

Present Simple Tense

Positive		Negative			Question			Short answer		
I You We They	work	I You We They	don't (do not)	work	Do	I you we they	work?	Yes, No,	I you we they	do don't
He She It	works	He She It	doesn't (does not)	work	Does	he she it	work?	Yes, No	he she it	does doesn't

Uses

We use the present simple:

- ❖ to talk about **habits and work routines**. *I go to college by bus*
- ❖ to talk about **facts and things that are generally true**. *Computers **perform** tasks much faster than people.*
- ❖ to describe **permanent states**. *I like playing computer games.*
- ❖ with **adverbs** and expressions of **frequency**. *They **always** arrive on time.*
*He **usually/often** plays tennis at weekends.*
*I **sometimes** use chat rooms.*
*We **never** go to college on Sundays.*

Note:

after he/she/it, verbs end **in -s**, e.g. *he works, she prints*

in questions -s is on the **auxiliary** verb, not the main verb. ***Does** he **type** the documents?*

we **do not use the full verb** in **short answers**. ***Do you often travel in summer?** Yes, I **do** (NOT Yes, I travel)*

Present Simple Tense

Verb to be

Positive			Negative			Question			Short answer		
I	'm/ am	a student	I	am not	a student	Am	I	a student?	Yes,	I you	am are
You	're/ are	students	You	are not / aren't	students	Are	You	students?	No,	we they	are not/ aren't
We They	're/ are		We They	are not/ aren't		Are	We They				

He She	's/is	a student	He She	is not /isn't	a student	Is	He She it	a student? a computer?	Yes,	he she it	is
It	's/is	a computer	It	is not/ isn't	a computer				No,		is not/ isn't

There is / there are

There was/ there were

positive	negative	question	short answer
There is There are	There isn't There aren't	Is there? Are there?	Yes, there is/ No, there isn't Yes, there are/ No, there aren't
There was There were	There wasn't There weren't	Was there? Were there?	Yes, there was /No, there wasn't Yes, there were / No, there weren't

Uses

- ❖ We use there is a+ singular noun to say that something exists or doesn't exist.

There is a library on the second floor.

There isn't a photocopier in the classroom.

- ❖ With plural nouns we use **there are** with **some** in **positive** statements, and **there are** with **any** in **negative** sentences.

There are some computers on the desk.

There aren't any printers on the desk.

- ❖ We use **is there / are there + a / any** to ask a question.

Is there a message for me?

Are there any good colleges in the town.

- ❖ In the Past Simple tense we use **there was/ were**

There was some new information on this website yesterday.

There were two new computers on the desk last week.

Present Simple Tense
Verbs HAVE/HAVE GOT

Positive		Negative			Question			Short answer		
I You We They	have a computer	I You We They	don't (do not)	have a computer	Do	I you we they	have a computer ?	Yes, No,	I you we they	do don't
He She It	has a computer	He She It	doesn't	have a computer	Does	he she it	have a computer ?	Yes, No,	he she it	does doesn't

Positive		Negative			Question			Short answer		
I You We They	have got a computer	I You We They	haven't got	a computer	Have	I you we they	got a computer ?	Yes, No,	I you we they	have haven't
He She It	has got a computer	He She It	hasn't got	a computer	Has	he she it	got a computer ?	Yes, No,	he she it	has hasn't

Use

- ❖ We often use **have got/has got** instead of **have/has** in British English, especially when we speak. *I **have got**/I've got a new laptop(=I have a new laptop). He **has got**/he's got a laser printer(=He has a laser printer)*

Present Continuous Tense

to be + verb+ ing

Positive			Negative			Question			Short answer		
I	'm/am	working	I	'm not/ am not	working	Am	I	working?	Yes, No,	I	am 'm not
You We They	're/are		You We They	aren't/ are not		Are	we you they		Yes, No,	you we they	are aren't
He She It	's/is	working	He She It	isn't/ is not	working	Is	he she it	working?	Yes, No,	he she it	is isn't

Uses

We use the present continuous:

- ❖ to talk about actions in progress at the time of speaking. *I'm working at my computer at the moment.*
- ❖ for actions that are not necessarily at the time of speaking but have not finished. *He's still working on the project.*
- ❖ for temporary situations. *We are staying with our friends until the end of the week.*

Present Simple or Present Continuous?

- ❖ We use **the present simple** to describe **permanent situations**, ones which won't change. *I live in the centre of the town.*
- ❖ We use **the present simple** to talk about **habits**. *I usually go to college by bus.*
- ❖ We use **the present continuous** to describe **temporary situations**, which happen for a short time. *He's working at home this week.*
- ❖ Some verbs, such as **like, love, hate, believe, want, understand, know, think(=believe), have(=possess), remember, need** are not normally used in the continuous

FUTURE Tense

will + the infinitive (work)

Positive		Negative	
Full form	Short form	Full form	Short form
<i>I will work</i>	<i>I'll work</i>	<i>I will not work</i>	<i>I won't work</i>
<i>You will work</i>	<i>You'll work</i>	<i>You will not work</i>	<i>You won't work</i>
<i>He/She/It will work</i>	<i>He'll/She'll/It'll work</i>	<i>He/she/ It will not work</i>	<i>He/she/ It won't work</i>
<i>We will work</i>	<i>We'll work</i>	<i>We will not work</i>	<i>We won't work</i>

You <i>will work</i> They <i>will work</i>	You' <i>ll work</i> They' <i>ll work</i>	You <i>will not work</i> They <i>will not work</i>	You <i>won't work</i> They <i>won't work</i>
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Questions	Short answers
<i>Will I work?</i>	Yes, I/ you/ he /she /it
<i>Will you work?</i>	we / you / they <u>will</u>
<i>Will he/ she/ it work?</i>	
<i>Will we work?</i>	
<i>Will you work?</i>	
<i>Will they work?</i>	

Expressing Future

Present Continuous for the future

- ❖ We use the present Continuous for something that we have already arranged to do in the future:

What are you doing at the weekend? (= what have you arranged to do?)

I'm going to the doctor's tomorrow. (= I have an appointment with the doctor.)

Going to

- ❖ We use *going to + infinitive* to talk about something that we have already decided to do in the future, our future ambitions or plans:

I'm going to stay at home this afternoon and get ready for the test.

- ❖ We use *going to + infinitive* when we can see a future action coming because of the present situation:

Look at those dark clouds! It's going to rain.

Will

- ❖ We use *will + infinitive* when we decide to do something at the moment we speak:

I don't know what to do. My computer has broken down. Don't worry. I'll call a computer engineer.

- ❖ We use *will + infinitive* to make predictions about things we think are inevitable and will happen without any arrangement or intention

Robots will take over the world.

- ❖ We use *will + infinitive* to make promises. *Don't worry. I'll give him the message.*

Future Passive

will be + past participle (*used/ connected/ stored, etc.*)

We form the **past participle** of regular verbs by adding –ed (finished, printed, closed).

