllables ending in -y and some other random TWO syllable words, also take -er.

- friendlier / prettier / lovelier / narrower / simpler / quieter / cleverer

Other TWO syllable words take more and not -er as do adjectives longer than TWO syllables.

- more modern /more ancient / more tiring / more boring / more expensive / more beautiful / more comfortable

Activity:

Here's another quick task for you – hit the timer below and you'll get a minute to see how many other comparative adjectives you can come up with for each of the rules above. Our challenge? Four comparative adjectives for each group.

Name 4 comparative adjectives for each of the rules above.

Start timer

There are also other ways we can express comparatives that you might want to take a note of:

- He drove a **little / lot / bit** more quickly **than** before.
- The **bigger** they are, the **harder** they fall.
- The **more** they scream, the **less** they get.
- He's as mad **as** a hatter.
- It's just **as** quick to walk **as** it is to cycle.

Superlative adjectives: Introduction

■ Video

This video is available online. The transcript appears below.

We're now familiar with comparative adjectives, so let's find out about the strongest type of adjectives: the superlative.

Superlative adjectives

Superlative adjectives

An adjective representing the highest quality or degree of a noun.

Let's look again at the examples we used before:

- Poland is colder than Vietnam.
- Alicja's apartment is more expensive than Ollie's.
- Jack's classroom is tidier than Anne's.

We know that these are comparative adjectives, but we're going to show you how to change these to be stronger and to show the superlative version of the adjective:

- Poland is **the coldest** country (of all the countries we are talking about).
- Alicja's apartment is **the most expensive** (of all the apartments we are talking about).
- Jack's classroom is **the tidyest** (of all the classrooms we are talking about).

The rules on forming superlative adjectives are thankfully very similar to those for comparative adjectives:

Adjectives or adverbs with ONE syllable take -est.

The warmest / the coldest / the hottest / the wildest / the safest, etc.

Adjectives and adverbs with **TWO** syllables ending in **-y** have an **-iest** ending. Some other random **TWO** word syllable words take **-est**.

The friendliest / the prettiest / the loveliest / the narrowest / the simplest / the quietest / the cleverest

Other **TWO** syllable words take **most** and not **-est** as do adjectives longer than **TWO** syllables.

The **most** modern / the **most** ancient / the **most** tiring / the **most** boring / the **most** expensive / the **most** beautiful / the **most** comfortable

Irregular comparatives and superlatives: Introduction

■ Video

This video is available online. The transcript appears below.

As you'll know already with English grammar, there are irregular versions of comparative and superlative adjectives out there.

Examples include: good, bad, and tidy.

Let's look at some of the irregular comparative and superlative forms:

Irregular comparatives and superlatives

As we've warned you before, there are some exceptions to these rules about comparative and superlative adjectives. "Good", "bad" and "fun" are some of the trickiest ones to get to grips with for students as they are commonly used words with irregular comparative and superlative forms.

Check out the table below for some examples of how the comparative and superlative adjectives are formed:

Adjective	Comparative	Superlative
good	better	the best
bad	worse	the worst
fun	more fun	the most fun
tidy	tidier	the tidiest
expensive	more expensive	the most expensive
comfortable	more comfortable	the most comfortable
safe	safer	the safest
big	bigger	the biggest
difficult	more difficult	the most difficult
angry	angrier	the angriest

These can sometimes take a while for students to get right, so make sure to spend some time on them with a fun activity so that they can get better at them.

Irregular comparatives and superlatives: Quiz

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

For these questions you'll be given an adjective and asked to enter its comparative and superlative form. For this example below, we filled in the table for the adjective 'far'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

far

Comparative

further

Superlative

the furthest

Now it's your turn! Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'good'

Adjective

good

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'bad'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

bad

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'fun'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

fun

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'tidy'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

tidy

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'expensive'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

expensive

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'comfortable'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

comfortable

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'safe'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

safe

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'big'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

big

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'difficult'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

difficult

Comparative

Superlative

typing

Let's test your knowledge of irregular comparatives and superlatives. For each of the given adjectives, enter in the comparative and superlative form.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Fill in the table below with the correct comparative and superlative forms of the adjective given. The adjective here is 'angry'. Don't forget to put "the" on the superlative answer: i.e. the furthest.

Adjective

angry

Comparative

Superlative

Comparatives and Superlatives: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration from our tutor, Kelsey, will show you how to teach comparative and superlative adjectives to your students.

Comparatives and Superlatives: Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our TEFL course tutor Joe will show you how to teach comparative and superlative adjectives to your students.

Unit 5: End of Unit Quiz

true-or-false

An adjective describes or modifies a noun.

Select the correct answer from these options

true

false

true-or-false

An adverb describes or modifies a verb, an adjective or an adverb.

Select the correct answer from these options

true

false

true-or-false

"Enormous", "incredible", "happy" are examples of adverbs and "extremely", "quickly", "there" are examples of adjectives.

Select the correct answer from these options

true

false

true-or-false

When you order multiple adjectives, you put the age and shape before the size.

Select the correct answer from these options

true

false

true-or-false

Adverbs tell us how, when, where and why something happened.

Select the correct answer from these options

true

false

true-or-false

"Daily", "always", "quarterly", "never" are examples of adjectives of frequency.

Select the correct answer from these options

true

false

true-or-false

Comparative adjectives compare two or more things and include words like "tidier", "smaller", "more comfortable".

Select the correct answer from these options

true

false

true-or-false

"The easier", "the taller" and "the more expensive" are examples of superlative adjectives that compare something to the whole group it belongs to.

Select the correct answer from these options

true

false

true-or-false

"Hard" and "fast" have the same form whether they are used as adjectives or adverbs.

Select the correct answer from these options

true

false

true-or-false

There are no irregular comparative and superlative adjectives.

Select the correct answer from these options

true

false

Unit 6: Other parts of speech

Introduction

■ Video

This video is available online. The transcript appears below.

Hi again, and welcome to Unit 6! We've covered a lot of different grammar topics so far, so what else is left to learn?

We do still need to cover tenses and conditionals, but we'll leave them until last.

That means this unit is going to cover the other parts of speech, the odds and ends that are important to tie everything together in a sentence.

These are things like **phrasal verbs**, words such as: "take off", "take up", "take in" and "take out".

Another type is **prepositions**, the little words such as: in, on, at and by.

We'll also look at **articles** and **determiners** – words like: a, an, the, these and those.

And we'll also teach you about **conjunctions** that act like the glue of the English language to join clauses of sentences together such as: and, but, etc.

Finally, we'll look at **reported speech** and the **passive voice** – which are important when talking about, well, talking.

There's lots to cover in this unit, but it will help you tie up some loose ends in your grammar knowledge and show you how some of the simplest words we use every day can be the most important.

Let's get started!

What are the other parts of speech?

As you know, this unit is going to cover other parts of speech to the ones we've shown you earlier. So, as usual we want to show you first how much you already know!

Activity:

Let's start by looking at some more of the different parts of speech we have in English – how many do you already know?

See if you can match the different parts of speech with the definitions and examples below:

A word used before a noun, a noun phrase or a pronoun, connecting it to another word – e.g. Ollie jumped **in** the lake, Anne drove slowly **down** the road.

--Select--



An idiomatic phrase combining a verb and a particle, e.g. **break down**, **look down on**, **think over**, **take up**.

--Select--



This precedes a noun and can be definite (**the**) or indefinite (**a/an**).

--Select--



This clarifies a noun and includes words like: **this**, **that**, **your**, **its**.

--Select--



This is a word used to connect clauses or sentences or to coordinate words in the same clause, like: **and**, **but**, **if**.

--Select--



These are words or phrases that express emotion or exclamation, like: **wow, aah, hmm, oh dear, absolutely.**

--Select--



A speaker's words reported by someone else with the required changes in person and tense – for example: "Ollie will start work on Monday" becomes "**He said that Ollie would start work on Monday**".

--Select--



The subject of the sentence is acted on by the verb, for example: the class **was taught** by Alicja (not Alicja taught the class).

--Select--



So, how did you do? This might have been tricky if you're not familiar with them, but we'll teach you all about them as we go through this unit.

Prepositions

■ Video

This video is available online. The transcript appears below.

Preposition

A word used before a noun, a noun phrase or a pronoun, connecting it to another word – e.g. Ollie jumped **in** the lake, Anne drove slowly **down** the road.

English learners often struggle a lot with using the correct preposition, and that's why it's important to build up their knowledge of prepositions gradually. This is where they'll learn which preposition to use and when, rather than overloading students and confusing them with everything at once.

Think for a second about how you would explain the difference between the prepositions **in** and **on** to an elementary level student. How would you go about it? What's the best way to explain the difference in a way that they would understand?

What was your plan? A common answer is to visually demonstrate this by putting an object **on** a table or **in** your pocket, for example.

This can work well, but it doesn't quite explain other uses your students will want to know – such as why we say: **on** Tuesday and **on** the 17th but **in** February and **in** the year 2017. This doesn't seem quite as simple now, does it?

Let's try another one, this time the preposition **at**. How many different ways can you think of to use **at**? Some examples we can think of are: **at** home, **at** 5 o'clock, **at** college, **at** night, **at** the weekend, to be good **at** something – but there are a lot more as well.

Preposition rules

■ Video

This video is available online. The transcript appears below.

There are hardly any rules that tell students exactly when to use a preposition, as usage largely depends on context and meaning. The best way for students to learn this, then, is by reading a lot of English and trying out different examples in their own writing.

To help you out when teaching, here are some general patterns we can see for three of the main prepositions. Remember though that these are just guides rather than a strict set of rules!

Preposition rules: Examples

On

To express a surface of something

Alicja put the handouts **on** her desk.

Ollie sat **on** the chair.

To specify days and dates

Anne's birthday is **on** March 17th.

This year it is **on** Monday.

To indicate the use of a device or machine

Jack is **on** the phone.

Alicja is working **on** the computer.

To indicate a part of the body

Anne wears several rings **on** her fingers.

The stick hit Ollie **on** the shoulder.

To indicate the state of something

In

Alicja bought all her work clothes **on** sale.

Jack's dinner was **on** fire!

Unspecific times in a day, month, season or year

Anne likes reading the newspaper **in** the morning.

In the summer, Alicja tries to visit her family.

To indicate a location or place (within the limits, bounds or area of)

Alicja is from Warsaw, which is **in** Poland.

Ollie is currently staying **in** a hotel.

To indicate a shape, colour or size

Jack asked his students to stand **in** a circle.

Anne's apartment is painted mostly **in** blue.

To indicate a belief, opinion or interest

Anne doesn't believe **in** ghosts.

Jack is interested **in** football.

At

To point out a specific time

Ollie's class starts **at** 9am.

Alicja is meeting her boyfriend **at** 7 o'clock.

To indicate a place (at or near the area occupied by or the location of)

Alicja is meeting him **at** the park.

They are going to a party **at** a club

To indicate an email address

Ollie's students can contact him **at** 123@gmail.com

To indicate an activity

Anne is great **at** painting.

Ollie's class is good **at** acting.

Prepositions: Quiz

Phrasal verbs

■ Video

This video is available online. The transcript appears below.

Phrasal verb

An idiomatic phrase consisting of a verb and another element, typically either an adverb, as in: "**break down**", or a preposition, for example: "**see to**", or a combination of both, such as: "**look down on**".

Phrasal verbs can be difficult to teach – as there are thousands of them out there and they can't be directly translated into other languages.

As tricky as this makes things for you as a teacher, they are vitally important in understanding English – so you'll need to learn how they work.

We're not able to teach you everything about them here but to ease you in to the topic, we have a simple question for you: what is the difference between a preposition and an adverb?

Here are two examples for you to help you out:

The mouse **ran up** the clock.

This is a preposition since **up** has an object, the **clock**.

The mouse **ran off**.

This time it's an adverb since **off** has **no object** and talks about the verb, **ran**.

These are both examples of phrasal verbs, with one using a preposition "ran up" and the other using an adverb "ran off". When we talk about phrasal verbs, they can be related to prepositions or adverbs depending on how they are used in a sentence. Sometimes they can be three words like: "to get on with."

Here are just a few more examples of the thousands of phrasal verbs:

Turn in	Get up	Come by	Bring on
Turn down	Get on	Come under	Bring up
Turn away	Get by	Come up	Bring down

We use phrasal verbs a lot in English, and you'll need to know the different uses they have. The best way to help your students learn them too is to give them lots of opportunities to practice them.

Phrasal verbs: Demonstration

■ Video

This video is available online. The transcript appears below.

In this demonstration our tutor, Kelsey, will show you more about phrasal verbs and how important they are to teach to students.

Phrasal verbs: Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our TEFL course tutor Kirsty will show you how to teach the concept of phrasal verbs to your students.

Phrasal verbs: Quiz

typing

We're now going to test your knowledge of phrasal verbs.

For the first five questions, you will be asked to enter the correct word to complete the phrasal verb in the sentence.

For the final five questions, you will need to decide whether the statements about phrasal verbs are true or false.

