



# Dux Grammar Refresher

As an online English teacher, it is crucial that you familiarise yourself with the foundation of the English language. It is typical for many teachers to only really get into grammatical concepts once doing their teaching qualification so do not worry if you lack critical grammar knowledge! We've got you covered with a sleek yet comprehensive grammar refresher!

## Word Classes

Word classes are different categories of words depending on their use in the English language. There are 4 main word classes, namely:

### Nouns

Nouns are used to identify objects (things, people, animals, concepts, states).

- Examples: *car, door, crocodile*
- Example sentence: *I went to sit on the **chair** inside the **lounge**.*

### Verbs

Verbs are words which describe the actions of a person or thing.

- Examples: *run, sleep, (to) be, sing, like*
- Example sentence: *I **run** in the evenings so that I **sleep** well at night.*

### Adjectives

Adjectives are words which describe and modify a noun (with more information).

- Examples: *blue, wide, straight, big, hot, pretty*
- Example sentence: *They are an **attractive** couple.*

### Adverbs

Adverbs are words which modify a verb, giving one an idea of how the verb was carried out or implemented.



- Examples: *carefully, silently, slowly*
- Example sentence: *All of the dogs ran out of the gate **suddenly!***

The above word classes do however contain words which spread across more than one class, e.g., the word *schedule* can be used as both a noun and a verb.

Apart from the main 4-word classes, there are other subclasses, namely:

### Prepositions

Prepositions describe how words from the major word classes relate to each other and are used as a link between a noun and other words.

- Examples: *on, it, at, for, to*
- Example sentence: *I went **to** the shop yesterday.*

### Pronouns

Pronouns allow one to use nouns repetitively without mentioning the exact name of the noun over and over, essentially replacing the noun.

- Examples: *I, me, he, she, you, we, he*
- Example sentence: ***She** is a very beautiful lady.*

### Determiners

Determiners come before nouns and show either what the noun is referring to (*referring*), or how much or little of something there is (*quantifying*).

- Examples: *a, the, an, some, my, this*
- Example sentence: I need to get **some** food for **my** dog.

### Conjunctions

Conjunctions link other words, clauses, and phrases with each other.

- Examples: *because, when, if, and, but, after, or, although*
- Example sentence: *We can sit **either** inside **or** outside.*

### Interjections



Interjections are short exclamations which show people's reactions depending on the situation they are in or feeling they have.

- Examples: *Golly! Wow! Whew! Damn!*
- Example sentence: ***Hooray!*** *Holidays are here!*

### **Tense Table**

There are twelve tenses in total within modern English. There are three simple tenses:

1. ***Present Simple***: showing whether an action or condition occurs
2. ***Past Simple***: showing whether an action or condition occurred
3. ***Future Simple***: showing whether an action or condition will occur

There are three perfect tenses:

4. ***Present Perfect***: showing whether an action or condition has occurred relative to the present
5. ***Past Perfect***: showing whether an action or condition had occurred relative to the past
6. ***Future Perfect***: showing whether an action or condition will have occurred relative to the future.

There are six continuous (also called *progressive*) tenses:

7. ***Present Continuous***: showing whether a continuous action or condition is occurring in the present
8. ***Past Continuous***: showing whether a continuous action or condition was occurring in the past
9. ***Future Continuous***: showing whether a continuous action or condition will be occurring in the future
10. ***Present Perfect Continuous***: showing whether a continuous action or condition has been occurring relative to the present
11. ***Past Perfect Continuous***: showing whether a continuous action or condition had been occurring relative to the past
12. ***Future Perfect Continuous***: showing whether a continuous action or condition will have been occurring relative to the future.