The past participle of irregular verbs see the table of irregular verbs (written, been, made, seen, sent)

Positive				Negative			
<i>The project</i>	<i>will be</i>	<i>finished</i>	<i>in time.</i>	<i>The project</i>	<i>won't be</i>	<i>finished</i>	<i>in time.</i>
<i>The letters</i>	<i>will be</i>	<i>sent</i>	<i>in time.</i>	<i>The letters</i>	<i>won't be</i>	<i>sent</i>	<i>in time.</i>

Question				Short answer	
<i>Will the project</i>	<i>be</i>	<i>finished</i>	<i>in time?</i>	<i>Yes, it will / No, it won't</i>	
<i>Will the letters</i>	<i>be</i>	<i>sent</i>	<i>in time?</i>	<i>Yes, they will / No, they won't</i>	

Uses

- ❖ We use a passive structure when we focus on the action rather than on who will perform it.
- ❖ We often use the passive to describe a process, system, procedure.
- ❖ We can use **by** if we want to mention who will perform the action.

*The lecturer **will be delivered** by professor P. Arnold.*

Present Simple passive forms

be (*am, are, is*) + **past participle** (*used/ known/ connected/ stored, etc.*)

We form the **past participle** of regular verbs by adding –ed (finished, printed, closed).

The past participle of irregular verbs see the table of irregular verbs (written, been, made, seen, sent)

Positive			Negative		
I	a	<i>interviewed</i>	I	'm not	<i>interviewed</i>
Computer terminals	ar	<i>connected</i>	Computer terminals	aren't	<i>connected</i>
The program	is	<i>written</i>	The program	isn't	<i>written</i>

Question			Short answer		
Am	I	<i>interviewed?</i>	Yes,	I	am
			No,	I	'm not
Are	computer terminals	<i>connected?</i>	Yes,	they	are
			No,	they	aren't

Is	the program	stored?	Yes, No,	it it	is isn't
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Uses

- ❖ We use a passive structure when we focus on the action rather than on who performs it.
- ❖ We often use the passive to describe a process, system, procedure.
- ❖ We can use **by** if we want to mention who performs the action.
*Computer programming **is taught** by a new teacher.*

Present Perfect Tense

have/has + past participle (used/known/connected/stored, etc.)

We form the **past participle** of regular verbs by adding –ed (finished, printed, closed).

The past participle of irregular verbs see the table of irregular verbs (written, been, made, seen, sent)

Positive				Negative			
I You We They	've /have	stored	the information	I You We They	haven't/ have not	stored	the information
He She It	's /has	stored	the information	He She It	hasn't/ has not	stored	the information

Question				Short answer	
	I				I

Have	you we they	stored	the information?	Yes, No,	you we they	have haven't
Has	he she it	stored	the information?	Yes, No,	he she it	has hasn't

Uses

- ❖ We use the present perfect when we talk about actions that began in the past and continue in the present. **He's (has) lived here for years.** (he still lives here)
- ❖ We use the present perfect when we talk about life experiences. **I've been to London several times.**
- ❖ We use the present perfect when we talk about the present result of a past action. **I've already sent the email.**

Note:

We do not use the present perfect with expressions of finished time.

~~I have met them in December in Dublin.~~ **I met them in December in Dublin.**

Use the present perfect when you first give the news. Change to the past simple when you give more details.

I've sent the email. When did you send it?

I've been to Greece. I went there last summer.

Present Perfect Passive

have/has been + past participle (used/known/connected/stored, etc.)

We form the **past participle** of regular verbs by adding –ed (finished, printed, closed).

The past participle of irregular verbs see the table of irregular verbs (written, been, made, seen, sent)

Positive			Negative		
The information	has been	stored	The information	hasn't been	stored
The programs	have been	loaded	The programs	haven't been	loaded

Question				Short answer	
Has	the information	been	stored?	Yes,	it has

				No,	it hasn't
Have	the programs	been	loaded?	Yes, No,	they have they haven't

Uses

- ❖ We use a passive structure when we focus on the action rather than on who performed it.
 - ❖ We often use the passive to describe a process, system, procedure.
 - ❖ We can use **by** if we want to mention who performed the action.
- The reports **have not been handed in yet.***

Modal Verbs

	Positive <i>necessity/obligation/ advice</i>	Negative <i>no obligation/necessity</i>	Question			<i>prohibition</i>	
I You We They	have to/must/need to should/shouldn't	don't have to don't have to don't need to	Do	I you we they	have to? need to?	I You We They	mustn't
He She It	has to/must/needs to should/shouldn't	doesn't have to doesn't have to doesn't need to	Does	he she it	have to? need to?	He She It	

Use

- ❖ We use **must/need to/** and **have/has to** to say that something is necessary.
*You **must** careful when using this tool.*
*You **have to** hand in the report by next week.*
*I **need to** check my report before handing it in.*
- ❖ We use **had to** to refer to a past obligation.
*I **had to** do a lot of work yesterday.*
- ❖ We use **should/shouldn't** to give advice or to suggest the right course of action.
*You **should** start working or you will not finish your report on time.*
*You **shouldn't** play computer games till late.*
- ❖ We use **don't have to** and **don't need to** when there is no obligation.
*You **don't have to** print all the material.*
*You **don't need to** pay by credit card.*
- ❖ We use **must not /mustn't** when something is forbidden.
*You **mustn't** copy this article.*

- ❖ The difference between **must** and **have to** is small. Use **must** when **you** think that something is necessary. Use **have to**, for example, when a law or another person says that something is necessary.

You **must** study harder (*I think it is necessary*)

You **have to** drive on the right in this country. (*that is the law*)

Note: **must, should** is used with the infinitive of the verb **without** particle **to**

must ~~to~~ work, should ~~to~~ use

have, need is used with the particle **to**

have to print, need to check

Use **do/did** in questions and negative sentences with modals **have to/had to** and **need to/needed to**

Do you have to work on the computer? **Did you work** long yesterday?

Do you need my computer? **Did you need to** translate this article?

Don't use **do/did** in questions and negative sentences with modals **must** and **should**.

~~Do I must go? Must I go? You don't must open this page. You mustn't open this page.~~

~~Do I should go now? Should I go now? You don't should go now. You shouldn't go now or I don't think you should go now.~~

	Positive ability/possibility/permission/request	Negative impossibility	Question	
I You We They	can/ could/ may	can't/ couldn't	Can/Could/ May	I you we they
He She It	can/ could/ may	can't/ couldn't	Can / Could/May	he she it

Use

- ❖ We use **can/could**(in the past) to talk about ability.

*I **can't** speak Spanish, I'm afraid.*

*I **could** speak German when I was at school.*

- ❖ We also use **can** to talk about possibility.

*I **can** come in the morning.*

*I **can't** come tomorrow. (it's impossible)*

- ❖ We also use **can/could** in requests.

***Can** you show me how this computer works?*

- ❖ We use **can** in offers.

Can I take your coat?