For the first five questions you'll be required to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

For these questions you'll be asked to complete a phrasal verb from the context given. For the example below, we've use the phrasal verb 'count on', meaning to rely on someone.

Ollie's students can count on him to provide good feedback.

Now it's your turn! Complete the following sentence with the correct phrasal verb. Here the phrasal verb is meaning that Alicja looks like or is similar to her mum

Alicja takes her mum in many ways.

typing

We're now going to test your knowledge of phrasal verbs.

For the first five questions, you will be asked to enter the correct word to complete the phrasal verb in the sentence.

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1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Complete the following sentence with the correct phrasal verb. Here the phrasal verb is meaning that Jack fell asleep.

Jack was so tired that he nodded in front of the TV.

typing

We're now going to test your knowledge of phrasal verbs.

For the first five questions, you will be asked to enter the correct word to complete the phrasal verb in the sentence.

For the final five questions, you will need to decide whether the statements about phrasal verbs are true or false.

For the first five questions you'll be required to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Complete the following sentence with the correct phrasal verb. Here the phrasal verb is meaning that Ollie inherited some money.

Ollie came some money last year.

typing

We're now going to test your knowledge of phrasal verbs.

For the first five questions, you will be asked to enter the correct word to complete the phrasal verb in the sentence.

For the final five questions, you will need to decide whether the statements about phrasal verbs are true or false.

For the first five questions you'll be required to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Complete the following sentence with the correct phrasal verb. Here the phrasal verb is meaning that Anne saves or stores her computer files safely.

Anne always backs her computer files.

typing

We're now going to test your knowledge of phrasal verbs.

For the first five questions, you will be asked to enter the correct word to complete the phrasal verb in the sentence.

For the final five questions, you will need to decide whether the statements about phrasal verbs are true or false.

For the first five questions you'll be required to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Complete the following sentence with the correct phrasal verb. Here the phrasal verb is meaning that Alicja's car **doesn't work**.

Alicja's car has broken 3 times this year - she'll need to get a new one soon.

true-or-false

Every phrasal verb has one set meaning.

Select the correct answer from these options

true

false

true-or-false

Students can guess the meaning of a phrasal verb.

Select the correct answer from these options

true

false

true-or-false

There are thousands of phrasal verbs in English.

Select the correct answer from these options

true

false

true-or-false

Phrasal verbs are composed of a verb and a preposition or adverb.

Select the correct answer from these options

true

false

true-or-false

Phrasal verbs can be made up of 2 or 3 words.

Select the correct answer from these options

true

false

Conjunctions and Interjections: Introduction

■ Video

This video is available online. The transcript appears below.

The next part of speech we'll look at are conjunctions, which are words we use to join clauses of a sentence together, and interjections, short phrases that typically appear at the beginning of a sentence to show surprise or excitement among other things.

Conjunctions

Conjunctions are like English's equivalent of glue, in that they are used to join clauses together.

Activity:

Look at the following two sentences and try to figure out which words are the conjunctions. When you've figured it out, click on the sentence to see if you were right:

Ollie stayed up late since he had more homework to do.

Although she wasn't tired, Anne went to bed.

Other conjunctions you'll use quite often include the following:

because	when
and	despite
but	where
therefore	

There are other types of conjunctions around, though, with relative pronouns such as "who", "which", and "that" all being examples.

Here's how this can work in bringing two clauses together:

Jack has a friend. She works at his favourite restaurant.

Jack has a friend **who** works at his favourite restaurant.

Interjections

Hey! It's time to learn about interjections, which are another part of speech used where there is a sudden short phrase that appears. Generally these come at the start of a sentence, like we did with "Hey!" just there. These words tend to express strong emotion and exclamation related to feelings like surprise, disgust, joy, excitement or enthusiasm.

Other examples include: **Ouch!**, **Oops!**, **Oh dear!** etc.

Conjunctions and Interjections: Quiz

multiple-choice

Please identify the word acting as a **conjunction or interjection** in the following sentence.

Despite not knowing anyone who would be there, Ollie went to the house party anyway.

Select the correct answer from these options

Despite not who went to

multiple-choice

Please identify the word acting as a **conjunction or interjection** in the following sentence.

Jack rides a bike which was very expensive.

Select the correct answer from these options

rides a which was very

multiple-choice

Please identify the word acting as a **conjunction or interjection** in the following sentence.

Oh dear! Alicja has missed the bus, she'll be late for class!

Select the correct answer from these options

Oh dear! Alicja missed the she'll be

multiple-choice

Please identify the word acting as a conjunction or interjection in the following sentence.

The weather was very cold in Poland, so Alicja packed plenty of warm clothes for her trip.

Select the correct answer from these options

was so packed plenty for

multiple-choice

Please identify the word acting as a conjunction or interjection in the following sentence.

Anne had her supper then went to bed, she had an early start the next day.

Select the correct answer from these options

had her then went she

multiple-choice

Please identify the word acting as a conjunction or interjection in the following sentence.

Ollie wanted to go to the beach but it rained.

Select the correct answer from these options

wanted to go but it

multiple-choice

Please identify the word acting as a conjunction or interjection in the following sentence.

Anne read a book as she waited for the bus.

Select the correct answer from these options

read as she waited for

multiple-choice

Please identify the word acting as a conjunction or interjection in the following sentence.

Alicja has a friend in Costa Rica who is also from Poland.

Select the correct answer from these options

has a in who also

multiple-choice

Please identify the word acting as a conjunction or interjection in the following sentence.

Jack, Anne, Ollie and Alicja don't see each other very often, therefore they try to Skype once a week.

Select the correct answer from these options

see very often therefore try

multiple-choice

Please identify the word acting as a conjunction or interjection in the following sentence.

"Oops!" said Ollie. He had dropped a glass on the floor.

Select the correct answer from these options

Oops he had dropped a on the

Articles: Introduction

■ Video

This video is available online. The transcript appears below.

The article is a very flexible word in English, and in grammar, articles are a very commonly used part of speech. Articles include small words that refer to a noun, and can be either definite, like the word "the", or indefinite, like the words "a" or "an".

Articles

Article

A word that is used to point out or refer to a noun. It precedes a noun and can be definite (**the**) or indefinite (**a/an**).

Unlike phrasal verbs, where there are thousands of examples to remember, with articles there are only three you need to know in English, and these come in two different types.

The definite article – the

This article is used to refer directly to a specific, or definite, noun or a group of nouns, for example: **the** homework on Alicja's desk, **the** desk in Alicja's classroom, **the** classrooms in the school where Alicja works. We use **the** to talk about unique things and use it with a number of expressions to relate to our physical environment or things in our lives that are commonly known.

Here are some other examples for you:

- **The** French are stylish dressers.
- **The** town is less preferable to the countryside.
- **The** weather can be a little wet in Costa Rica, but **the** mountains make up for it.
- That's Brad Pitt, **the** actor.

It's not as universal as you might think, though, as we do not use it for proper nouns or things when speaking generally. Here are two examples:

- My name's Bond (Not **the** Bond)
- Coffee is delicious. (We are not talking about any specific coffee here so we leave out '**the**'.)

The indefinite article – a/an

We use the indefinite article when we're not being definite about something, for instance when we refer to a non-specific noun or a group of nouns.

Examples of this include:

- Jack eats **an** apple every day.
- Ollie lives in **a** large apartment.
- Anne has **a** car.

We use a/an to talk about one thing when it does not matter which one it is, when it is not known, or to talk about any one member of a group.

- Alicja lent Ollie **a** pen. (It doesn't matter which pen)
- Anne lives in **a** beautiful apartment. (The listener doesn't know which one)
- **An** octopus has eight tentacles. (Referring to any healthy octopus)

When we are talking generally, we tend to use the indefinite article and when we are specifically referring to a particular, or definite, object we'll use the definite article.

Compare the following:

- Ollie passed **a** grammar book to his student (it could be any grammar book)
- Ollie passed **the** grammar book to his student (a specific book – both Ollie and the student know which book it is).

With the indefinite article, though, we also have a plural version – so we'll use some/any instead of a/an. This is relatively straightforward, but here are some examples of how this works:

- Alicja passed **some** handouts to her students.
- Ollie asked if there were **any** spare pens.
- Jack decided to take **some** days off.
- Anne didn't have **any** chairs.

Articles: Quiz

Determiners: Introduction

■ Video

This video is available online. The transcript appears below.

Articles are the introduction to another part of speech: determiners. Determiners are used to help us identify either what something is or how many of something we are talking about. Let's have a look at them now.

Determiners

Here are the ways in which you can identify which determiner does what:

Determiners that help us identify **WHAT SOMETHING IS**, whether we are being specific or general:

Articles – a/an, the

Possessives – my, your, his, her, its, our, their, whose

Demonstratives – this, these, that, those

Determiners that help us identify **HOW MANY** we are talking about:

Some, any, no

Each, every, either, neither

Much, many, more, most

All, both

Reported speech: Introduction

■ Video

This video is available online. The transcript appears below.

Reported speech is the technique we use when telling someone what another person has said. It involves small changes to pronouns and verbs and adding information about who said what we're reporting.

Reported speech

If Alicja says to Ollie: "I want to get a new dog" and Ollie wants to pass this information on later to Jack, how does he do it?

The answer, of course, is to use reported speech.

We use reported speech a lot in natural conversation when we want to report back what someone else has said.

To report speech, we have to change certain elements of the sentence, but make sure that we keep the meaning the same.

Have a think about how you would report what Alicja said and click below to find out how it can be done:

[Click to read more](#)

"Alicja **said** she wanted to get a new dog".

As we can see, we don't use the exactly same words that Alicja said – can you see what we changed about the sentence?

- We added "Alicja said" to the start.
- We changed "I" to "she".
- We changed "want" to "wanted".

So, we've added some information to the sentence to specify the person whose speech we are reporting, and we have changed the pronoun and tense of the verb, because we're now referring to something that someone else has said in the past.

This is how we report speech and show that it isn't the original statement but someone else talking about it.

To help you learn more about reported speech, move on to the next pages where we have some helpful videos to teach you more about how to use it.

Reported speech: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to teach reported speech to your higher level students.

Reported speech: Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our TEFL course tutor Kirsty will show you how to teach reported speech to your students.

Reported speech: Quiz

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.
2. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

For these questions you'll be asked to turn a sentence into reported speech. We've given you an example below of how you can do this, using a pronoun 'she' and a verb, 'went'.

Alicja played tennis yesterday.

Alicja said she had played tennis yesterday.

Now it's your turn! Re-write the following sentence with the correct form of reported speech.

Jack ate spaghetti for dinner.

Jack said spaghetti for dinner.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
- 2. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Alicja and Anne have been friends since their TEFL course.

Alicja said she and Anne friends since their TEFL course.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
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- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Ollie is going abroad on vacation.

Ollie said abroad on vacation.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
- 2. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Anne likes painting.

Anne said painting.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
- 2. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Ollie will move house soon.

Ollie said move house soon.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
- 2. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Jack is looking forward to starting his new teaching job.

Jack said to starting his new teaching job.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
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- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Alicja is very happy in Costa Rica.

Alicja said in Costa Rica.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
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- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Jack will buy a new racing bike if he gets a bonus.

Jack said a new racing bike if he gets a bonus.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
- 2. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Anne and Jack had a chat on Skype.

Anne said she and Jack a chat on Skype.

typing

For each of the following sentences, rewrite them so that they are reporting speech.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Even though there maybe more than one correct answer to these questions, to get correct answers for this quiz you need to strictly follow the 'backshift' rule. That is because when students are doing an English exam, they are tested on this rule. So, it is important we know you understand it.**
- 2. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 3. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 4. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Re-write the following sentence with the correct form of reported speech.

Ollie has always loved football.

Ollie said [redacted] loved football.

Passive voice

■ Video

This video is available online. The transcript appears below.

Passive voice

Where the noun in a sentence is made the subject of a sentence rather than the object.

We use the passive voice to refer to an action in a different way. Let's have a look at some examples and have a think about why we might use the passive voice rather than the active voice.

Active		Passive
Ollie broke the window.		The window was broken by Ollie.
Someone will find the answer soon.		The answer will be found soon (by someone).
People drink coffee in Costa Rica.		Coffee is drunk in Costa Rica.
Agatha Christie wrote Murder on the Orient Express.		Murder on the Orient Express was written by Agatha Christie.

We use the passive voice when we don't know who did the action or it isn't that important, or when it is obvious who did the action.

The passive voice can also be used to emphasize the result of the action, e.g. Murder on the Orient Express was written rather than who wrote it.

The passive voice is also a way of indicating a different register of language use. That is, when we want to sound more formal, we use the passive voice more often.

Passive voice: Examples

So, let's go back to how we create the passive voice in the first place.

To change from the active voice to the passive voice, we use the past participle of the main verb with the appropriate tense of the verb to be. The object usually moves to the beginning of the sentence. So, the object becomes the subject, and the subject becomes the object.