## The Tense Table Summary

### The 3 Simple Tenses

| Past Simple                                                | Present Simple                                       | Future Simple                                            |
|------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------|
| Showing whether an action or condition <b>has occurred</b> | Showing whether an action or condition <b>occurs</b> | Showing whether an action or condition <b>will occur</b> |

### The 3 Perfect Tenses

| Past Perfect                                                                    | Present Perfect                                                                    | Future Perfect                                                                          |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Showing whether an action or condition <b>had occurred</b> relative to the past | Showing whether an action or condition <b>has occurred</b> relative to the present | Showing whether an action or condition <b>will have occurred</b> relative to the future |

### The 6 Continuous/Progressive Tenses

| Past Continuous                                                                       | Present Continuous                                                                       | Future Continuous                                                                             |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Showing whether a continuous action or condition <b>was occurring</b> in the past     | Showing whether a continuous action or condition <b>is occurring</b> in the present      | Showing whether a continuous action or condition <b>will be occurring</b> in the future       |
| Past Perfect Continuous                                                               | Present Perfect Continuous                                                               | Future Perfect Continuous                                                                     |
| Showing whether an action or condition <b>had been occurring</b> relative to the past | Showing whether an action or condition <b>has been occurring</b> relative to the present | Showing whether an action or condition <b>will have been occurring</b> relative to the future |



### **Tense 1: Present Simple Tense (also Simple Present Tense)**

With regular verbs, this tense is formed by using the verb stem, adding -s in the third person singular (he, she, it).

| <b><u>Subject</u></b> | <b><u>Verb Stem</u></b> |
|-----------------------|-------------------------|
| I                     | <i>eat</i>              |
| You (singular)        | <i>eat</i>              |
| He/She/It             | <i>eats</i>             |
| We                    | <i>eat</i>              |
| You (plural)          | <i>eat</i>              |
| They                  | <i>eat</i>              |

Positive: *You like South Africa.*

Question: *Do you like South Africa?*

Negative: *You do not like South Africa.*

### **Tense 2: Past Simple Tense (also Simple Past Tense)**

This tense refers to actions in the past. With regular verbs, it is formed by adding *-ed* to the verb stem (or *-d* if the verb stem already ends in *e*):

| <b><u>Subject</u></b> | <b><u>Verb Stem (adding -ed)</u></b> | <b><u>Verb stem (adding -d)</u></b> |
|-----------------------|--------------------------------------|-------------------------------------|
|-----------------------|--------------------------------------|-------------------------------------|



|                |              |              |
|----------------|--------------|--------------|
| I              | <i>asked</i> | <i>rated</i> |
| You (singular) | <i>asked</i> | <i>rated</i> |
| He/She/It      | <i>asked</i> | <i>rated</i> |
| We             | <i>asked</i> | <i>rated</i> |
| You (plural)   | <i>asked</i> | <i>rated</i> |
| They           | <i>asked</i> | <i>rated</i> |

Positive: *You played games.*

Question: *Did you play games?*

Negative: *You didn't play games.*

Note: In irregular verbs, there is a variety of past tense forms: *become* → *became*, *blow* → *blew*, *catch* → *caught*. These have to be learned.

Note: The past simple can also be formed with the verb *be*. The past of *be*, i.e., *was* and *were*, is used:

Positive: *I was elated because the game was postponed at the last moment.*

Question: *Were you elated because the game was postponed at the last moment?*

Negative: *I wasn't elated because the game was postponed at the last moment.*

### **Tense 3: Future Simple Tense (also Simple Future Tense)**



For this tense, we use *will* or *shall*, followed by the verb stem:

| <u>Subject</u> | <u>will, shall</u>          | <u>Verb Stem</u> |                  |
|----------------|-----------------------------|------------------|------------------|
| I              | <i>'ll, will, and shall</i> | <i>read</i>      | <i>the book.</i> |
| You (singular) | <i>'ll, will</i>            | <i>read</i>      | <i>the book.</i> |
| He/She/It      | <i>'ll, will</i>            | <i>read</i>      | <i>the book.</i> |
| We             | <i>'ll, will, and shall</i> | <i>read</i>      | <i>the book.</i> |
| You (plural)   | <i>'ll, will</i>            | <i>read</i>      | <i>the book.</i> |
| They           | <i>'ll, will</i>            | <i>read</i>      | <i>the book.</i> |

Note that we often use contractions when using *will* and *shall*, e.g. *I'll* and *We shan't*. *Shall* is less common in American English than British English.