❖ We use **may/might** to say that perhaps something will happen in the future.
*Press the key again or you **may/might** lose the information.*

❖ We use **may** in requests.

May I use your computer?

Note: **can/could, may/might** is used with the infinitive of the verb **without** particle **to**
can/could ~~to~~ work, may/might ~~to~~ use

Don't use **do/did** in questions and negative sentences with modals **can/could** and **may/might**.

~~Do you can ...? Did you can...? Can you...? Could you...?~~

~~I don't can.... I didn't can....~~ I can not/can't.... I could not/couldn't

Modal verbs in passive

modal verb+ be+ past participle

We form the **past participle** of regular verbs by adding **-ed** (finished, printed, closed).

The past participle of irregular verbs see the table of irregular verbs (written, been, made, seen, sent)

Positive			Negative			Question			
It	has to/must/ need to/ should	be done	It	doesn't have to/doesn't need to/ shouldn't	be done	Does	it	have to/ need to/ should	be done?
It	Can/could/may	be done	It	can't/couldn't/ may not	be done	Can/ could/ may	it	be done?	

USE

First, you **have to/ must /need to** feed the data into the computer's memory.

First, the data **has to/ must /need to be fed** into the computer memory.

You **don't have to** send this information today.

This information **doesn't have to/ doesn't need to be sent** today.

You **mustn't** forget to store this information.

This information **must be stored**.

You **should** position your keyboard at the same height as your elbows.

Your keyboard **should be positioned** at the same height as your elbows

You **shouldn't** use a monitor that is fuzzy or distorts the image.

A monitor that is fuzzy or distorts the image **shouldn't be used**.

Computers **can** help students perform mathematical operations.

Computers **can be** used to teach mathematics.

Those computers were more powerful and **could** execute more than one task.

More than one task **could be** performed using those computers.

You **may** use the mouse or the keyboard to feed the information into the computer's memory.

The mouse or the keyboard **may be** used to feed the information into the computer's memory.

Past Continuous

to be(past simple form) + verb+ ing
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I/he/she was working hard all day yesterday.

We/you/they were working hard yesterday.

Positive			Negative		
I He, she, it	was	working yesterday	I He, she, it	wasn't (was not)	working yesterday
We You, they	were	working yesterday	We You, they	weren't (were not)	working yesterday

Question			Short answer		
Was	I he, she, it	working yesterday?	Yes, No,	I he, she, it	was wasn't
Were	we you, they	working yesterday?	Yes, No,	we you, they	were weren't

Uses

We use the past continuous to talk about actions that were not finished and continued over a period of time.

At that time yesterday I was working on my project.

Sometimes this period of time includes another event which is completed.

I was working on my project when my computer crashed.

Past Simple

verb + ed (for regular verbs)	the second form verbal form (see the table of irregular verbs)
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Regular verbs

Formation rules

VERB	ENDING	EXAMPLE
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ending in consonant (work)	+ ed	<i>He worked on his laptop yesterday</i>
ending in -e (manage)	+ d	<i>I managed to finish my report on time.</i>
ending in a consonant+vowel+consonant (stop)	double the last consonant +ed	<i>We stopped working and listened to the teacher.</i>
ending in a consonant +y (study)	change y to ied	<i>She studied computer programming in the college.</i>

Regular and Irregular Verbs

Positive			Negative			
I You He, she, it We They	finished left	last week	I You He, she, it We They	didn't (did not)	finish leave	last week

Past Simple questions and negative sentences

We make questions about the past with the auxiliary **did + subject + infinitive without to**.

We use **did not/didn't +infinitive without to** make negative sentences about the past.

Be careful not to use two past forms in the same sentence.

Did you *meet* him in the college yesterday?(NOT *Did you met him in the college yesterday?*)

Did she *phone* you yesterday? (NOT *Did she phoned you yesterday?*)

Question				Short answer		
Did	I you he, she, it we they	finish leave	last week?	Yes, No,	I you he, she, it we they	did didn't

Questions with **to be**

To make questions with the verb to be we **do not use *did***, we **put the subject of the sentence after the verb**.

Were you at the conference yesterday?

Uses

We use the past simple to talk about:

- ❖ a completed action in the past. ***I bought a new laptop last week.***
- ❖ a past state that is now finished. ***I lived in a village in my childhood.***
- ❖ a repeated action in the past. ***I played computer games during my summer holidays.***

We use the past simple tense with expressions that refer to a definite period in the past.

yesterday, last week, sometime ago, in 2008, on Monday, in the 20th century, etc.

I finished school two years ago.

We had an important meeting on Tuesday.

I met him in a conference last year.

Past Simple Passive

to be (past simple form) + Past Participle

was done, were printed

We form the past participle of regular verbs by adding –ed (finished, printed, closed).

The past participle of irregular verbs see the table of irregular verbs (written, been, made, seen, sent)

Positive				Negative			
The project	was	finished	on time	The project	wasn't	finished	on time
The message	was	sent		The message	wasn't	sent	
The letters	were			The letters	weren't		

Question				Short answer		
Was	the project	finished	on time?	Yes,	it	was
Was	the message	sent		No,	it	wasn't
Were	the letters			Yes,	they	were
				No,	they	weren't

Uses

- ❖ We use a passive structure when we focus on the action rather than on who performed it.
- ❖ We often use the passive to describe a process, system, procedure.
- ❖ We can use **by** if we want to mention who performed the action.

*The first computer **was invented by** Alan Turin.*

Wh- Questions

Use question words such as **who, what, which, when, where, why, how** to ask for more information. Don't forget to use the **auxiliary** verb after the question word.

	question word	auxiliary verb	subject	
He uses his computer daily.	What	does	<i>he</i>	use daily?

The main function of a hard disk is to store data.	What	<i>is</i>	<i>the main function</i>	of the hard disk?
I found this information on the Internet.	Where	<i>did</i>	<i>I</i>	find this information?
Pilots use computers to control the plane.	Why	<i>do</i>	<i>pilots</i>	use computers?
We can use magnetic disks to store data permanently.	How	<i>can</i>	<i>we</i>	store data permanently?
We sent the email yesterday.	When	<i>did</i>	<i>we</i>	send the email?
The information was sent yesterday.	When	<i>was</i>	<i>the information</i>	sent?
She bought unformatted disks.	Which disks	<i>did</i>	<i>she</i>	buy?
A binary system uses two digits.	How many digits	<i>does</i>	<i>a binary system</i>	use?

- Use **what** if there are many possible answers **which** if there are fewer possible answers.

Which ways *can* a virus enter a computer system?

What technology *is* used by CD-ROM disks and drives/

- If **who** or **what** is the subject of the sentence, the word order is the same as in a statement.

Who *benefited from the introduction of computers?*

What *happens when a virus enters a computer system?*

- If **who**, **what**, **which** asks about the object, the verb comes before the subject.

Who *did* you send the email?

What information *did* you lose?

Which printer *have* you chosen?