Hopefully that made sense, but there are some following examples to clear things up a little:

Active

Ollie



subject

broke



verb

the window



object

Passive

The window

The window



subject

was



past simple of the verb to be

broken



past participle of break

by Ollie



object

Active

Somebody



subject

will find



verb (future simple with find)

the answer



object

Passive

The answer



subject

will be



future simple of to be

found



past participle of find

by somebody



object

As you can imagine, students can struggle with the passive voice and in particular getting the verbs and objects in the right place and in the right tense.

Passive voice: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show us how to use the passive voice and how to teach the concept to your students.

Passive voice: Quiz

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Jack ate a huge plate of delicious pasta for dinner.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Jack's dinner was cooked by the best Italian chef in town.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Anne's apartment had been painted by her neighbour.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Their TEFL course was taught by someone with many years' experience of teaching.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Ollie learned how to ski last year.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Alicja's dog is walked by a friend when she is at work.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Anne's students are being helped with their pronunciation.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Jack's office is being cleaned.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Anne, Jack, Ollie and Alicja have been friends for a long time.

Select the correct answer from these options

Active

Passive

multiple-choice

Please identify whether the sentence below is written in the active or passive voice.

Ollie has visited quite a few countries

Select the correct answer from these options

Active

Passive

Unit 6: End of Unit Quiz

multiple-choice

Please identify the part of speech being described below.

This refers to or points out a specific noun.

Select the correct answer from these options

- | | | | |
|--------------------|-----------------|------------------|--------------|
| Active voice | Conjunction | Definite article | Determiner |
| Indefinite article | Interjection | Passive voice | Phrasal verb |
| Preposition | Reported speech | | |

multiple-choice

Please identify the part of speech being described below.

A way of saying things when the object comes first.

For example: the missing cat was found by Anne.

Select the correct answer from these options

- | | | | |
|--------------------|-----------------|------------------|--------------|
| Active voice | Conjunction | Definite article | Determiner |
| Indefinite article | Interjection | Passive voice | Phrasal verb |
| Preposition | Reported speech | | |

multiple-choice

Please identify the part of speech being described below.

This refers to or points out a general, non-specific noun.

Select the correct answer from these options

- Active voice
- Conjunction
- Definite article
- Determiner
- Indefinite article
- Interjection
- Passive voice
- Phrasal verb
- Preposition
- Reported speech

multiple-choice

Please identify the part of speech being described below.

This helps us identify what something is or how many of something there are.

Examples include: your, his, her, every, more both.

Select the correct answer from these options

- Active voice
- Conjunction
- Definite article
- Determiner
- Indefinite article
- Interjection
- Passive voice
- Phrasal verb
- Preposition
- Reported speech

multiple-choice

Please identify the part of speech being described below.

These words or phrases show surprise, enthusiasm, disgust or joy.

Examples include: Hey! Hmm! Aah!

Select the correct answer from these options

- Active voice
- Conjunction
- Definite article
- Determiner
- Indefinite article
- Interjection
- Passive voice
- Phrasal verb
- Preposition
- Reported speech

multiple-choice

Please identify the part of speech being described below.

This goes before a noun or pronoun to connect it to another word in the sentence.

Examples include: about, after, for.

Select the correct answer from these options

- Active voice
- Conjunction
- Definite article
- Determiner
- Indefinite article
- Interjection
- Passive voice
- Phrasal verb
- Preposition
- Reported speech

multiple-choice

Please identify the part of speech being described below.

These join clauses in a sentence together.

Examples include: since, despite.

Select the correct answer from these options

- Active voice
- Conjunction
- Definite article
- Determiner
- Indefinite article
- Interjection
- Passive voice
- Phrasal verb
- Preposition
- Reported speech

multiple-choice

Please identify the part of speech being described below.

Two or three words consisting of a verb and a preposition or adverb with an idiomatic meaning.

Examples include: catch up, run off with

Select the correct answer from these options

- Active voice
- Conjunction
- Definite article
- Determiner
- Indefinite article
- Interjection
- Passive voice
- Phrasal verb
- Preposition
- Reported speech

multiple-choice

Please identify the part of speech being described below.

We use this to say what somebody else has said.

For example: "Jack said he was glad he had decided to change his career".

Select the correct answer from these options

- Active voice
- Conjunction
- Definite article
- Determiner
- Indefinite article
- Interjection
- Passive voice
- Phrasal verb
- Preposition
- Reported speech

multiple-choice

Please identify the part of speech being described below.

A direct way of saying things where the subject comes first.

For example: "Anne found the missing cat."

Select the correct answer from these options

- Active voice
- Conjunction
- Definite article
- Determiner
- Indefinite article
- Interjection
- Passive voice
- Phrasal verb
- Preposition
- Reported speech

Unit 7: Present, Past and Future tenses

Introduction

■ Video

This video is available online. The transcript appears below.

The aim of this unit is to cover how each of these tenses are made up and let you see for yourself how they work through actual examples.

We're going to teach you all about how to construct sentences with different tenses, when to use them, how to use them and how to make sure you can teach your students about them with fun activities for each.

We're going to start off with the easiest one first, the present simple.

Don't worry, it'll be simple – the clue's in the name!

Timelines: Introduction

■ Video

This video is available online. The transcript appears below.

Before we get going on this unit, we're going to introduce you to something we'll use throughout: timelines.

These timelines are designed to show you two different things: tense and aspect.

Tense is when something happened in time and aspect is how something happened in time.

Tense and Aspect

Before getting started on all of the tenses, we thought it would be best to show you how the concepts of tense and aspect work together to form these tenses.

Here's an image that will help you visualise how tense and aspect create individual tenses in English:

		ASPECT			
		Simple	Perfect	Progressive	Perfect Progressive
		"tensed"	"tensed" have + Past Participle	"tensed" be + ...ing	"tensed" have + been + ...ing
TENSE	Present	write/writes walk/walks	have/has written have/has walked	am/are/is writing am/are/is walking	have/has been writing have/has been walking
	Past	wrote walked	had written had walked	was/were writing was/were walking	had been writing had been walking
	Future	will write will walk	will have written will have walked	will be writing will be walking	will have been writing will have been walking

Timelines

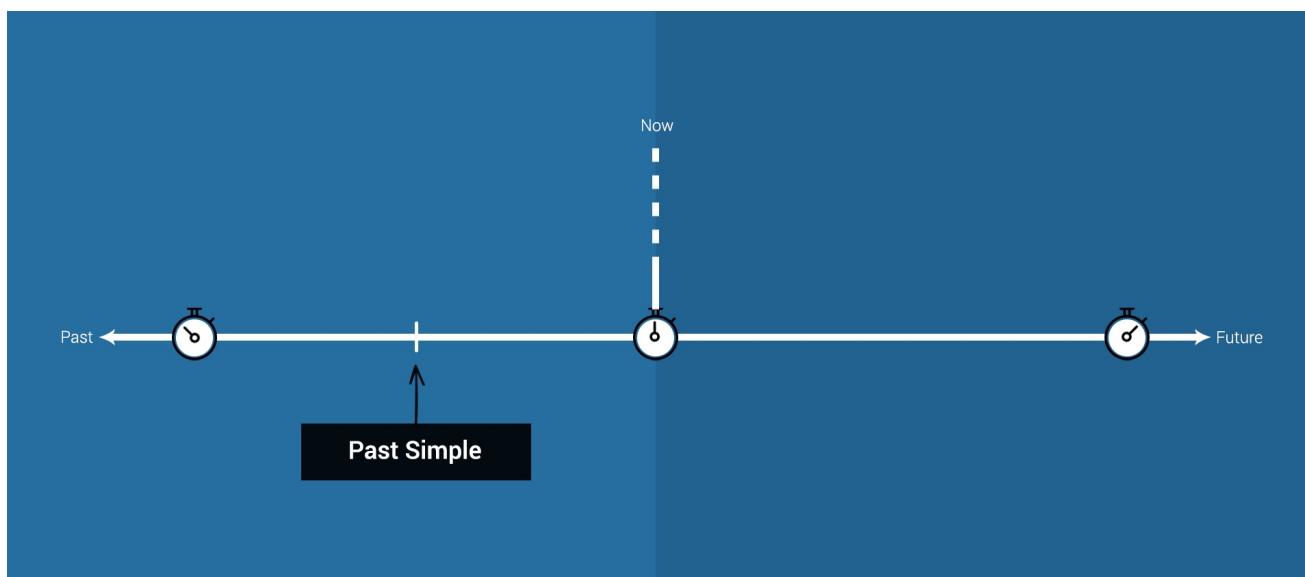
■ Video

This video is available online. The transcript appears below.

We use timelines in the classroom to help students understand when they should use a particular tense. We do this to give them a clear idea of the "time" of the tense, and timelines are great for visual learners too.

For each of the tenses we cover in the unit, we've provided a timeline to help you and your students understand the use or "meaning" of the tense.

Here's a quick example timeline to show you what we mean. This timeline is for the past simple, e.g. "I went", "I did".



The arrow shows that the action in the past simple happened at a definite time in the past, as it is referring to a fixed point between the "now" line and the past.

This helps students understand that when we use the past simple we do so to refer to past actions at a specific time in the past. Some example sentences for this could be:

- Alicja **went** to Poland last summer.
- Ollie **cooked** dinner last night.

Hopefully as you work through this unit, our timelines will help you visualise and understand when we use each of the tenses.

Present simple: Introduction

■ Video

This video is available online. The transcript appears below.

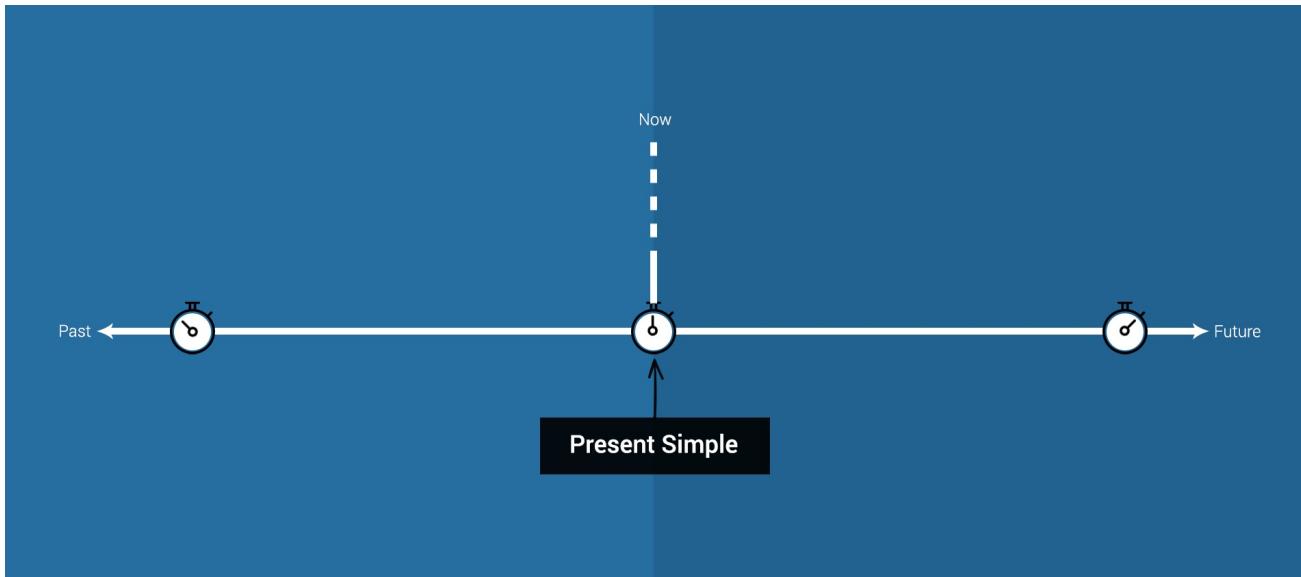
Playing with tenses does mean that we'll need to time travel a bit to cover the past and the future, but let's start off simply by looking at the present, shall we?

We use the simple present to talk about habits and routines.

For example:

Anne **walks** in the park every day.

Present simple



The present simple, or simple present, is the easiest tense and the one that students typically learn first. Let's have a look at how it is formed:

Affirmative/positive	Negative	Interrogative/Question
I play	I don't play	Do I play?
You play	You don't play	Do you play?
He/she/it plays	He/she/it doesn't play	Does he/she/it play?
We play	We don't play	Do we play?
They play	They don't play	Do they play?

You'll hopefully notice that we only change the form for the third personal singular, for he/she/it, and we do this by adding "s".

Many verbs that end in "y" are changed to "ie", followed by adding the "s" – for example: tries, cries etc.

If we are using a verb that ends in "o", "s", "z", "ch", "x" or "sh" we add "es" like so: goes, watches, does, buzzes etc.

We have to do the same with the question and negative forms as well, but this time we don't add the "s" to the verb, but to the auxiliary "do" – so it becomes "does" and "doesn't".

Present simple: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to build the present simple tense and teach it to your students.