With *will*:

- Positive: *You will call her on Friday.*
- Question: *Will you call her on Friday?*
- Negative: *You won't call her on Friday.*

With *shall*:

- Positive: *We shall call her on Friday.*
- Question: *Shall we call her on Friday?*
- Negative: *We shan't call her on Friday.*

Often called the *going to* future, this form is a combination of *be + going to + verb stem*.



| <u>Subject</u> | <u>am/is/are</u> | <u>going to</u> | <u>Verb Stem</u> |
|----------------|------------------|-----------------|------------------|
| I              | <i>am; 'm</i>    | <i>going to</i> | <i>object.</i>   |
| You (singular) | <i>are; 're</i>  | <i>going to</i> | <i>object.</i>   |
| He/She/It      | <i>is; 's</i>    | <i>going to</i> | <i>object.</i>   |
| We             | <i>are; 're</i>  | <i>going to</i> | <i>object.</i>   |
| You (plural)   | <i>are; 're</i>  | <i>going to</i> | <i>object.</i>   |
| They           | <i>are; 're</i>  | <i>going to</i> | <i>object.</i>   |

Note that we often use contractions when using the verb *be*, e.g. *I'm, you're*.

Positive: *You are going to eat the cake tonight.*

Question: *Are you going to eat the cake tonight?*

Negative: *You are not going to eat the cake tonight.*

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#### **Tense 4: Present Perfect Tense**

The present perfect tense is formed by joining the present tense of the verb *have* with the past participle of the main verb.

| <u>Subject</u> | <u>Present Tense of</u><br><u>the verb <i>have</i></u> | <u>Past Participle of</u><br><u>the Main Verb</u> |
|----------------|--------------------------------------------------------|---------------------------------------------------|
|----------------|--------------------------------------------------------|---------------------------------------------------|



|                |             |                |                |
|----------------|-------------|----------------|----------------|
| I              | <i>have</i> | <i>cleaned</i> | <i>my car.</i> |
| You (singular) | <i>have</i> | <i>cleaned</i> | <i>my car.</i> |
| He/She/It      | <i>has</i>  | <i>cleaned</i> | <i>my car.</i> |
| We             | <i>have</i> | <i>cleaned</i> | <i>my car.</i> |
| You (plural)   | <i>have</i> | <i>cleaned</i> | <i>my car.</i> |
| They           | <i>have</i> | <i>cleaned</i> | <i>my car.</i> |

Note that we often use contractions when using *have*, e.g. *I've* and *we've*.

Positive: *You have tasted the famous menu before.*

Question: *Have you tasted the famous menu before?*

Negative: *You have not tasted the famous menu before.*

### **Tense 5: Past Perfect Tense**

This tense is formed by *had*, which is followed by the past participle:

| <b><u>Subject</u></b> | <b><u>had</u></b> | <b><u>Past Participle of<br/>the Main Verb</u></b> |               |
|-----------------------|-------------------|----------------------------------------------------|---------------|
| I                     | <i>had</i>        | <i>cried</i>                                       | <i>again.</i> |



|                |            |              |               |
|----------------|------------|--------------|---------------|
| You (singular) | <i>had</i> | <i>cried</i> | <i>again.</i> |
| He/She/It      | <i>had</i> | <i>cried</i> | <i>again.</i> |
| We             | <i>had</i> | <i>cried</i> | <i>again.</i> |
| You (plural)   | <i>had</i> | <i>cried</i> | <i>again.</i> |
| They           | <i>had</i> | <i>cried</i> | <i>again.</i> |

Note that we often use contractions when using *had*, e.g. *I hadn't*.