- The question word **how** can be followed by an adjective or adverb.

How much *did* it cost?

How good *is* this printer?

How often *do* use the Internet?

How far *is* the new computer centre?

How long *did* you work yesterday?

How big *is* the memory?

ADJECTIVES

We use adjectives to describe people and things.

- ❖ An adjective always has the **same form** to talk about singular, plural, masculine or feminine:

a *new* computer two *new* computers
 an *old* man two *old* men
 an *old* woman two *old* women

- ❖ An adjective can normally stand in **two positions** in a sentence:

	Adjective + Noun
<i>He's an</i>	<i>intelligent student</i>
<i>She is an</i>	<i>experienced teacher</i>
<i>This is a</i>	<i>modern device</i>

- ❖ An adjective can go **after the verb *be* (eg is, are) and after** such verbs as *look, feel, seem*:

	Verb + Adjective
<i>Paul</i>	<i>is tall</i>
<i>These computers</i>	<i>are new</i>
<i>This classroom</i>	<i>feels cold</i>

- ❖ We use the construction ***what...like?*** to ask for a general description:
What was the lecture ***like?*** *It was very interesting.*
What is the new teacher ***like?*** *She is really friendly.*

Comparative and Superlative Adjectives

Form	Adjective (regular)	Comparative	Superlative
One syllable	fast cheap clean	faster cheaper cleaner	the fastest cheapest cleanest
Two syllables ending in -y	easy busy	easier busier	the easiest busiest
Two or more	useful	useful	useful

syllables	expensive difficult	more	expensive difficult	the most	expensive difficult
	Adjectives (irregular)				
	good bad much/many little	better worse more less		the	best worst most least

USES

- Use **than** after a comparative adjective.

The new computer is faster **than** the old one.

- Use **the** before a superlative adjective.

This is **the fastest** computer we have ever had.

- If you want to show a bigger difference use **much** or **a lot** before a **comparative** adjective.

The new computer is **much / a lot faster** than the old one.

- When you want to talk about things being the same, we use **as... as**.

Paris is **as expensive as** London.

- When we want to say that things are not the same, we use **not as... as, twice / three times as... as, etc.**

Vilnius is **not as big as** Paris. My room is **twice as big as** yours.

Comparing two things

This computer is cheaper **than** the other one = This computer isn't **as expensive as** the other one.

My computer is faster **than** yours = Your computer **isn't as fast as** mine.

Your and my computers are both fast = My computer is **as fast as** your computer = My computer is **as fast as** yours.

NOUNS

Plurals

Mass and Count Nouns (expressing quantity)

Count Nouns	Mass Nouns
<ul style="list-style-type: none"> ❖ Count nouns have a singular and a plural form. singular: a computer, a book, a fax <i>There is a computer on the desk.</i> plural: some computers, some books, some faxes. <i>There are some computers on the desk.</i> 	<ul style="list-style-type: none"> ❖ Mass nouns have only one form. They take a singular verb and they cannot be used with the indefinite article a/an. Instead of the indefinite article we use some. some information, some water, some money <i>There is some new information in the fax.</i>
<ul style="list-style-type: none"> ❖ In the plural form we usually use any in negative sentences and in questions. 	<ul style="list-style-type: none"> ❖ We usually use any in negative sentences and in questions.

<p>There aren't any computers on the desk. Have you got any faxes from Warsaw?</p>	<p>There isn't any new information in the fax. Is there any new information in the fax?</p>
--	---

Note:

- ❖ We use **some** (and **not any**) for offers and requests.

Offer: *Would you like **some** more information?*

Request: *Could I have **some** more information about the flight?*

- ❖ In affirmative sentences we **do not** normally use **much** or **many**, but we often use **too much** and **too many**.

*There are **too many people** in the office.*

*There is **too much noise** in the street.*

<ul style="list-style-type: none"> ❖ We use many to express quantity. <i>How many letters have we got today?</i> <i>We haven't got many letters today.</i> ❖ In positive sentences we usually use a lot of to express quantity. <i>We have got a lot of letters today.</i> 	<ul style="list-style-type: none"> ❖ We use much to express quantity. <i>How much money do you have?</i> <i>We don't have much money.</i> ❖ In positive sentences we usually use a lot of to express quantity. <i>We have a lot of information to use.</i>
<ul style="list-style-type: none"> ❖ We use a few + plural count nouns to express quantity. <i>We have a few printers in our office.</i> 	<ul style="list-style-type: none"> ❖ We use a little with mass nouns to express quantity. <i>There is a little paper left in the copying machine.</i>
<ul style="list-style-type: none"> ❖ We use enough with plural count nouns to express quantity. <i>We have enough people working on the project.</i> 	<ul style="list-style-type: none"> ❖ We use enough with mass nouns to express quantity. <i>We don't have enough time to finish the project.</i>

ONE, ONES

- ❖ We can use **one** instead of repeating a singular noun:

My folder is the black *one* on the chair. (=my folder is the black folder on the chair)

- ❖ We can use **ones** instead of repeating a plural noun:

These are my videos. The *ones* on the desk. (= these are my videos. The videos on the desk)

- ❖ We use **Which one ...?** and **Which ones.....?** in questions:

Look at those laptops. *Which one* do you like?

We've got two types of CDs. *Which ones* would you like?

SENTENCES AND CLAUSES

Sentences can consist of one clause, e.g.

I use my computer every day.

Sentences can consist of two or more clauses, e.g.

1. Main clause(main idea)

I use my computer every day.....

Subordinate clause (develops the idea)

...because it helps me to solve difficult questions.

2. We can join two equal clauses.

*Computers manage radar systems **and** they also regulate air traffic.*

Defining relative clauses

These clauses give important information about the noun.

*The teacher **who** is responsible for computer centre has just arrived.*

*Here is a CD **which/that** you lent me.*

We choose a relative pronoun depending on whether the noun is **a person or a thing**.

Person	Thing (s)
who	
that	that
	which
	where(place)
	when (time)

Clauses of purpose

To introduce a clause of purpose we use:

to + infinitive

in order to + infinitive

in order (not) to + infinitive

so that + subject + verb

Clauses of purpose answer the question **Why? or What for?** They are subordinate clauses.

*The mouse is used **to move** the image on the screen.*

*You can use function keys **in order to** instruct the computer to perform specific tasks, such as Save, Copy, Cut, Paste, etc.*

*You have to save the information **in order not to lose** it when you switch off the computer.*

*Before switching off the computer you should save the information **so that** it is not lost.*

Note:

- ❖ We use *to + the infinitive* to say why someone does something.
- ❖ We use *for* before the *-ing* form to talk about the purpose of a thing.
For example: *It's a tool for cutting metal. It's a machine for mixing food.*

Compare:

*The mouse is used **to move** the image on the screen.*

*The mouse is a device **for controlling** the cursor and selecting items on the screen.*

Clauses of cause

Clauses of cause answer the question **Why?** They are introduced by conjunctions:

because, as, since

These conjunctions link cause and effect within one sentence. They can come in mid position or at the beginning of the sentence.