Present simple: Quiz

Present continuous: Introduction

■ Video

This video is available online. The transcript appears below.

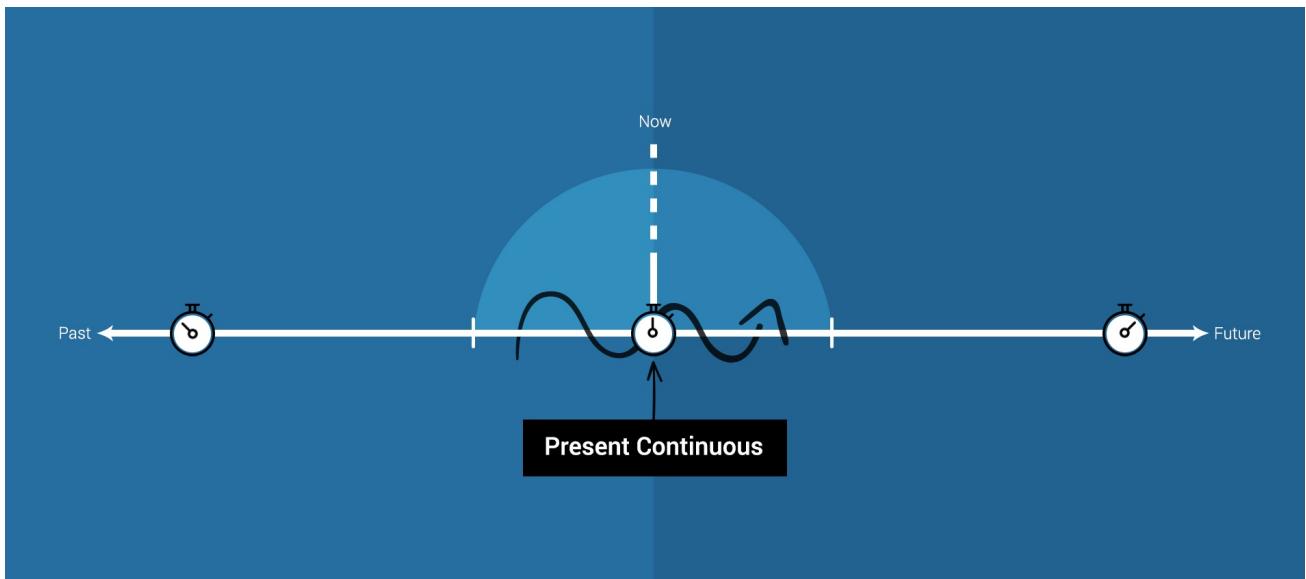
Let's continue our look at the present with the second example students normally learn: the present continuous, or the present progressive as some call it.

We use the present continuous to talk about something temporary that is happening right now. It may also continue into the near future.

For example:

Anne **is walking** to the park now.

Present continuous



Students can often get this tense confused with the present simple, as many other languages only have one present tense while English has two.

We use the verb "be" plus a present participle to form the present continuous tense.

The contracted form is pretty common as well so let's talk about that too.

Activity:

Can you identify which of the two sentences is correct? Click on the sentences to find out then click the button below.

Alicja's not working today.

Alicja isn't working today.

Click me after answering the question

Sorry to trick you like that but they're both correct, you can form the negative either way.

Present continuous: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to make up the present continuous tense and teach it to your students.

Present continuous: Quiz

typing

Have a look at the table below and fill in the empty spaces for the negative and interrogative forms. We've done the affirmative column for you to help out.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Do 'not' put in a full stop/period after the first answer, but do add a question mark at the end of the second answer.**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

For these questions you'll be asked to enter the correct form of the present continuous verb in the negative and interrogative forms. We've given you an example below of how you can do this, using the affirmative: "I am playing".

Affirmative

I am playing

Negative

I am not playing

Interrogative

Am I playing?

Now it's your turn! Enter the negative and interrogative forms of the present continuous verb You are playing.

Affirmative

You are playing (You're playing)

Negative

You are playing (negative)

Interrogative

You are playing (interrogative)

typing

Have a look at the table below and fill in the empty spaces for the negative and interrogative forms. We've done the affirmative column for you to help out.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Do 'not' put in a full stop/period after the first answer, but do add a question mark at the end of the second answer.**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Enter the negative and interrogative forms of the present continuous verb: "He is playing".

Affirmative

He is playing

Negative

Interrogative

typing

Have a look at the table below and fill in the empty spaces for the negative and interrogative forms. We've done the affirmative column for you to help out.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Do 'not' put in a full stop/period after the first answer, but do add a question mark at the end of the second answer.**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Enter the negative and interrogative forms of the present continuous verb: "She is playing".

Affirmative

She is playing

Negative

Interrogative

typing

Have a look at the table below and fill in the empty spaces for the negative and interrogative forms. We've done the affirmative column for you to help out.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Do 'not' put in a full stop/period after the first answer, but do add a question mark at the end of the second answer.**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Enter the negative and interrogative forms of the present continuous verb: "It is playing".

Affirmative

It is playing

Negative

Interrogative

typing

Have a look at the table below and fill in the empty spaces for the negative and interrogative forms. We've done the affirmative column for you to help out.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Do 'not' put in a full stop/period after the first answer, but do add a question mark at the end of the second answer.**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Enter the negative and interrogative forms of the present continuous verb: "We are playing".

Affirmative

We are playing

Negative

We are playing (negative)

Interrogative

We are playing (interrogative)

typing

Have a look at the table below and fill in the empty spaces for the negative and interrogative forms. We've done the affirmative column for you to help out.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Do 'not' put in a full stop/period after the first answer, but do add a question mark at the end of the second answer.**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Enter the negative and interrogative forms of the present continuous verb: "They are playing".

Affirmative

They are playing

Negative

They are playing (negative)

Interrogative

They are playing (interrogativ

Present simple or Present continuous?: Quiz

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Alicja is living in Costa Rica.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Ollie likes watching football.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Jack and Ollie are hoping to meet up this year.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Anne really enjoys reading.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Anne tries to read a new book every month.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Jack is working hard now.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Alicja works 5 days every week.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Ollie isn't thinking about his job at the moment.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Alicja is walking her dog in the park.

Select the correct answer from these options

Present simple

Present continuous

multiple-choice

Please identify whether the sentence below is written in the present simple or present continuous tense.

Jack is in a meeting.

Select the correct answer from these options

Present simple

Present continuous

Past simple: Introduction

■ Video

This video is available online. The transcript appears below.

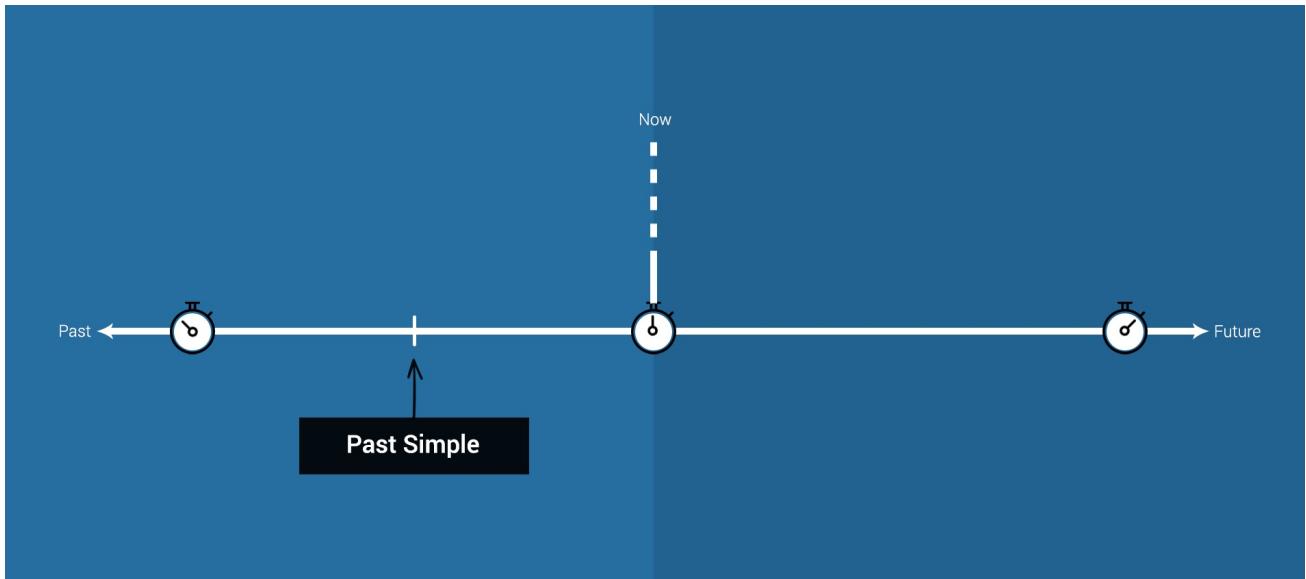
It's time for us to take a step into the past now, and let's keep things simple to start with.

So let's start with the first of the past tenses: the simple past. We use the simple past to talk about a past event that is now finished, and we are usually able to say when it happened.

For example:

Anne **walked** to the park yesterday afternoon.

Past simple



The past simple refers to something that happened in the past at a specific point in time, which sounds simple enough. However, with this students have to start tackling the issue of regular and irregular verbs, which can complicate things.

Don't forget about the irregular verb "to be" here. This is the only one that will change depending on the pronoun:

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

Past simple: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how the past simple tense is formed and how to teach it to your students.

Past simple: Quiz

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

For these questions you'll be asked to enter the correct form of the past simple in the affirmative form. We've given you an example below of how you can do this, using the verb: "hear".

Affirmative

I heard

Negative

I didn't hear

Interrogative

Did you hear?

Now it's your turn! Enter the verb "bring" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't bring

Interrogative

Did you bring?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "drink" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't drink

Interrogative

Did you drink?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "eat" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't eat

Interrogative

Did you eat?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "enjoy" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't enjoy

Interrogative

Did you enjoy?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "go" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't go

Interrogative

Did you go?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "play" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't play

Interrogative

Did you play?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "sing" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't sing

Interrogative

Did you sing?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "swim" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't swim

Interrogative

Did you swim?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "understand" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't understand

Interrogative

Did you understand?

typing

For the following tables, enter the affirmative of the past simple verb given. We've included a mix of regular and irregular verbs for you to use.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

Enter the verb "watch" in the past simple affirmative form.

Affirmative

I + verb

Negative

I didn't watch

Interrogative

Did you watch?

Past continuous: Introduction

■ Video

This video is available online. The transcript appears below.

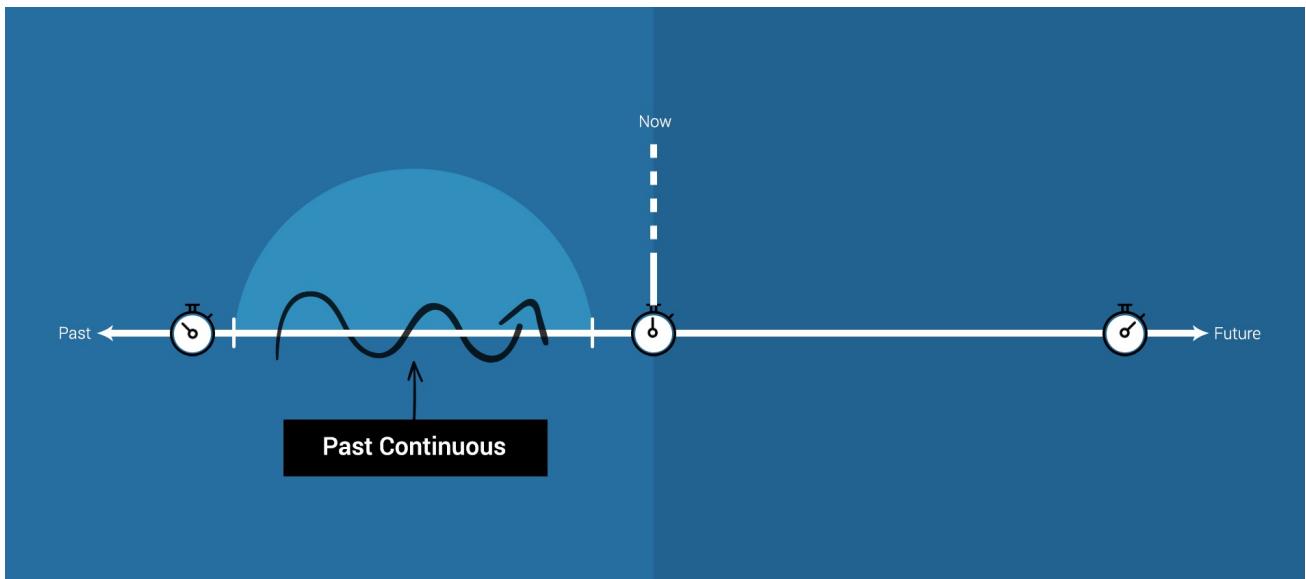
Now let's look at the past continuous – sometimes called the past progressive.