Positive: *You had studied languages before you went to school.*

Question: *Had you studied languages before you went to school?*

Negative: *You hadn't studied languages before you went to school.*

### **Tense 6: Future Perfect Tense**

This is a tense formed by *will have* followed by the past participle.

| <b><u>Subject</u></b> | <b><u>will have</u></b> | <b><u>Past Participle of<br/>the Main Verb</u></b> |                          |
|-----------------------|-------------------------|----------------------------------------------------|--------------------------|
| I                     | <i>will have</i>        | <i>completed</i>                                   | <i>studying by 2022.</i> |
| You(singular)         | <i>will have</i>        | <i>completed</i>                                   | <i>studying by 2022.</i> |
| He/She/It             | <i>will have</i>        | <i>completed</i>                                   | <i>studying by 2022.</i> |



|              |                  |                  |                          |
|--------------|------------------|------------------|--------------------------|
| We           | <i>will have</i> | <i>completed</i> | <i>studying by 2022.</i> |
| You (plural) | <i>will have</i> | <i>completed</i> | <i>studying by 2022.</i> |
| They         | <i>will have</i> | <i>completed</i> | <i>studying by 2022.</i> |

Positive: *Dad will have planted the trees by the time we get home.*

Question: *Will Dad have planted the trees by the time we get home?*

Negative: *Dad won't have planted the trees by the time we get home.*

Sometimes, the *going to* format is used (*am/is/are + going to have + past participle*):

Positive: *Dad is going to have planted the trees by the time we get home.*

Question: *Is Dad going to have planted the trees by the time we get home?*

Negative: *Dad is not going to have planted the trees by the time we get home.*

Either form can usually be used.

### **Tense 7: Present Continuous Tense (also Present Progressive Tense)**

This tense is formed by using the present tense of the verb *be* and the present participle of the main verb.

| <b><u>Subject</u></b> | <b><u>am/is/are</u></b> | <b><u>Present Participle</u></b><br><b><u>of the Main Verb</u></b> |               |
|-----------------------|-------------------------|--------------------------------------------------------------------|---------------|
| I                     | <i>am</i>               | <i>seeing</i>                                                      | <i>stars.</i> |



|                |            |               |               |
|----------------|------------|---------------|---------------|
| You (singular) | <i>are</i> | <i>seeing</i> | <i>stars.</i> |
| He/She/It      | <i>is</i>  | <i>seeing</i> | <i>stars.</i> |
| We             | <i>are</i> | <i>seeing</i> | <i>stars.</i> |
| You (plural)   | <i>are</i> | <i>seeing</i> | <i>stars.</i> |
| They           | <i>are</i> | <i>seeing</i> | <i>stars.</i> |

Positive: You are watching cartoons.

Question: Are you watching cartoons?

Negative: You are not watching cartoons.

**Tense 8: Past Continuous Tense (also Past Progressive Tense)**

This tense is formed by the words *was* or *were*, which are followed by the present participle of the main verb.

| <b><u>Subject</u></b> | <b><u>was/were</u></b> | <b><u>Present Participle</u></b><br><b><u>of the Main Verb</u></b> |               |
|-----------------------|------------------------|--------------------------------------------------------------------|---------------|
| I                     | <i>was</i>             | <i>seeing</i>                                                      | <i>stars.</i> |
| You (singular)        | <i>were</i>            | <i>seeing</i>                                                      | <i>stars.</i> |
| He/She/It             | <i>was</i>             | <i>seeing</i>                                                      | <i>stars.</i> |
| We                    | <i>were</i>            | <i>seeing</i>                                                      | <i>stars.</i> |



You (plural)            *were*                    *seeing*                    *stars.*

They                    *were*                    *seeing*                    *stars.*

Positive: *You were cooking when she shouted.*

Question: *Were you cooking when she shouted?*

Negative: *You were not cooking when she shouted.*

### **Tense 9: Future Continuous Tense (also Future Progressive Tense) - Form 1 & 2**

There are two forms.