Effect		Cause
Main clause	Conjunction	Clause
<i>We had to buy a new computer</i>	<i>because</i> <i>since</i> <i>as</i>	<i>our old computer broke down.</i>
	Cause	Effect
Conjunction	Clause	Main clause
<i>Because</i> <i>Since</i> <i>As</i>	<i>our old computer broke down</i>	<i>we had to buy a new one.</i>

Clauses of contrast

Clauses of contrast give information that surprises, or contrasts with the main clause. We use the conjunctions:

although, but, however

to show contrast between ideas.

Notice that they use different grammatical structures.

although

Although these computers produce the highest quality output, they are too expensive.

These computers are too expensive ***although*** they produce the highest quality output.

but

But joins two contrasting ideas of equal importance. It comes in the middle of the two ideas.

Dot-matrix printers are slower than laser printers ***but*** they are much cheaper.

however

However is formal. It contrasts the idea in the second sentence with the idea in the first sentence.

*Optical disks are secure and stable. **However**, they are slower than hard drives.*

*Optical disks are secure and stable. They are slower, **however**, than hard drives.*

Sequence Markers and Connectors

Sequence markers

We use sequence markers to list and sequence things.

*First First of all Firstly
Second Secondly Third Thirdly
Then After that Next
Lastly Finally*

When we list ideas or arguments we usually use: **firstly, secondly, thirdly, lastly, finally**

***Firstly**, an ink-jet printer is quite fast and silent. **Secondly**, using this type of printer you can expect high quality results. And **finally**, it is not as expensive as a laser printer.*

When we talk about actions we usually use : **first (of all), then, next, after that**

***First of all** plug in the machine. **Then** turn on the tap. **After that** turn the programme selector to the desired programme. **Next** select the desired spin speed. **Lastly** press the "Start" button.*

Connectors of effect

The following connectors introduce effects and consequences. They link a cause and an effect.

as a result
therefore
so

Cause	Effect
<i>Optical disks can store information at much higher densities.</i>	<i>As a result, they are ideal for multimedia applications.</i>
	<i>Therefore, they are ideal for multimedia applications. They therefore are ideal for multimedia applications.</i>
	<i>So they are ideal for multimedia applications.</i>

Connectors to show additional information

We use the following connectors to give additional information.

also too/as well in addition

We use *too* and *as well* at the end of the clause:

*This type of printer is not as expensive as a laser printer. It is faster **as well/ too**.*

We use *also* before the verb, but after the verb to be.

*This type of printer is not as expensive as a laser printer. It **also** works faster..*

*This type of printer is not as expensive as a laser printer. It is **also** fast and silent.*

We use *in addition* at the start of a second clause.

*This type of printer is not as expensive as a laser printer. **In addition**, it is fast and silent.*

Connectors for rephrasing and giving examples

It is sometimes useful to say the same thing in two different ways. We can use the following expressions to introduce explanations.

in other words that is to say i.e. (in writing only)

We use ***in other words/that is to say*** at the beginning of a sentence or clause to introduce a simpler explanation of the previous clause or sentence:

*Optical disks are not affected by magnetic fields. **In other words**, they are secure and stable.*

*Optical disks are not affected by magnetic fields. **That is to say**, they are secure and stable.*

Giving examples

Sometimes it is important to give examples to make your point clear. For this purpose we can use the following expressions.

for example, e.g. (in writing) such as

We can put *for example* before the example or after the example:

*Optical discs are secure and stable. **For example**, they can be transported through airport metal detectors without damaging the data.*

*Optical discs are secure and stable. They can be transported through airport metal detectors without damaging the data, **for example**.*

This means that they are secure and stable, **e.g.** they can be transported through airport metal detectors without damaging the data.

A computer can manage large collections of data **such as** customer lists, accounts, or inventories.

DETERMINERS

Indefinite, Definite and Zero Articles

We use the indefinite article, **a/an** before a singular countable noun when we refer to it for the first time.

*I bought **a** computer yesterday.*

We use **a** before a consonant, but we use **an** before a vowel,

*A computer is **an** electronic machine which can accept data in a certain form.*

We use **the** before count, mass, singular and plural nouns:

a) when we use the noun for the second, third, fourth....time.

*Yesterday I bought a printer. **The** printer is fast and silent.*

b) when it is clear which thing or person we are talking about:

*Don't forget to switch off **the** computer before leaving. (the computer you are working at)*

*This is a new machine. Could you explain **the** functions? (the functions that this machine performs)*

***The** computer we saw at the exhibition runs at 600MHz.*

c) with superlative adjectives

*I bought a computer yesterday. It is **the fastest** computer I have ever had.*

*The manufacturers have chosen **the highest** technology to give us **the best** scans with **the least** effort.*

d) with ordinal numerals

***The first** microcomputers, known as PCs, were for single users only.*

We do not use an article with plural countable nouns or mass nouns when we talk about something in general.

a) with plural nouns

***Computers** can help **students** perform mathematical **operations**.*

b) with mass nouns

***Information** in the form of data and programs is known as **software**.*

*Mechanical and electronic parts that make up a computer are called **hardware**.*

NUMERALS

Cardinals

We usually use cardinal numbers :

a) when we talk about money and years.

*The computer cost €600 – **six hundred** euros*

*The company started in 2004 – **two thousand and four**.*

c) to express decimals

*56.79 – **fifty six point seven nine***

Note: we say each number individually after the point.

d) to express percentages

0.38% - *nought point three eight*

Note: when a zero occurs before the point, we say *nought*

Ordinals

We use ordinal numerals to talk about :

a) dates

The conference starts on 1 June. – the first of June

b) to rank items

He was the second in the race.

c) to express fractions

1/3 a third, 1/6 a sixth, 1/8 an eighth

Note: we say

1/4 a quarter, 1/2 a half, 3/4 three quarters

Cardinal numbers

Numbers 1-20

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty

Numbers 21 -100

21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty
31	thirty-one
40	forty
41	forty-one
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred

❖ Notice the use of *and* before the units or tens:

101 = *a/one hundred and one*

312 = *three hundred and twelve*

6,279 = *six thousand two hundred and seventy nine*

❖ After a number, *hundred* and *thousand* have no -s

200 = *two hundred* (Not: ~~*two hundreds*~~)

5,000 = *five thousand* (Not: ~~*five thousands*~~)

❖ Notice how we normally say years:

1956 = *nineteen fifty six*

1863 = *eighteen sixty three*

1905 = *nineteen oh five* (*oh=0*)

2007 = *two thousand and seven*

❖ Notice how we say telephone numbers:

2568023 = *two five six eight oh two three*

865177226 = *eight six five one double seven double two six*

Ordinal numbers

1 st	first	21 st	twenty-first
2 nd	second	22 nd	twenty-second
3 rd	third	23 rd	twenty-third
4 th	fourth	30 th	thirtieth
5 th	fifth	40 th	fortieth
6 th	sixth	50 th	fiftieth
7 th	seventh	60 th	sixtieth
8 th	eighth	70 th	seventieth
9 th	ninth	80 th	eightieth
10 th	tenth	90 th	ninetieth
11 th	eleventh	100 th	hundredth
12 th	twelfth	200 th	two hundredth
13 th	thirteenth	1,000 th	thousandth
14 th	fourteenth	1,000,000 th	millionth
15 th	fifteenth		
16 th	sixteenth		
17 th	seventeenth		
18 th	eighteenth		
19 th	nineteenth		
20 th	twentieth		

Note:

❖ We often use *the* before ordinal numbers.