We use the past continuous to talk about something that "was happening" in the past over a period of time.

For example:

Anne **was walking** to the park when she saw Jack.

Past continuous



The past continuous is similar to the present continuous – with the difference being that we put the verb “be” into its past simple form: was/were.

Anne was walking	You were walking
Ollie was eating	They were eating

Past continuous: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the past continuous tense and teach it to your students.

Past continuous: Quiz

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

For these questions you'll be asked to enter one of the ten verbs provided into a sentence using the past continuous form. We've given you an example below of how you can do this, using the verb "have".

Jack was having lunch before going to teach his next class.

Now it's your turn! Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

Alicja her dog one day when her phone rang. It was Ollie.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

He that evening and was stuck on how to get more fun into his lesson.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

As Alicja along she asked Ollie about his classes.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

She asked if his classes his students.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

Ollie said he didn't think so but they a lot in class.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

He even had one student who asleep on him.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

Alicja a lot of games and warmers in her lessons which the students seemed to love.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

Even though Ollie older students than Alicja, he thought he could use some of her ideas.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

As Alicja some of her ideas to Ollie he started to feel a lot more confident about his lesson that evening.

typing

For the following sentences, choose the correct verb for the situation and put it into the sentence in the past continuous form. It might help to go back and review your answers at the end so you don't use the same one twice.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Use one of the verbs below to put the following sentence in the past continuous form. Remember to use "was/were" and the present participle form of the verb.

Choose from the following verbs:

explain	walk	chat	bore	stroll
start	teach	work	use	fall

He even to think of some games of his own!

Present perfect simple: Introduction

■ Video

This video is available online. The transcript appears below.

Now we're going to look at the present perfect simple – a tense that students find really tricky!

The present perfect simple is something that happens in the past, but at no specific point in time.

The present perfect simple is used in several situations:

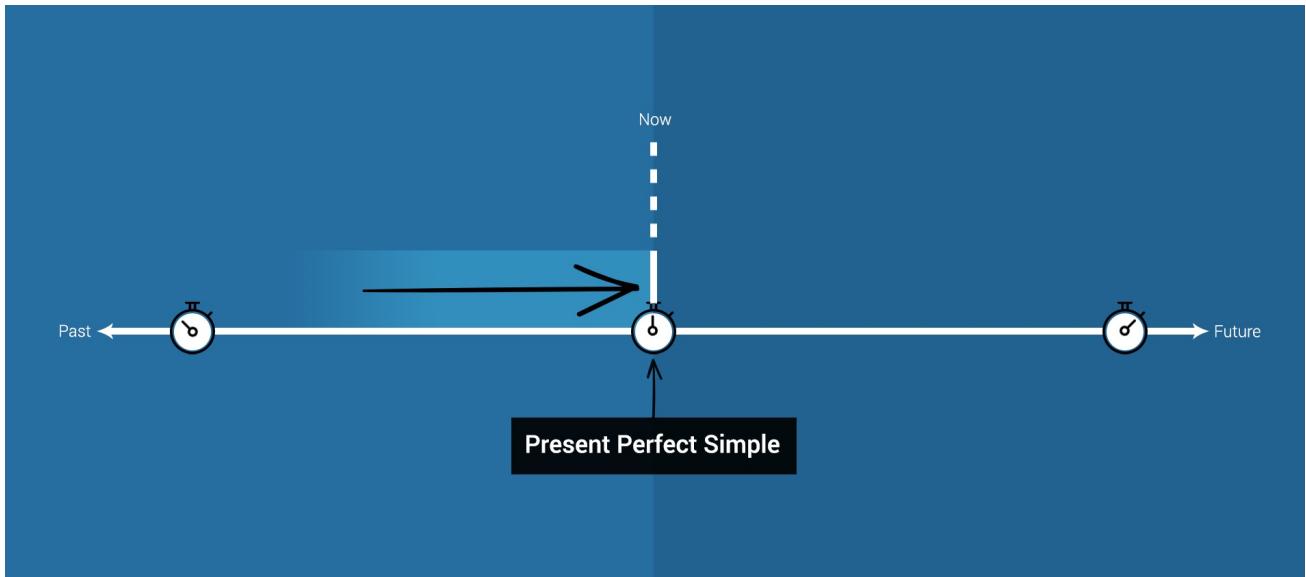
- When something happens in the past, but at no specific point in time.
- When an action starts in the past and is still continuing in the present
- When an action has recently finished.

This means it could have an impact on the present.

For example:

Anne **has walked** to the park in the last week.

Present perfect simple



Look at the example below in the present perfect simple:

I have **eaten** octopus.

Is this sentence talking about something that is happening now? No, it's not.

Is it talking about the past? Yes, it is. Do we know when in the past we are referring to? No, we don't.

The videos on the following pages will help explain when we use this tense in more detail, as it has more than one use, but very basically here are some of its uses:

1. This tense can be used to link past events or actions with present effects or results, for example: "Alicja has tidied up the room". The emphasis here is on the result, as we can see the room is now tidy.
2. We can use it to talk about an event that has recently stopped – "Ollie has cooked dinner".
3. We can use it for a completed action that has an effect on the present – "Anne has lost her wallet" (so she needs to find it).
4. We can also use it to talk about "past experience" events at non-specific times in the past, as in the example we used above: "I have eaten octopus". We don't know when they ate the octopus, nor how many times they have eaten it, just that it has happened.
5. It's the auxiliary verb have which is in its present form in the sentence, which is why we call it present perfect (past perfect is a separate tense and uses the auxiliary in its past form – had).

Let's look at the form in a more visual sense:

I	have	eaten octopus.
Jack	has	written a book.
	↑	↑
pronoun	have/has	past participle

This might have been a longer section for you, but one more thing to know about this tense is about the verb go.

What is the past participle of go? It is 'gone'. However, we can also replace 'have gone' with 'have been'. Compare the two sentences below:

Anne has **gone** to Vietnam.

Anne has **been** to Vietnam.

The difference in meaning between the two is related to where she is now.

When we say: "She has **gone** to Vietnam", it means that right now she's in Vietnam.

When we say: "She has **been** to Vietnam", it means she went to Vietnam but has since returned or left.

Present perfect simple: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the present perfect simple tense and teach it to your students.

Present perfect simple: Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our TEFL course tutor Joe will show you how to teach the present perfect simple tense to your students.

Present perfect simple: Quiz

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

For these questions you'll be asked to enter the **present perfect simple** form of a given verb. We've given you an example below of how you can do this, using the verb "**speak**".

I have spoken

Now it's your turn! Put the following sentence in the present perfect simple form using the verb "**break**". Remember to use "**has/have**" and the **past participle** form of the verb.

I

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "buy".
Remember to use "has/have" and the past participle form of the verb.

They

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "put".
Remember to use "has/have" and the past participle form of the verb.

We

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "cook".
Remember to use "has/have" and the past participle form of the verb.

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "drink".
Remember to use "has/have" and the past participle form of the verb.

Alicja's dog

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "find".
Remember to use "has/have" and the past participle form of the verb.

Jack's friends

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "read".
Remember to use "has/have" and the past participle form of the verb.

We

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "ride".
Remember to use "has/have" and the past participle form of the verb.

You

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "sing".
Remember to use "has/have" and the past participle form of the verb.

Anne

typing

For each of the following sentences, put the given verb into the present perfect simple form using: "have/has" and the past participle.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use a question mark if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the present perfect simple form using the verb "swim".
Remember to use "has/have" and the past participle form of the verb.

Ollie

Present perfect continuous: Introduction

■ Video

This video is available online. The transcript appears below.

You'll be sensing a pattern so far in this unit, and hopefully it's not too much of a shock that we're now covering the present perfect continuous!

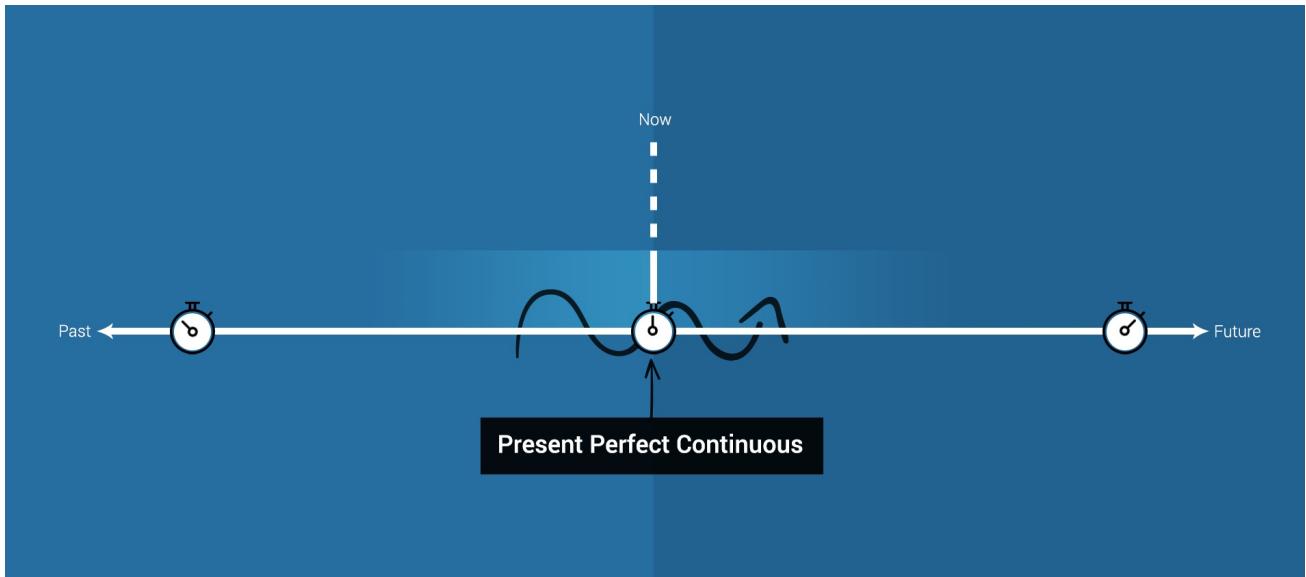
The present perfect continuous is something that is happening in the present, either with a duration or with a sense of recency.

For example:

Anne **has been walking** to the park **for 10 minutes**.

Anne **has been walking** to the park **often lately**.

Present perfect continuous



This tense is similar to the present perfect simple, but we use it when we are focusing on the duration of something, rather than the fact that it has happened.

Here are a couple of example sentences. Have a look at them and do your best to complete the structure tables below with the correct parts of speech:

Alicja **has been** cooking **all afternoon**.
We **have been** living here **for 5 years**.

Activity:

Now try having a go at identifying the parts of speech used in the following sentences:

Alcija

We



has

have



been

been



cooking

living



all afternoon

here for 5 years.



[View all answers](#)

[Hide all answers](#)

Present perfect continuous: Demonstration

Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the present perfect continuous tense and how to teach it to your students.

Present perfect simple vs Present perfect continuous: Quiz

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

Has Ollie arrived yet?

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

Jack has cycled 10 miles today.

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

Alicja has been cleaning all morning.

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

She has been baking all afternoon.

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

How many times has Ollie given his students an exam?

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

What has he been doing?

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

Jack has been working really hard recently.

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

Ollie has never been to Vietnam.

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

Alicja has been reading her book all day.

Select the correct answer from these options

Present perfect simple

Present perfect continuous

multiple-choice

Please identify whether the sentence below is written in the present perfect simple or present perfect continuous tense.

Jack has lost his wallet.

Select the correct answer from these options

Present perfect simple

Present perfect continuous

Past perfect simple: Introduction

■ Video

This video is available online. The transcript appears below.

We're back on to the perfect tenses, after having seen the present perfect simple and the present perfect continuous so far.