Form 1: This tense is formed by *will be* followed by the present participle.

| <b><u>Subject</u></b> | <b><u>will be</u></b> | <b><u>Present Participle</u></b><br><b><u>of the Main Verb</u></b> |               |
|-----------------------|-----------------------|--------------------------------------------------------------------|---------------|
| I                     | <i>will be</i>        | <i>watching</i>                                                    | <i>early.</i> |
| You (singular)        | <i>will be</i>        | <i>watching</i>                                                    | <i>early.</i> |
| He/She/It             | <i>will be</i>        | <i>watching</i>                                                    | <i>early.</i> |
| We                    | <i>will be</i>        | <i>watching</i>                                                    | <i>early.</i> |
| You (plural)          | <i>will be</i>        | <i>watching</i>                                                    | <i>early.</i> |
| They                  | <i>will be</i>        | <i>watching</i>                                                    | <i>early.</i> |



Positive: *You'll be watching sports when they arrive.*

Question: *Will you be watching sports when they arrive?*

Negative: *You won't be watching sports when they arrive.*

Form 2: This form is made up of: *am/is/are + going to be + present participle*

| <b><u>Subject</u></b> | <b><u>am/is/are</u></b> | <b><u>going to be</u></b> | <b><u>Present Participle</u></b> |                   |
|-----------------------|-------------------------|---------------------------|----------------------------------|-------------------|
| I                     | <i>am</i>               | <i>going to be</i>        | <i>taking</i>                    | <i>the train.</i> |
| You (singular)        | <i>are</i>              | <i>going to be</i>        | <i>taking</i>                    | <i>the train.</i> |
| He/She/It             | <i>is</i>               | <i>going to be</i>        | <i>taking</i>                    | <i>the train.</i> |
| We                    | <i>are</i>              | <i>going to be</i>        | <i>taking</i>                    | <i>the train.</i> |
| You (plural)          | <i>are</i>              | <i>going to be</i>        | <i>taking</i>                    | <i>the train.</i> |
| They                  | <i>are</i>              | <i>going to be</i>        | <i>taking</i>                    | <i>the train.</i> |

Positive: *You are going to be playing hockey when she gets back.*

Question: *Are you going to be playing hockey when she gets back?*

Negative: *You are not going to be playing hockey when she gets back.*

Remember this: It is possible to use either *will be* or *be going to* in order to create the Future Continuous tense. There's not much difference.

### **Tense 10: Present Perfect Continuous Tense (also Present Perfect Progressive Tense)**



This tense is formed by joining the present perfect of the verb *be* and the present participle of the main verb.

| <b><u>Subject</u></b> | <b><u>has/have been</u></b> | <b><u>Present Participle</u></b><br><b><u>of the Main Verb</u></b> |                            |
|-----------------------|-----------------------------|--------------------------------------------------------------------|----------------------------|
| I                     | <i>have been</i>            | <i>helping</i>                                                     | <i>people for the day.</i> |
| You (singular)        | <i>have been</i>            | <i>helping</i>                                                     | <i>people for the day.</i> |
| He/She/It             | <i>has been</i>             | <i>helping</i>                                                     | <i>people for the day.</i> |
| We                    | <i>have been</i>            | <i>helping</i>                                                     | <i>people for the day.</i> |
| You (plural)          | <i>have been</i>            | <i>helping</i>                                                     | <i>people for the day.</i> |
| They                  | <i>have been</i>            | <i>helping</i>                                                     | <i>people for the day.</i> |

Positive: *You have been waiting here for three minutes.*

Question: *Have you been waiting here for three minutes?*

Negative: *You have not been waiting here for three minutes.*

### **Tense 11: Past Perfect Continuous Tense (also Past Perfect Progressive Tense)**

This tense is formed by using *had been* followed by the present participle.

| <b><u>Subject</u></b> | <b><u>had been</u></b> | <b><u>Present Participle</u></b><br><b><u>of the Main Verb</u></b> |                         |
|-----------------------|------------------------|--------------------------------------------------------------------|-------------------------|
| I                     | <i>had been</i>        | <i>sitting</i>                                                     | <i>for three hours.</i> |



|                |                 |                |                         |
|----------------|-----------------|----------------|-------------------------|
| You (singular) | <i>had been</i> | <i>sitting</i> | <i>for three hours.</i> |
| He/She/It      | <i>had been</i> | <i>sitting</i> | <i>for three hours.</i> |
| We             | <i>had been</i> | <i>sitting</i> | <i>for three hours.</i> |
| You (plural)   | <i>had been</i> | <i>sitting</i> | <i>for three hours.</i> |
| They           | <i>had been</i> | <i>sitting</i> | <i>for three hours.</i> |