*Our office is on **the** third floor.*

❖ We can say the date in two ways:

28th July = *the twenty-eighth of July* or *July the twenty-eighth*

❖ The most usual way of writing the date is:

26th January, 2007 or 26 January, 2007

❖ In British English, when we write the date in figures, we put the day before the month.

26. 1. 07 (= 26th January, 2007)

3. III. 99 (= 3rd March, 1999)

❖ We normally use *on* before dates.

The conference starts on the twenty-first of March.

CONDITIONAL CLAUSES

When you want to talk about a possible situation and its consequences, you use a conditional sentence. We examine two types of conditionals.

Conditional I (possible situation)

This describes a possible condition and its probable result. It is often used to make promises.

If A happens B will happen

Conditional I sentences have two clauses. We can start with *if clause* or with the *main clause*.

If + present simple + will + infinitive

If clause	Main clause
<i>If you come to the exhibition,</i>	<i>you will see the newest computers</i>

Main clause	If clause
<i>You will see the newest computers</i>	<i>if you come to the exhibition.</i>

Conditional II (unlikely situation)

Conditional II sentences have two clauses. We can start with *if clause* or with the *main clause*.

If + past simple + would + infinitive

If clause	Main clause
<i>If you came to the exhibition,</i>	<i>you would see the newest computers.</i>

Main clause	If clause
<i>You would see the newest computers</i>	<i>if you came to the exhibition.</i>

Note: When we start the sentence with the *if clause*, we use a comma (,) before the main clause.

PREPOSITIONS

Prepositions of place: *in, at, on*

- ❖ **in** (a place with three dimensions)

*There are two desks **in** the office.*

*My CDs are **in** the drawer.*

- ❖ **on** (a surface or on a line)

*My lap top is **on** the desk.*

*There is a picture **on** the wall.*

*Vilnius is **on** the river Neris.*

- ❖ **at** (a point)

*Meet me **at** the railway station.*

*There is a post office **at** the end of the street.*

- ❖ **We usually say (be) at work and (be) at home.**

*I am not **at** home now. I am **at** work.*

- ❖ **We usually use at when we speak about places where people study.**

*He did ten years **at** school. Now he is a student **at** university.*

- ❖ **With buildings we can use either in or at.**

*When she goes on a business trip she usually stays **at** a hotel.*

*When she goes on a business trip she usually stays **in** a hotel.*

- ❖ **When we say where we live, we use in (city, town, street), at (house number) and on (floor).**

*I live **in** Vilnius, **in** Park Street.*

*I live **in** Vilnius, **at** 62 Park Street, **on** the second floor.*

Prepositions of time: *in, on, at, during*

We use at in the following situations:

- ❖ **at + time of the day**

*The bank opens **at** 8 o'clock.*

*I leave home **at** 7. 30.*

- ❖ **at + weekends**

*We met **at** the weekend.*

- ❖ **at + public holiday periods**

*We have long holidays **at** Christmas.*

We use on in the following situations:

- ❖ **on + a day**

*The conference starts **on** Tuesday at 9 o'clock.*

They are going to leave **on Friday**.

❖ **on + a day + a part of the day**

The conference starts **on Tuesday morning**.

I usually stay in bed longer **on Sunday mornings**.

Notice that we say **at Christmas**, but **on Christmas day**, **on Easter morning**.

❖ **on + a date**

She was born **on the 18th of January**.

We use **in** in the following situations:

❖ **in + part of the day**

The conference started **in the morning**.

The library opens **in the afternoon**.

Notice that we say **in the day time**, but **at night**.

❖ **in + a month**

School holidays usually start **in June** and finish **in August**.

❖ **in + season**

Do you have your holidays **in winter** or **in summer**?

❖ **in + year**

She was born **in 1986**

He graduated from the university **in 1999**

❖ **We use *during* + noun to say when something happens.**

We met a lot of interesting people **during** our holiday.

I worked on the computer **during** the afternoon.

Note

we **do not** use **at**, **in**, or **on** in time expressions with **this**, **next**, **last**, **every**, **tomorrow** or **yesterday**.

He finished school **last year**.

I go to the swimming pool **every Sunday**.

I am not going to do anything special **this weekend**.

We are having a very important meeting **tomorrow morning**.

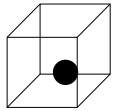
The work on the project will start **next year**.

Prepositions of place and movement

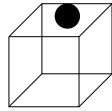
in, on, in front of, behind, near, opposite, next to, between, into, out of, up, down, along,

across, through, over, under, past, round, from, to

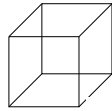
❖ **in, on, between, in front of, behind, under, near, next to, opposite, above**



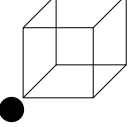
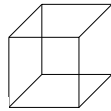
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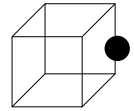
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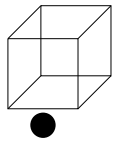
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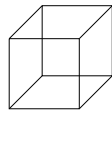
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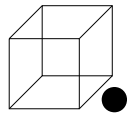
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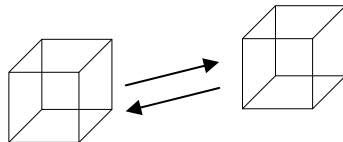
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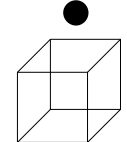
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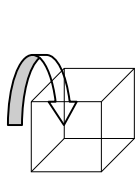


opposite

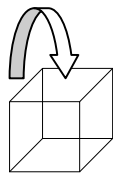


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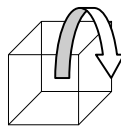
❖ **into, onto, out of, off, to, from, round, through, down, up, past, along, across, over**



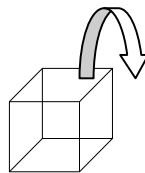
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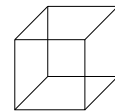
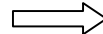
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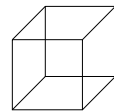
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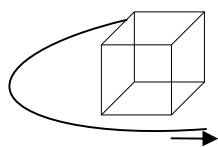
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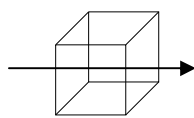
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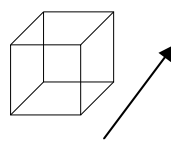
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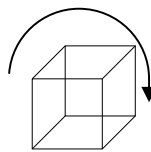
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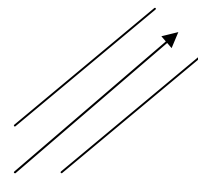
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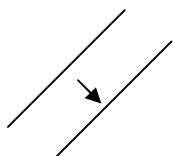
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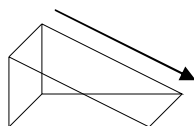
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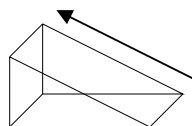
along



across



down



up

Other uses of prepositions

Preposition + Noun

by car, in my car, by train, on the train, on foot, on/in time, on the radio, on TV, by mistake, on the phone, on holiday, on business, in (my) opinion, for lunch/dinner, at a speed, etc.