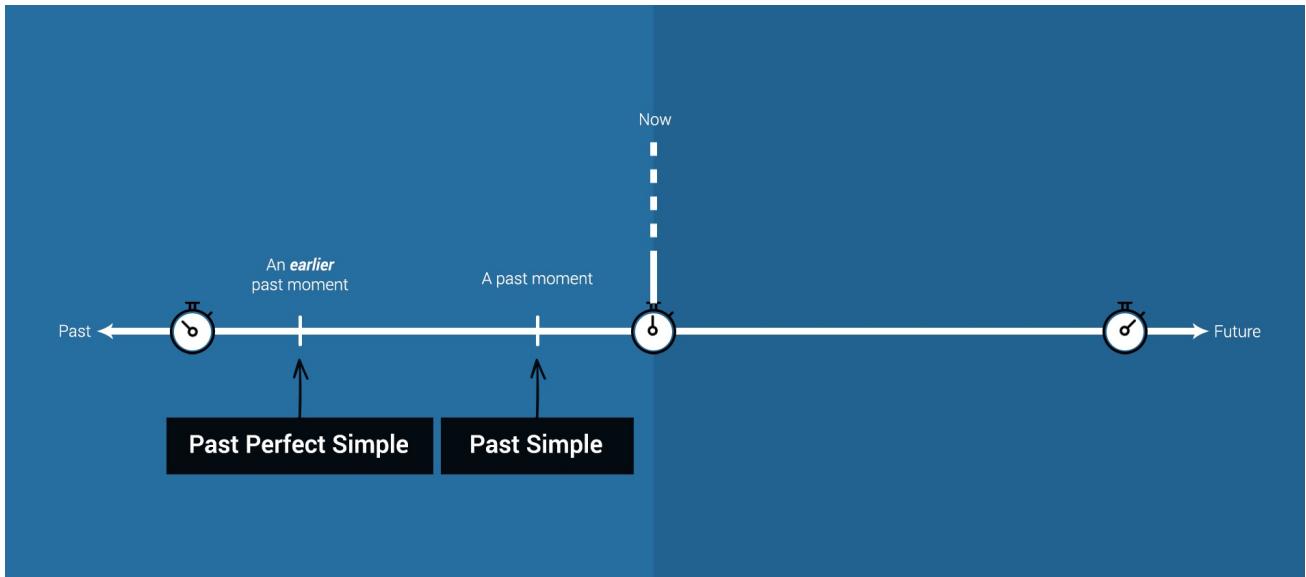
This one is the past version, the past perfect simple.

The past perfect simple describes something that happened in the past, describing an action that is completed before another event or action took place.

For example:

Anne **had walked** to the park every day **before** going to Canada.

Past perfect simple



We're back on to the perfect tenses, after having seen the present perfect simple and present perfect continuous so far. This one is the past version, as it has the auxiliary have in its past form.

Check out these sentences for a better idea of what we mean:

- Anne **had eaten** at that restaurant many times.
- They **had met** the Queen on their previous trip.

These generally take the form: subject + had + past participle.

Past perfect simple: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the past perfect simple tense and how to teach it to your students.

Past perfect continuous: Introduction

■ Video

This video is available online. The transcript appears below.

Now that we've looked at the past perfect simple, let's move on to the past perfect continuous.

The past perfect continuous describes something that happened in the past, but is describing an ongoing action.

The past perfect continuous is used to talk about a temporary past event that happened before another event or action took place.

For example:

Anne **had been walking** to the park **when** she hurt her foot.

Past perfect continuous

The past perfect continuous is similar to other continuous tenses in that we are talking about an ongoing action. With this tense, though, we are looking at a past action that continued up to another time in the past.

Activity:

Let's look at some more examples to show you how this works, and try filling in the structure table below:

He

We



had

had



been

been



cooking

living



for 2 hours when the guests arrived.

there for 5 years when we decided to buy a house.



[View all answers](#)

[Hide all answers](#)

Past perfect continuous: Demonstration

▶ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the past perfect continuous tense and teach it to your students.

Past and Present tenses: Quiz

true-or-false

We with the present simple, we only change the form for third person singular (he/she/it).

Select the correct answer from these options

true

false

true-or-false

We create the present continuous using be + past participle.

Select the correct answer from these options

true

false

true-or-false

We use past simple to talk about finished actions at specific times in the past.

Select the correct answer from these options

true

false

true-or-false

"He was walking" is an example of the past simple tense.

Select the correct answer from these options

true

false

true-or-false

We use the present perfect simple to talk about present events.

Select the correct answer from these options

true

false

true-or-false

We use the present perfect continuous to focus on the duration of an action.

Select the correct answer from these options

true

false

true-or-false

"I had been working" is an example of the past perfect continuous tense.

Select the correct answer from these options

true

false

true-or-false

A past participle is a word like: "eaten", "drunk", or "swum".

Select the correct answer from these options

true

false

true-or-false

We use past participles in perfect tenses.

Select the correct answer from these options

true

false

true-or-false

There are only 2 perfect tenses in English.

Select the correct answer from these options

true

false

Future tenses

■ Video

This video is available online. The transcript appears below.

Well done on getting this far in the unit, we hope you've learned a lot so far!

We can also use the present simple to talk about the future when we say something like: "The plane leaves at 10am". Leaves there is in the present simple form.

We can also see elements of the future in some uses of the present continuous, for example: "I'm **meeting** friends for lunch tomorrow."

But now we're going to go on to the future tenses and not look back.

You've done really well so far, so let's move on to the final five tenses you need to learn.

Future simple: Introduction

■ Video

This video is available online. The transcript appears below.

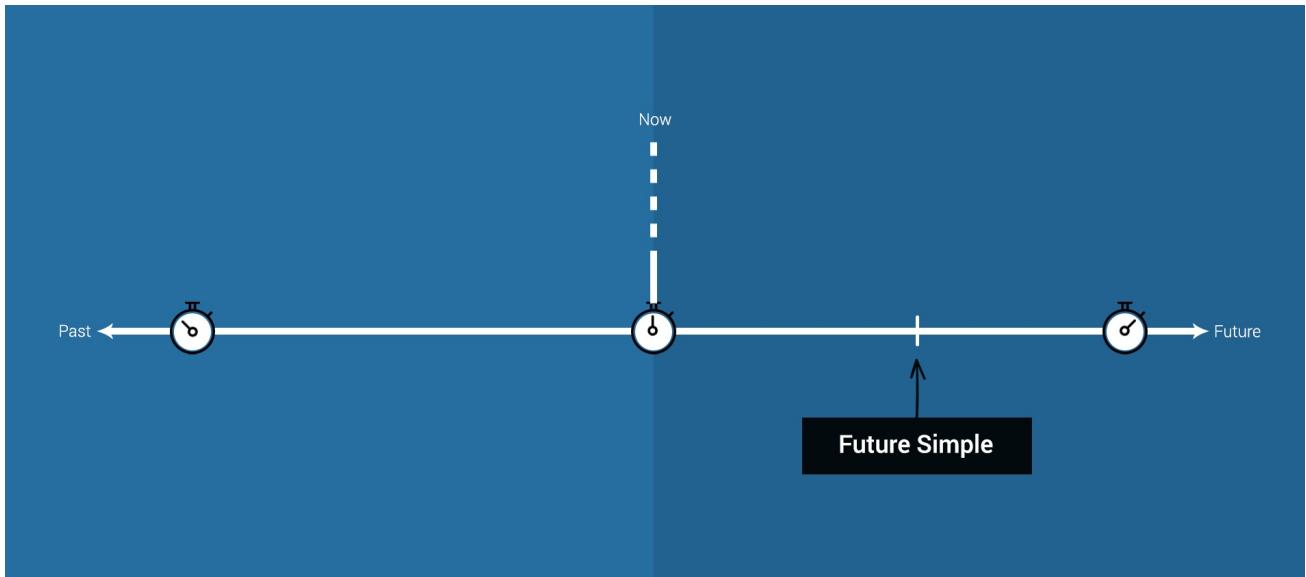
The first of the future tenses we are going to look at is the future simple.

The future simple describes something that will happen in the future, using the word “will”.

For example:

Anne **will** walk to the park tomorrow.

Future simple



Let's have a look at the future simple first of all with a couple of example sentences:

- Jack **will** eat out tonight.
- I **will** go on vacation next year.
- Anne and Ollie **won't** have time.
- Alicja **will** get promoted.

Can you spot the form used in the examples? This one's a little easier than most, so hopefully you can see it already.

[Click here to see if you're right:](#)

Future simple

Will + verb (infinitive without to) – or won't in the negative.

Another part you might be wondering about is when we use the word "shall".

This only works with the pronouns "I" or "We", and it can sound a little old-fashioned nowadays. "Will" and "Shall" are not interchangeable for every situation, so here we will focus on using will, as it's a little more common.

Future simple: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the future simple tense and how to teach it to your students.

Future with "going to": Introduction

■ Video

This video is available online. The transcript appears below.

Now let's look at a feature which is usually taught at the same time as the future simple – the future with "going to".

This is the same as the future simple, describing something that will happen in the future, but focussing on future intentions and plans.

But this time we use "going to" instead of "will".

For example:

Anne is **going to** walk to the park tomorrow.

Future with "going to"

It may seem like one of those elaborate tricks that English grammar likes to play now and again, but the future with going to is just as it sounds; we construct the sentence using "going to" + the infinitive to talk about future plans, intentions and predictions.

Here are some easy examples for you:

- I'm **going to** travel abroad this summer.
- Ollie's **going to** buy a turkey for Christmas.
- Anne's **going to** take the train to London tomorrow.
- It **isn't going to** rain.

Activity:

Fill in the structure table below to show you understand this:

She's



going to



travel



abroad this year



[View all answers](#)

[Hide all answers](#)

So, as you can see we use the verb "to be" and "going to" and then a verb in the infinitive without "to".

But let's talk about a slightly different scenario, where our main verb is "go" itself.

Compare the two sentences below:

- I'm **going to** go to Spain on vacation.
- I'm **going to** Spain on vacation next summer.

The meaning of each is the same, but we tend to use the present continuous here when the second verb is "go" rather than repeat it. It's worth noting that either form is correct though, so don't be too harsh on students that prefer one over the other.

Future with "going to": Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will teach you how to form the future simple tense using "going to" and how to teach this difference to your students.

Future simple vs Future with "going to": Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our TEFL course tutor Joe will show you how to teach the future simple tense and its close neighbour, the future with "going to".

Future simple and Future with "going to": Quiz

true-or-false

The future simple and the future with "going to" are typically taught to students at the same time.

Select the correct answer from these options

true

false

true-or-false

The future simple and the future with "going to" are interchangeable – you can use either one to talk about the future in the same way.

Select the correct answer from these options

true

false

true-or-false

"Alicja won't go to Poland this year".

This sentence is written in the future with "going to" tense.

Select the correct answer from these options

true

false

true-or-false

"Ollie is going to the station later".

This sentence is written in the future with "going to" tense.

Select the correct answer from these options

true

false

true-or-false

We use the future with "going to" to talk about definite plans and predictions that have some evidence to prove they're going to happen.

Select the correct answer from these options

true

false

true-or-false

We use the future simple to talk about general predictions, to make offers and to talk speculatively about the future.

Select the correct answer from these options

true

false

true-or-false

Shall can be used interchangeably with will.

Select the correct answer from these options

true

false

true-or-false

It is common to use the present continuous instead of the future with going to when the secondary verb is go – so we would say “Jack is going to Spain” rather than “Jack is going to go to Spain”.

Select the correct answer from these options

true

false

true-or-false

The verb “to be” is part of both the future simple and the future with going to.

Select the correct answer from these options

true

false

true-or-false

“Gonna” has the same meaning as “going to”

Select the correct answer from these options

true

false

Future continuous: Introduction

■ Video

This video is available online. The transcript appears below.

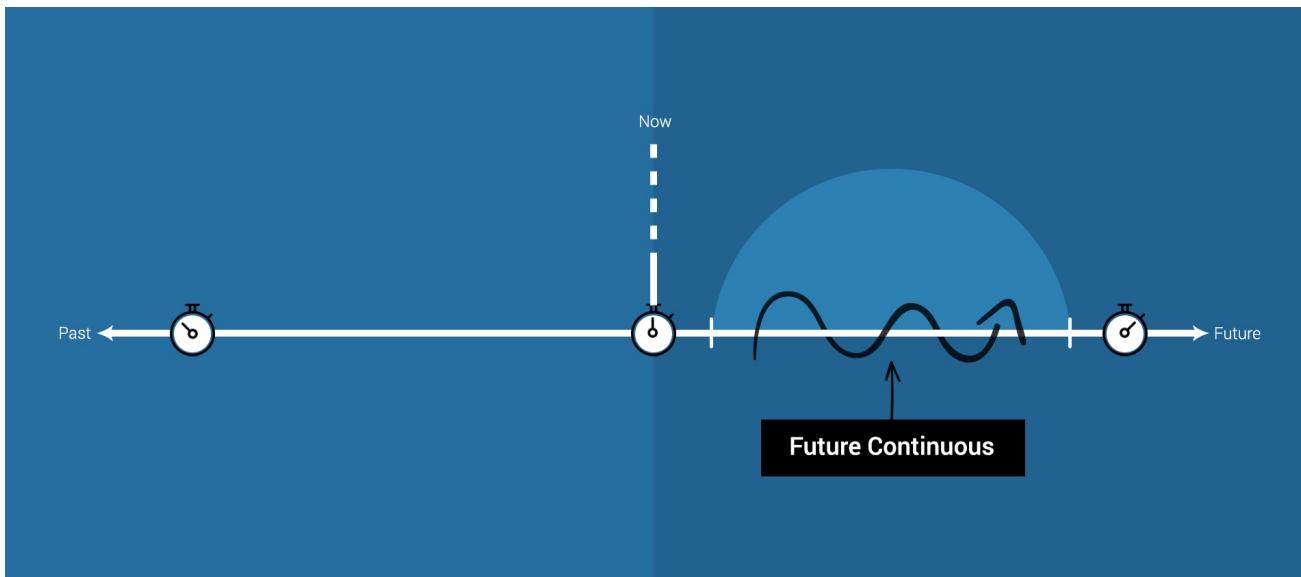
So far things have hopefully not been too difficult for you, but now we're moving on to some more advanced tenses that are for higher-level students.