Positive: *You had been sitting there for more than three hours when he finally left.*

Question: *Had you been sitting there for more than three hours when he finally left?*

Negative: *You had not been sitting there for more than three hours when he finally left.*

### **Tense 12: Future Perfect Continuous Tense**

Usual Form: This tense is formed by using *will have been* followed by the present participle.

| <b><u>Subject</u></b> | <b><u>will have been</u></b> | <b><u>Present Participle</u></b> |                     |
|-----------------------|------------------------------|----------------------------------|---------------------|
|                       |                              | <b><u>of the Main Verb</u></b>   |                     |
| I                     | <i>will have been</i>        | <i>listening</i>                 | <i>for an hour.</i> |
| You (singular)        | <i>will have been</i>        | <i>listening</i>                 | <i>for an hour.</i> |
| He/She/It             | <i>will have been</i>        | <i>listening</i>                 | <i>for an hour.</i> |
| We                    | <i>will have been</i>        | <i>listening</i>                 | <i>for an hour.</i> |



You (plural)      *will have been*      *listening*      *for an hour.*

They      *will have been*      *listening*      *for an hour.*

Positive: *You will have been standing here for an hour.*

Question: *Will you have been standing here for an hour?*

Negative: *You will not have been standing here for an hour.*

Another Form: *am/is/are + going to have been + present participle.* This is not used as much as the usual form above.

Positive: *You are going to have been running for more than an hour by the time you get back.*

Question: *Are you going to have been running for more than an hour by the time you get back?*

Negative: *You are not going to have been running for more than an hour by the time you get back.*

NOTE: It's possible to use either form with little or no difference in meaning.

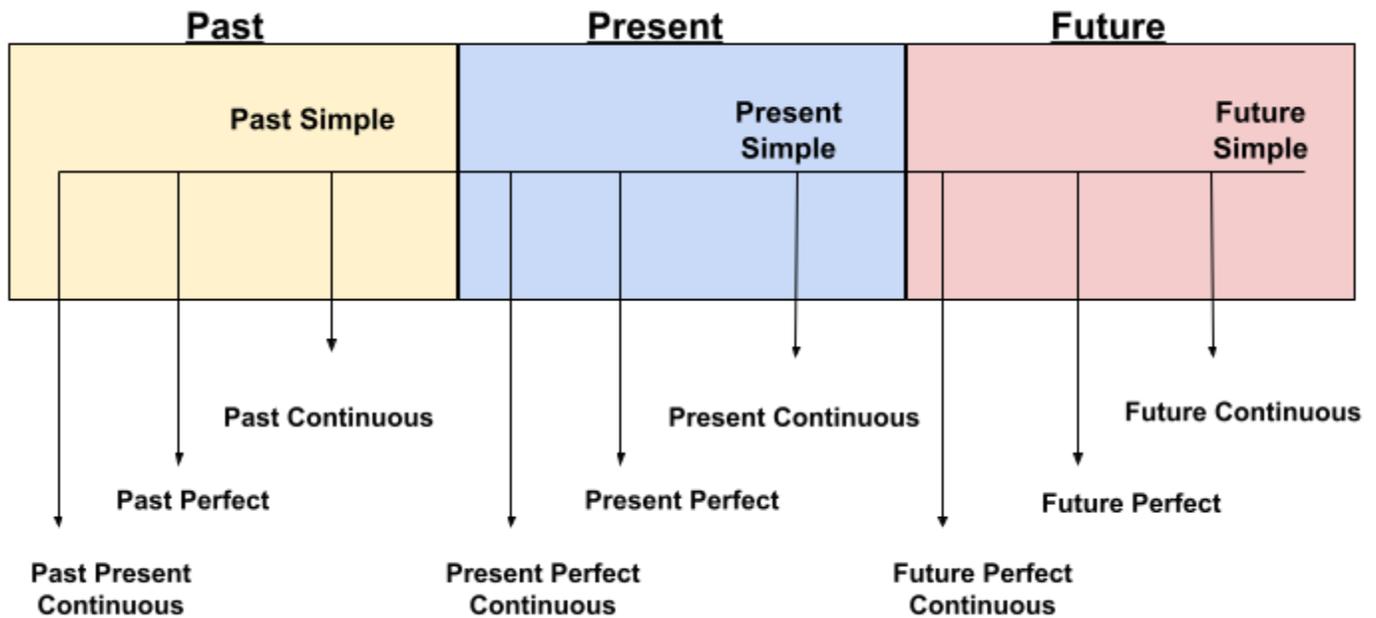
Due to the emphasis on speaking full sentences (and the difficulty thereof), the different tenses form a vital part of any English student's language learning journey. Although accurate tenses have certain rules and requirements, they can be simplified or made more complicated depending on the age group you are teaching. A common format of teaching tenses is using timelines as an example to help students grasp the concept of language of the past, present, and future.