Examples:

*I usually go to college **by car**. My friends travel to college **by bus**.*

*My car didn't start yesterday, so I went to college **on foot**.*

*I took your computer **by mistake**, I'm sorry.*

On holiday *I usually travel abroad.*

*What did you have **for lunch** yesterday?*

*I managed to submit my course paper **in time***

*The 5.45 train left **on time**.*

*Who's **on the phone**?*

In my opinion *you are wrong.*

*What's **on television** today?*

Adjective + preposition

famous for, different from, interested in, similar to, fond of, good/bad at, proud of, angry/pleased with, polite/rude to etc.

Examples:

*He is **famous for** inventing the new technology.*

*My paper is completely **different from** yours.*

*I'm not **interested in** computer games.*

*He is **fond of** swimming.*

*Unfortunately I'm not very **good at using** this new program.*

*I passed all my exams. I'm very **proud of** myself.*

*He is always very **rude to** the teachers.*

Verb + preposition

apply for, belong to, consist of, listen to, look at, search for, speak/talk to, think about, wait for, write to, point to, connect to/via, protect against, benefit from, click on, log on, etc.

Examples:

*A computer **consists of** two main parts, hardware and software.*

*You should **talk to** the teacher **about** the problem.*

*Did you try **to apply for** this job?*

*Do you **belong to** the golf club?*

*Don't **wait for** me. I'll stay after work. I haven't finished the report.*

*I always **listen to** the news on the radio when I wait in a traffic jam.*

Hackers **break into** computer systems and damage the files.

Phrasal verbs

Some verbs in English are followed by prepositions which give a special meaning to the verbs.

get up, get on/off, look for, turn on/off, switch on/off, give up, break down, break into, take off, put on, fill in, look up, look forward to, throw away, etc.

Examples:

I usually **get up** at 7 o'clock in the morning.

Get on bus number 27 and **get off** at the university.

Don't forget to **turn off** all lights and **switch off** the computers before you leave the office.

Fill in the gaps with the given prepositions.

I didn't know the word so I **looked it up** in the dictionary.

I **am looking forward to** your reply.

My computer **broke down** and I couldn't finish my report.

NOUN PHRASES/ MODIFIERS

In describing a noun phrase, we can distinguish two components:

- ❖ the head
- ❖ the modifier

modifier	head
<i>main</i>	<i>memory</i>
<i>adapted</i>	<i>keyboard</i>
<i>company's</i>	<i>database</i>
<i>computer</i>	<i>brain</i>

There are different types of modifiers

a) adjective

an electronic machine, internal memory, main memory, personal computers, expandable memory, technical features, basic instructions, hard disk, optical disk

b) participle

bit-mapped display, adapted keyboards, printed material, processing rate, window-based program

c) 's genitive

Tom's computer, company director's office, company's database, student's abilities

d) noun

machine code, computer brain, clock speed, application program, function key, laser printer, word processor

INFINITIVE AND – *ing* FORM

Word + infinitive or *-ing* form

infinitive without <i>to</i>	<i>to</i> infinitive	<i>-ing</i> form
<i>press</i>	<i>to press</i>	<i>pressing</i>
<i>use</i>	<i>to use</i>	<i>using</i>
<i>work</i>	<i>to work</i>	<i>working</i>

Infinitive without *to*

❖ after modal verbs such as:
can, could, may, might, must, should, shall, will

modal verb + infinitive without <i>to</i>

I can use my computer every day.
You mustn't press this button.
Shall we play a computer game.

❖ after *let's* and *why don't we*
Let's try this new program.
Why don't we try this new program?

❖ after some verbs such as :
decide, learn, want, would like, expect, manage, hope, promise, etc.
we use *to* infinitive

verb + <i>to</i> infinitive

I hope/ expect to see you soon.
I would like to meet you tomorrow.
I promise to be very careful with your lap top.
We don't want to work on Saturdays.
We decided to work on this project.
When did you learn to swim.

❖ after some verbs, such as :
ask, expect, teach, invite, tell, want, would like
we often use an object (eg. *me, you, him, her, us, them, students, etc.*) and the *to* infinitive

verb + object + to infinitive

Do you **want me to store** this information?

They **expect this program to regulate** air traffic.

I **would like them to use** the database.

The teacher **taught the students to perform** mathematical operations on the computer

They **invited us to work** on the project.

❖ after some adjectives, such as :

easy, difficult, important, possible, expensive, necessary, etc.

we use **to infinitive**

adjective +to infinitive

It is not **easy to learn** a foreign language.

It is very **important to use** a computer.

These days it is **possible to work** from home.

NOTE:

❖ after the verb **help**, we can use the **to infinitive** or the infinitive **without to**

Computers **help pilots control (or to control)** the plane.

❖ after some verbs, such as **want** and **would like**, we cannot use **that....**

I **want you to start** now. (Not: ~~I want that you start now.~~)

Would you like me to work this weekend?(Not: ~~Would you like that I work this weekend?}~~)

- ing form

❖ after some verbs, such as **enjoy, finish, mind, etc.**

we use the **-ing form**

verb + -ing form

They have just **finished printing** the text.

He **enjoys playing** computer games.

I don't **mind working** at weekends.

❖ after **go** to talk about sports

go + -ing form

*I often **go jogging** in the morning.
They **go swimming** every weekend.*

❖ after all prepositions eg, *about, at, in, for, of, before*, etc.

preposition + *-ing* form

*I am not really interested **in using** this program.
Don't forget to switch off all the devices **before leaving**.
I am thinking **of going** on holiday next week.
Thank you **for helping** me with the project.
How **about starting** tomorrow?*

❖ after some verbs, such as *begin, hate, like, love, start* we can use *to infinitive* or *-ing* form

verb + *-ing* form or *to infinitive*

*They **started working** on the project two years ago. or They **started to work** on the project two years ago.
I **hate working** at the weekend. or I **hate to work** at the weekend.
He **likes playing** computer games. or He **likes to play** computer games.*

Note:

After *need*, an *-ing* form has a passive meaning. For example:
*The hard disk **needs repairing**.*

Purpose: *to* and *for....*

❖ We use *to + the infinitive* to say why someone does something

to + the infinitive

*Airline pilots use computers **to control** the plane.
Schools use computers **to keep** records of students.
Mice are used **to load** documents into a program.*

❖ We use *for + a noun* to say why someone does something

for + a noun

*I browse the net **for some information**.*

He went to the post office **for some stamps**.