We'll start with the future continuous, which describes something that will happen in the future as an temporary situation at a specific time.

For example:

Anne **will be** walking to the park at 4pm.

Future continuous



We use the future continuous tense when we want to talk about what we will be doing at a particular point in the future, that is, when we're planning ahead or dreaming of something that's on the way.

Native speakers use this tense quite naturally, but some students can find the number of verbs being used a little tough and might try to avoid it. That's why as their teacher, you need to encourage them a bit, and help them realise their dreams through English too.

Here are some examples of future continuous sentences:

- She'll be arriving at 8pm.
- We'll be living in India by this time next year.
- They won't be finishing until late.

Can you identify the structure being used? We're sure you can after all the practice you've had, so click below to see it broken down for you.

[Click here to see if you're right:](#)

Future continuous

The future continuous is made up of "will" or "won't" + "be" + a present participle.

Activity:

Now you know how to construct them, why not make your own future continuous sentences? Don't forget to make complete sentences and fully use the tense structure. Do your best to dream big too, it helps to make things interesting.

Here are some questions you can use to inspire yourself to think about the future continuous:

- What will you be doing this time tomorrow?
- Where will you be living this time next year?
- What job will you be doing next month?

Future continuous: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the future continuous tense and how to teach it to your students.

Future simple vs Future continuous: Quiz

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Alicja won't be going to Poland until December.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Anne will visit her family in the UK soon.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Jack will cycle home from work today.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Ollie won't be cooking dinner tonight.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

He'll be eating at a restaurant with some friends.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Alicja and Anne will try to meet up soon.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Jack won't be working in IT for much longer.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Alicja will be walking her dog after school.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Ollie will watch a movie with friends this weekend.

Select the correct answer from these options

Future simple

Future continuous

multiple-choice

Please identify whether the sentence below is written in the future simple or future continuous tense.

Anne won't be leaving Vietnam any time soon.

Select the correct answer from these options

Future simple

Future continuous

Future perfect simple: Introduction

■ Video

This video is available online. The transcript appears below.

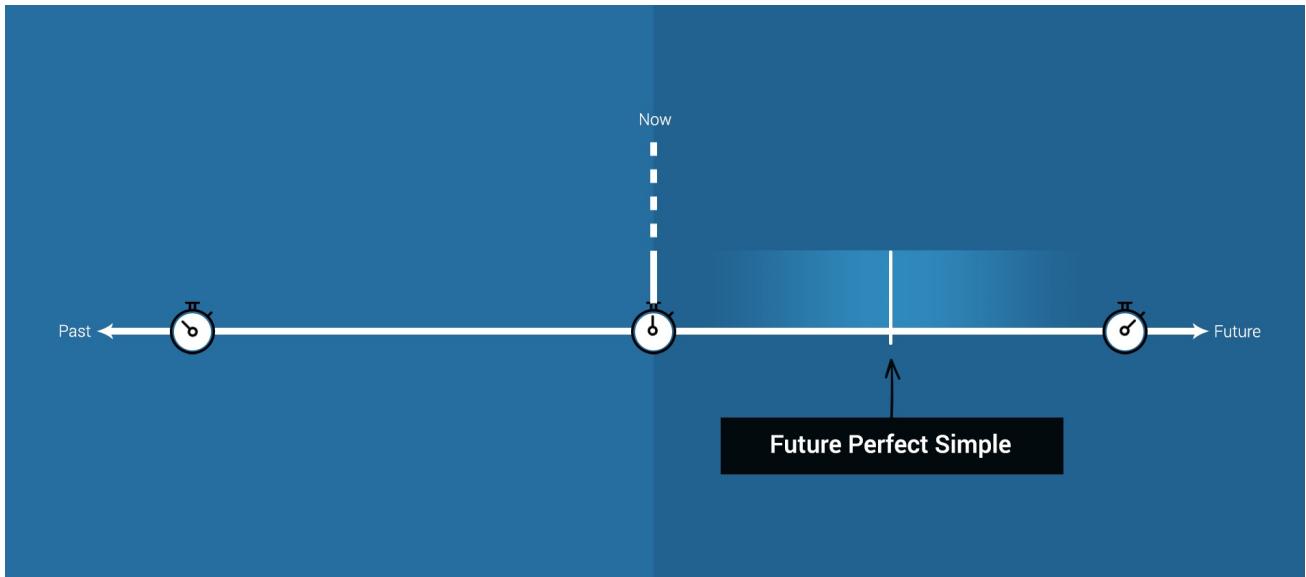
The future perfect simple is another high-level tense, which is fitting considering it's our penultimate one to cover.

The future perfect simple describes something that will happen and be completed or show an action's duration up until a certain point.

For example:

Anne **will have** walked to the park by 5pm.

Future perfect simple



We don't use this tense all that often compared to some of the others, but it's important that your students get to grips with them all so they can make sentences at a high level.

This time we'll give you the form and a few examples first, just to be a little kinder. Can you work out when or why you should use this tense?

The form for the future perfect simple is: subject + "will" or "won't" + "have" + past participle.

- By the end of the day, Jack **will have** written 3 chapters of his new book.
- Alicja **won't have** finished marking her students' homework by 5 o'clock.
- By this time next week, Anne **will have** lived in Vietnam for 6 months.

Check out our demonstration video on the next page to find out more about when and why we use the future perfect simple.

Future perfect simple: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the future perfect simple tense and how to teach it to your students.

Future perfect continuous: Introduction

■ Video

This video is available online. The transcript appears below.

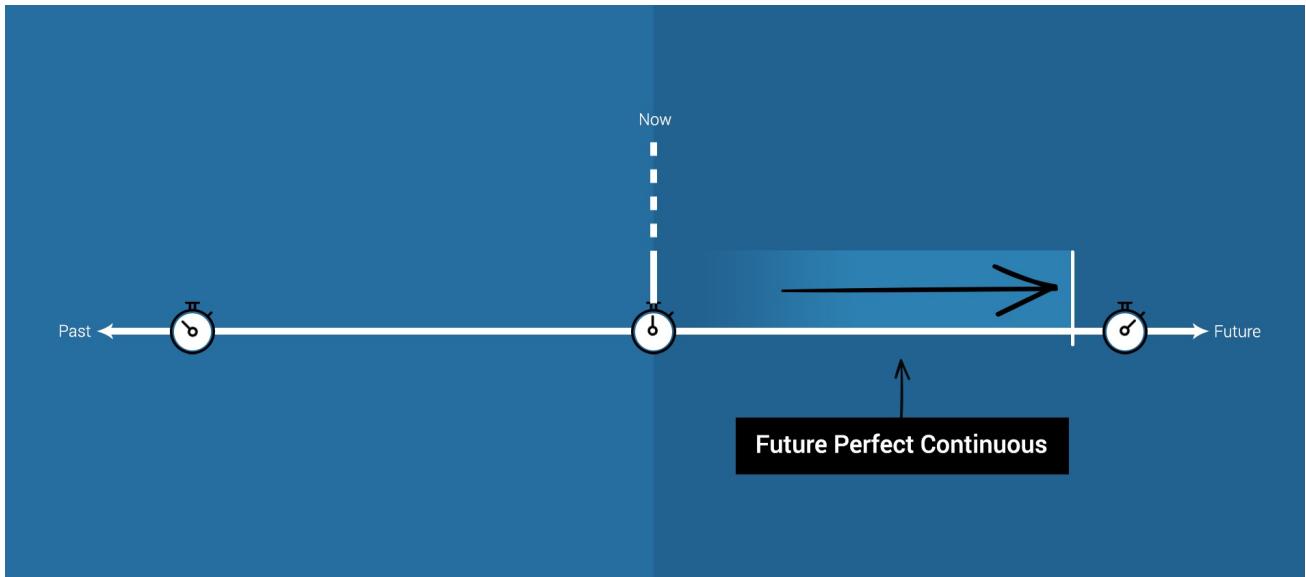
You're almost there now, and we're now on the final tense in your journey through the English language: the future perfect continuous.

The future perfect continuous describes something that will happen as a temporary situation that will last for a duration in the future.

For example:

Anne **will have been** walking to the park for 15 minutes when she arrives.

Future perfect continuous



This tense is similar to the future perfect simple. The only difference is that as we are using the continuous form, we are going to be focussing on the duration of the action.

Here are some more examples for you:

- By this time next week, Jack **will have been** working in IT **for 20 years**.
- By this time tomorrow, Ollie **will have been** studying **for a year**.
- On their anniversary next month, Alicja **will have been** going out with her boyfriend **for 2 years**.

So, you can see the form that we have used is this one: subject + "will" / "won't" + "have" + "been" + present participle.

Future perfect continuous: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how to form the future perfect continuous tense and how to teach it to your students.

Unit 7: End of Unit Quiz

multiple-choice

Please identify the tense used for the highlighted text below.

Alicja and Ollie will be meeting up the next time they are both in the UK.

Select the correct answer from these options

Future simple

Future continuous

Future simple continuous

multiple-choice

Please identify the tense used for the highlighted text below.

Anne has been driving for nearly 30 years.

Select the correct answer from these options

Present perfect continuous

Past continuous

Present continuous

multiple-choice

Please identify the tense used for the highlighted text below.

Jack was working late when one of his students came to see him.

Select the correct answer from these options

Past simple

Present continuous

Past continuous

multiple-choice

Please identify the tense used for the highlighted text below.

By the end of the year, Jack will have been working in IT for 20 years.

Select the correct answer from these options

Future perfect continuous

Future continuous

Future perfect simple

multiple-choice

Please identify the tense used for the highlighted text below.

Alicja is going to get her boyfriend a puppy for his birthday.

Select the correct answer from these options

Present continuous

Future with "going to"

Future continuous

multiple-choice

Please identify the tense used for the highlighted text below.

Ollie is having drinks with friends after work today.

Select the correct answer from these options

Present continuous

Future with "going to"

Future simple

multiple-choice

Please identify the tense used for the highlighted text below.

Anne has visited every continent except Antarctica – she hopes that will be next!

Select the correct answer from these options

Past simple

Past perfect simple

Present perfect simple

multiple-choice

Please identify the tense used for the highlighted text below.

Ollie, Jack, Anne and Alicja had become good friends by the end of their TEFL course.

Select the correct answer from these options

Past simple

Past perfect simple

Present perfect simple

multiple-choice

Please identify the tense used for the highlighted text below.

Alicja hopes she will have finished her lesson planning before she goes out this evening.

Select the correct answer from these options

Future simple

Future perfect simple

Present perfect simple

multiple-choice

Please identify the tense used for the highlighted text below.

Jack had been waiting for half an hour before his students finally arrived.

Select the correct answer from these options

Past perfect continuous

Past continuous

Present perfect continuous

Unit 8: Conditionals

Introduction

■ Video

This video is available online. The transcript appears below.

Welcome to unit 8 – the final unit of the grammar course!

You've done really well so far and in this final unit we will cover the last of our grammar topics – conditionals. These are our "if" phrases. Things like: what would you do if you were stuck on a desert island? Or if you won the lottery? \$10 million would be the perfect amount, wouldn't it!

Personally I'd probably be boring and invest it. But that's the great thing about conditionals – we're mostly talking hypothetically and these are not actual situations so we can be as imaginative as we like.

We have four conditionals in English, all with different uses and different ways of constructing them, and mixed conditionals too where you can combine different clauses. In this unit, you are going to find out all about them.

What are conditionals?

So what exactly are conditionals? Well first of all they are made up of two clauses – an “if” clause (condition) and a main clause (result) – that are closely related to each other. We divide them into different categories depending on their complexity:

- Zero conditional
- First conditional
- Second conditional
- Third conditional

Activity:

Have a look at the following examples of conditionals and try to decide which each one is – here's a clue, zero has the simplest grammatical structure and third has the most complex.

Once you have decided, choose an option from the drop-down box to see if you were correct.

If Alicja won the lottery, she would buy a house on every continent.

--Select--



If you push that button, the lamp turns on.

--Select--



If Ollie had gone to bed earlier, he wouldn't have been so tired today.

--Select--



If Jack has time, he'll go shopping later.

--Select--



Click me when you've answered the questions

So how did you do? Here they are again in order so you can see how the grammatical structure gets more complex as you work your way through the conditionals.

ZERO – If you push that button, the lamp turns on.

FIRST – If Jack has time, he'll go shopping later.

SECOND – If Alicja won the lottery, she would buy a house on every continent.

THIRD – If Ollie had gone to bed earlier, he wouldn't have been so tired today.

We'll look at the structure of each one as we go through the unit but that's a good way to remember which is which.

Oh, and we also have mixed conditionals but we'll cover those later in the unit!

Why do we use conditionals?: Introduction

■ Video

This video is available online. The transcript appears below.