Timelines are highly efficient as they:

- Can be used across all age groups, therefore simplified or made more complicated accordingly
- Can be decorated with images for visual appeal, therefore making otherwise dry subject material more interesting
- The same template can be used throughout a student's life which reinforces the concepts



An example of a basic timeline template is given below:



The above diagram provides a solid foundation on which a teacher can adapt to the class they are teaching. You can either add pictures to make the image more suitable for younger age groups or add example sentences for each tense.

### **Prescriptive vs. Descriptive Grammar**

It is common for people to assume that grammar is grammar - nothing more, nothing less. However, when we approach the structural aspects of grammar, we find that it goes slightly deeper than that. Here are the main differences:

- Prescriptive grammar is considered more formal grammar, with a scholarly set of grammar rules and requirements. This is essentially concluded by labelling certain grammatical concepts as either *good* or *bad*.



- Descriptive grammar is considered in more of a practical sense in how it is used in everyday life by the people who speak it. It therefore comes without any *good* or *bad* labels and can therefore develop its own set of rules based on how it is actually used.

So, to summarize, prescriptive grammar aims to subject language to a strict set of accurate rules whereas descriptive grammar aims to represent how language is used in everyday speech by actual speakers. To elaborate, asking a group of people, "How are you all doing?" would be an example of prescriptive grammar, whereas asking, "How are y'all doing?" would be an example of descriptive grammar as this is a common term used informally in everyday use. Can you think of any more examples?

Below are a few more examples for you. Can you guess which type of grammar each sentence is showcasing?

- *That was a fantastic story.*
- *Cool story bro.*
  
- *How are things going?*
- *How's things?*
  
- *All good!*
- *Everything is fine!*

### **Conditional forms**

Conditional forms are a more advanced English grammar topic. They are used to describe certain events based on possibilities and imagination - they describe unreal and real events. You may notice that many conditionals start with the word *if* as many conditionals start in the same format.

There are four basic conditional forms in the English language: zero conditional, first conditional, second conditional, and third conditional. To elaborate:

#### **Zero Conditional**

The zero conditional describes general/universal truths and habits, when one action automatically determines the following action. The form is:

*If/When* + present simple + present simple



Notice how the form includes 2 present simple verbs. Below are some examples:

- *If the sun shines brightly, you get burnt.*
- *Dogs bark if they are protective.*

*If* can be used at the start or in the middle of a sentence. Also, remember that the zero conditional is the only conditional where *when* can replace *if*.

### First Conditional

The first conditional refers to things which may be possible in the future or events which are likely to happen. If something happens and a condition is filled, another thing is likely to happen. The form is:

*If* + present simple + *will* + infinitive

Notice how there is a future simple clause after the initial *if* clause. Below are some examples:

- *If I eat all this food this afternoon, I won't be hungry tonight.*
- *He'll be late if the flight is delayed.*

*If* can also be used in the middle of a sentence here in the first conditional.