So why do we use conditionals in English?

Primarily to talk about imaginary or possible situations.

Basically, if a condition is or becomes true, then a particular result will happen.

Why do we use conditionals?

Let's look again at our examples from earlier:

IF	CONDITION	RESULT
If	you push that button	the lamp turns on
If	Jack has time	he'll go shopping later
If	Alicja won the lottery	she would buy a house on every continent.
If	Ollie had gone to bed earlier	he wouldn't have been so tired today.

Do I have to use "if"?

All of our examples so far have started with "if" – or certainly contain "if" as you switch the clauses around (the lamp turns on if you switch the button / Alicja would buy a house on every continent if she won the lottery), but is this always necessary?

Most conditionals do use the word "if" but there are alternatives you can use.

Unless

Some conditionals can begin with "unless" and use shall, can, should, would, may or might in the main clause:

- Unless Ollie phones you, you can assume he will be on time.

(which means the same as)

- If Ollie doesn't phone you, you can assume he will be on time.

NOTE: We can't use unless with all conditionals and you can't use unless and if together.

Should + subject

You can replace "if" with "should + subject" in some conditionals. For example:

- Should you feel unwell, please contact a member of staff.
- Should the students fail to arrive on time, notify the office.

If you replace should + subject with "if", the meaning stays the same.

Had + subject + verb

In formal situations you can use had + subject + verb (inversion) in third conditionals. For example:

- Had she known Jack was waiting outside, Alicja would have invited him to come in.

As long as, so long as, providing etc.

We can use these phrases within some conditionals to set specific conditions or limits on a situation. For example:

- Alicja's dog can play in the lounge as long as/so long as it doesn't make any mess.
- Ollie can get a discount on the trains providing he has his young person's discount card.

Or and otherwise

We often use "or" or "otherwise" with a conditional meaning. For example:

- Anne's students have got to start studying, or/otherwise they'll fail their exams. (This means the same as: If Ann's students don't start studying, they will fail their exams).

Zero conditional: Introduction

▶ Video

This video is available online. The transcript appears below.

We'll start by looking at the zero conditional, which has the simplest grammatical structure.

We use this to talk about things that are generally true.

For example:

If you heat ice,	it melts.
	
Condition (present simple)	Result (present simple)

Zero conditional

Activity:

Have a look at the example below and identify which tense is used in each clause. We've highlighted the verbs for you. Choose an answer from the box below to see if you are correct.

If Ollie

arrives



--Select--



late for work,

his boss,

gets



--Select--



angry.

[View all answers](#)

[Hide all answers](#)

[Click here to see the definition of a zero conditional.](#)

Zero conditionals

We use zero conditionals to talk about facts.

You can hopefully see here that with a zero conditional we use present simple in both clauses – the “if” clause and the main clause.

So when do we use zero conditional? Look again at the example above and our example from earlier in the unit:

If you push that button, the lamp turns on.

What is the probability of the result if the condition is met? How likely is it that Ollie’s boss will get angry or the lamp will turn on, if Ollie arrives late or if you push the button? They are certainties and will definitely happen.

First conditional: Introduction

■ Video

This video is available online. The transcript appears below.

Now we'll look at the next conditional on the list: the first conditional.

This is almost the same as the zero conditional, but is about something that is likely to happen but not a certainty.

For example:

If it rains,	I will stay at home
	
Condition (present simple)	Result (future simple)

First conditional

OK, so what about the first conditional? Look at the example below and see if you can identify which tenses are being used:

If Alicja

goes



--Select--



on vacation,

she

will visit



--Select--



Poland.

[View all answers](#)

[Hide all answers](#)

[Click here to see the definition of a first conditional.](#)

First conditional

We use first conditionals to talk about things that are possible or probable in the future.

As you can see the grammatical structure is a little more complex this time. The "if" clause still uses the present simple, but the main clause now uses the future simple (will + verb).

Here are a couple more examples:

- If Jack **works** late, **he'll get** paid overtime.
- If Ann **buys** a new car this year, **she'll get** a hybrid.
- If Ollie **keeps** going to the gym, **he'll get** much fitter.

Now let's think about the probability of each of these things happening. They are all certainly possible...but are they definite?

The answer is that they aren't certain to happen, but there's a possibility or probability of them happening.

Zero and First conditionals: Quiz

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"
2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"
3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.

For these questions, you'll be asked to enter a sentence into either the **zero** or **first** conditional, with the verbs to use given to you. We've completed an example for you of putting a sentence into the **zero** conditional, using the verbs: "be" and "go"

If it is sunny, I to the beach.

Now it's your turn! Put the following sentence in the **zero** conditional using the verbs: "not walk" and "get"

If Alicja her dog, he hyperactive.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **zero** conditional using the verbs: "leave" and "not have"

Unless Jack home before 7am, he time to cycle to work.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **zero** conditional using the verbs: "eat" and "get"

If Anne too much spicy food, she indigestion.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **zero** conditional using the verbs: "arrive" and "send"

If Alicja's students late, she them to the office.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **zero** conditional using the verbs: "be" and "go"

If sunny, Ollie always to the beach.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **first** conditional using the verbs: "finish" and "go"

If Alicja work early, she to the gym on her way home.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **first** conditional using the verbs: "not go" and "not feel"

Jack to work tomorrow if he well.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **first** conditional using the verbs: "eat" and "work"

Anne out tonight unless she late.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **first** conditional using the verbs: "go" and "go"

If Ollie go on holiday this year, he go to Morocco.

typing

Let's test what you know about conditionals so far.

For the first five sentences, choose the options that put the sentence into the zero conditional.

For the final five sentences, choose the options that put the sentence into the first conditional.

This quiz requires you to type your answers. Please follow these rules to ensure you answer correctly:

- 1. Always use punctuation if the answer requires it e.g. use "How are you?" not "How are you"**
- 2. Never abbreviate or shorten words e.g. use "Does not" not "Doesn't"**
- 3. Always check your answers carefully and make sure you have not mis-typed any of your responses before submitting the quiz.**

Put the following sentence in the **first** conditional using the verbs: "get" and "choose"

If Alicja another dog, she a labrador.

Second conditional: Introduction

■ Video

This video is available online. The transcript appears below.

Now we'll look at second conditionals, which are used to talk about situations that are unlikely but not impossible.

Second conditionals use a different grammatical structure, with a past simple condition and either the word would, could or might along with an infinitive.

For example:

If I won the lottery,	I would buy a Ferrari.
	
Condition (past simple)	Result (would/could/might + infinitive)

Second conditional

First, we'll do an example for you so you can see the structure.

If I **won** the lottery, I **would buy** a house, a car, a first-class round-the-world ticket, and more!

Again look at the highlighted words and identify the structure.

Click below to see the structure we have used:

[Click here to see the definition of a second conditional.](#)

If I	won	the lottery,	I	would buy	a house.
	Condition (Past simple)			Result (would/could/might + infinitive)	

Second conditional

We use second conditionals to talk about things that are unlikely but not impossible in the present or future.

Now think about the following scenarios – what would you do in each of these cases? Complete the sentences on your own for yourself for each one:

If you had any job in the world...	If you met anybody, living or dead...	If you chose between a long, healthy life or a short, incredibly rich one...
If you lost one of your senses...	If you changed one thing about the city you live in...	If you were trapped on a desert island...
If you ate one type of food for every meal for the rest of your life...	If you chose to be very physically attractive or very intelligent...	If you lived anywhere...

Well what would you do? Well the first thing you'd do actually is create a second conditional sentence as we use these to talk about things that are unlikely but not impossible in the present or future.

Second conditional: Quiz

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

If Ollie won \$1 million, _____.

Select the correct answer from these options

he would buy a massive house.

he will buy a massive house.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

If Alicja were unhappy in her job, _____.

Select the correct answer from these options

she would find a new one.

she will find a new one.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

If I were Anne, _____.

Select the correct answer from these options

I'll study hard to learn Vietnamese.

I'd study hard to learn Vietnamese.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

If Jack went to China, _____.

Select the correct answer from these options

he would have visited the Great Wall.

he would visit the Great Wall.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

Ollie would go to Australia _____.

Select the correct answer from these options

if he can go anywhere.

if he could go anywhere.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

Ollie wouldn't have any money ;_____.

Select the correct answer from these options

if he didn't have a job.

if he doesn't have a job.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

If Jack couldn't cycle to work, _____

Select the correct answer from these options

he'll commute by train.

he'd commute by train.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

If Alicja moved to Japan, ;_____

Select the correct answer from these options

she'd eat sushi every single day.

she can eat sushi every single day.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

If Anne sold her house in the UK, _____.

Select the correct answer from these options

she will have a lot of money.

she'd have a lot of money.

multiple-choice

Please identify the correct ending to put the sentence below into the second conditional.

If Ollie didn't have a headache, ;_____.

Select the correct answer from these options

he would go to the party. he will go to the party.

Third conditional: Introduction

■ Video

This video is available online. The transcript appears below.

Finally, let's look at the third conditional.

We use this one to talk about a hypothetical situation in the past.

We use it to talk about a condition in the past that did not happen.

So, the result is now impossible.

For example:

If I had studied more,	I would have passed the final.
	
Condition (past perfect simple)	Result (would/could/might + present perfect simple (have + past participle))

Third conditional

Let's start by looking at some examples of the third conditional:

- If Alicja **hadn't moved** to Costa Rica, she **would have** returned to Poland.
- If Alicja **had gone** to the party, she **would have** met some interesting people.
- If Jack **hadn't become** an English teacher, he **would have** stayed in his job in IT.
- If Anne **hadn't retired**, she **couldn't have** moved to Vietnam.
- If Ollie **hadn't given up** football, he **might have** become a great player!

Can you identify the structure?

If Alicja

hadn't moved



--Select--



to Costa Rica,

she,

would have returned



---Select---



to Poland.

[View all answers](#)

[Hide all answers](#)

Click here to see the definition of a third conditional.

As you can see, the third conditional uses the past perfect simple and would/could/might + present perfect simple (have + past participle).

Third conditional

We use third conditionals to talk about a hypothetical past action and its result – it is now impossible.

Mixed conditionals: Demonstration

■ Video

This video is available online. The transcript appears below.

This demonstration video from our tutor, Kelsey, will show you how we form mixed conditionals with examples of how you can teach them to your students.

Conditionals: Classroom lesson

■ Video

This video is available online. The transcript appears below.

This classroom lesson from our tutor, Kirsty, will demonstrate teaching conditionals and mixed conditionals to students.

Unit 8: End of Unit Quiz

true-or-false

English has 3 conditionals – first, second and third.

Select the correct answer from these options

true

false

true-or-false

We use the first conditional to talk about the present.

Select the correct answer from these options

true

false

true-or-false

All the conditionals are used to talk hypothetically about the future.

Select the correct answer from these options

true

false

true-or-false

You can combine clauses from different conditionals to create mixed conditionals.

Select the correct answer from these options

true

false

true-or-false

You always have to use "if" in a conditional.

Select the correct answer from these options

true

false

multiple-choice

Please identify the conditional used in the sentence below.

Unless Alicja renews her working visa, she won't be able to continue at the school in Costa Rica.

Select the correct answer from these options

Zero conditional

First conditional

Second conditional

Third conditional

Mixed conditional

multiple-choice

Please identify the conditional used in the sentence below.

Had she known Jack was planning a visit to Vietnam, Anne would have booked some time off work.

Select the correct answer from these options

Zero conditional

First conditional

Second conditional

Third conditional

Mixed conditional

multiple-choice

Please identify the conditional used in the sentence below.

If you cross an international date line, the time changes.

Select the correct answer from these options

Zero conditional

First conditional

Second conditional

Third conditional

Mixed conditional

multiple-choice

Please identify the conditional used in the sentence below.

If Jack could teach any type of student, he would choose business students.

Select the correct answer from these options

Zero conditional

First conditional

Second conditional

Third conditional

Mixed conditional

multiple-choice

Please identify the conditional used in the sentence below.

If Anne were rich, she would have bought the Ferrari she saw yesterday.

Select the correct answer from these options

Zero conditional

First conditional

Second conditional

Third conditional

Mixed conditional

Congratulations!

■ Video

This video is available online. The transcript appears below.

Congratulations – you have reached the end of the grammar course! Very well done indeed! You're now well on the way to understanding all the ins and outs of English grammar.

Don't forget you'll need a good reference book for when you actually start teaching but this course has given you a really good grounding to get you started.

So what next? Well now grammar is out of the way we can move on to methodology. We've done the "what"; now this is all about how; how you are going to teach things in an effective way to your students. It doesn't matter if you're teaching grammar or vocabulary or practicing reading, writing, listening or speaking skills, it's all about doing it in a way that really helps your students to progress. You need to engage your students, really get them involved and they should be leaving every one of your classes with an element of the language learned, practiced or consolidated. Ideally they will leave happy too!

So where do you start? Well that's what the methodology course is all about: how to teach English to your students in the most effective way. Enjoy the course!