### Second Conditional

The second conditional refers to things and events which are impossible in the present and are unlikely to be true in the future. The form is:

*If* + past simple + *would* + infinitive

Below are some examples:

- *If I met Britney Spears, I would be elated.* (future event unlikely to happen)
- *If I knew the address I would go there now.* (present event which is impossible)

It is important to note that the events of the second conditional are a lot less likely to happen than the first conditional.

### Third Conditional



The third conditional refers to things/events in the past which did not happen and also refers to the imagined results of those things/events. The form is:

*If + past perfect + would + have + past participle*

Below are some examples:

- *If she had attended the rehearsal, she would know her words.*
- *He would have become successful if he had gone to school.*

Note that *if* can also be used in the middle of the sentence in the third conditional too.

### **Modals**

*Modal verbs* i.e., *Modals* refers to verbs which do not behave the same as regular English verbs. Modals give us more information about what the following main verb does. Some characteristics of modals include:

- Their form cannot change.
- They are used to express or ask how important, certain, forbidden, or possible something is
- They are followed by a stand-alone infinitive

Modals include *can, could, may, might, must, ought to, shall, should, will, would*.

Below are some examples:

- *You must go to school!*
- *It might be sunny tomorrow.*
- *We should go to the movies tomorrow if it isn't busy.*
- *I can sing while working.*

### **Register**

*Register* in the English language refers to the level or intensity of formality within our language (more specifically writing and speaking). Observe yourself while having a casual and friendly chat with friends (informal register) versus chatting with your significant other's parents when meeting for the first time (formal register). You are far more likely to speak informally when around your friends.



There are more registers in English, namely: *high-formal, formal, neutral, informal, vulgar, and frozen/static*. Below are some situations in which you may use the specific register:

High-formal - meeting an important figure e.g., the president or a judge in court

Formal - speaking to your manager at work during an employee-performance review

Neutral - writing up a marketing campaign for a client of your business

Informal - catching up with a friendly acquaintance you haven't seen in awhile

Vulgar - laughing over dinner with your family and closest friends

Frozen/Static - reading Othello by Shakespeare (fixed language which is intended to remain unchanged).

### **Phrasal Verbs**

Phrasal verbs are phrases which represent actions taking place and they consist of a verb followed by an adverb, a preposition, or an adverb and preposition together. The meaning of the verb is often changed depending on the adverb or prepositions. They are important as they are used within formal and informal language settings. The form is:

Verb + adverb

Verb + preposition

Verb + adverb + preposition

Phrasal verbs are put into 2 broad categories, namely: *separable* and *non-separable*.

Separable phrasal verbs allow for the verb and adverb/preposition to be separated. For example:

- *Please don't bring up the broken window!*
- *Please don't bring the broken window up!*

Non-separable phrasal verbs do not allow separation of the verb and adverb/preposition. For example:

- *I have come down with a cold!*
- *You should go over your homework.*

A useful way to teach phrasal verbs is by paying attention to the specific groupings and helping students use them. For example, think of the terms used in making a hamburger: *peel off, fry up, cut up, slice up, throw on*, etc. You could do a topic lesson where students make a hamburger craft in a "cook-a-thon" and include all of



the phrasal verbs which correlate with the process. You could also use games like a board race where students are put into teams. One student from each team takes a card out of a bag (with a phrasal verb on) and has to run to write the sentence on the board.

Apart from the grammar guide above, should you ever get stuck and need to go some extra revision, we advise you check out the following links:

**For grammar outlines and recaps:** <https://learnenglish.britishcouncil.org/grammar>

**For lesson plans, activities, and tools for different age groups:**

- Young learners <https://www.teachingenglish.org.uk/resources/primary>
- High school learners <https://www.teachingenglish.org.uk/resources/secondary>
- Adult learners <https://www.teachingenglish.org.uk/resources/adults>

Reviewing the above resources will only serve you well on your journey towards grammar mastery!

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