❖ We use **for** before the **-ing** form to talk about the purpose of a thing.

for + -ing form

A hacksaw is a tool **for cutting** metal.

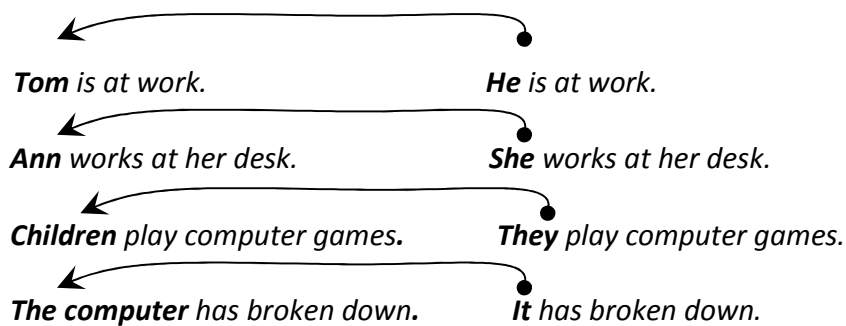
This is a thing **for making** holes in paper.

NOTE: we do not use **for** before a verb to say why someone does something. For example:

Tom went to his neighbour to borrow a lawn mower. ~~Not: Tom went to his neighbour **for** to borrow a lawn mower.~~

PRONOUNS

Subject Pronouns		Object Pronouns		Possessive Pronouns	
singular	plural	singular	plural	singular	plural
I	We	Me	Us	My	Our
You	You	You	You	Your	Your
He		Him		His	
She	They	Her	Them	Her	Their
It		It		Its	



This is **my** computer.

That is **his** desk.

This is **her** ruler.

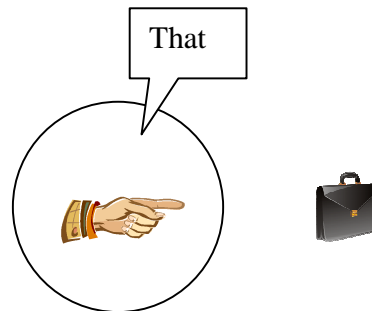
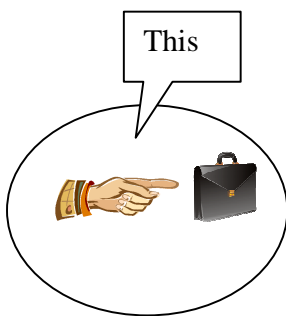
This is **our** office.

That is **your** CD.
This is **their** printer.

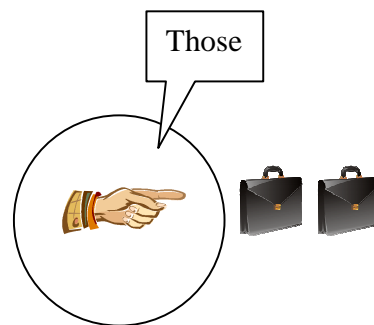
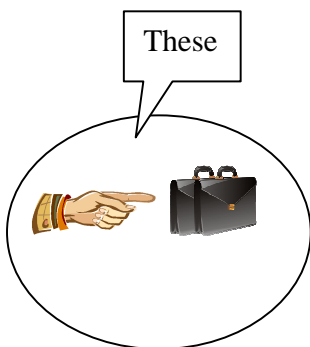
Can you lend **me** your dictionary?
Tell **him/ her** your password.
Could you ask **them** to wait?
They asked **us** to save the data.

PRONOUNS *this, that, these, those*

❖ We use *this* and *these* when something or someone is near.



❖ We use *that* and *those* when something or someone is not so near.



REFLEXIVE PRONOUNS

The reflexive pronouns are following:

singular	plural
<i>myself</i>	<i>ourselves</i>
<i>yourself</i>	<i>yourselves</i>
<i>himself</i>	<i>themselves</i>
<i>herself</i>	
<i>itself</i>	

❖ We use reflexive pronouns when *the subject* and *the object* of the sentence is *the same*:

I repaired my car myself.

He repaired the computer himself.

Susan has made the cake herself.

We painted the classroom ourselves.

They installed this program themselves.

❖ *By myself, by yourself, by himself, etc.* = alone or without help:

*Last summer I traveled **by myself**. (alone)*

*Did anybody help you or did you do it **by yourself**? (without help)*

ADVERBS and ADVERBIAL PHRASES

❖ Adverbs and adverbial phrases of place answer the question *where*?

	verb	adverb of place
<i>We</i>	<i>study</i>	<i>here.</i>
<i>They</i>	<i>are working</i>	<i>in the computer room.</i>

	verb	object	adverb of place
<i>We</i>	<i>study</i>	<i>computer programming</i>	<i>here.</i>
<i>They</i>	<i>are working</i>	<i>on the project</i>	<i>in the computer room.</i>

❖ Adverbs and adverbial phrases of time answer the question *when*?

	verb	adverb of time
<i>I</i>	<i>get up</i>	<i>at 7 o'clock.</i>
<i>They</i>	<i>are working</i>	<i>now.</i>

	verb	object	adverb of time
<i>We</i>	<i>start</i>	<i>classes</i>	<i>in the morning.</i>
<i>They</i>	<i>work</i>	<i>on the project</i>	<i>at weekends.</i>

Note:

❖ We do not put place or time adverbs between the verb and the object.

We **study** computer programming **in the college**. (Not: ~~We study in the college computer programming.~~)

They work on the project at weekends. (Not: ~~They work at weekends on the project.~~)

❖ Remember that we normally put time after place:

	place	time
I work on my computer	at home	on Saturdays and Sundays.
They drive	to college	every morning.

❖ Adverbs of frequency answer the question *how often?* (*always, usually, sometimes, never, hardly ever, rarely*)

	adverb of frequency	verb	
We	always/sometimes	study	here.
They	usually /never	work	in the computer room.

Note: Remember that we put frequency adverbs before a full verb.

	verb to be	adverb of frequency	
They	are	usually/sometimes/never	late
I	am	always	tired in the morning.

Note: Remember that we put frequency adverbs after the verb *to be*.

❖ Adverbs of manner describe how something happens. We form most adverbs of manner by adding *-ly* to the adjective, (*slow + ly, clear + ly, bad + ly, dangerous + ly, etc.*)

❖ We use adverbs of manner with verbs (*work, print, write, etc.*)

	verb	adverb of manner
They	are working	slowly
Mary	writes	clearly

	verb	object	adverb of manner
They	passed	all the exams	successfully.
I	speak	Spanish	badly.

Note: Remember that

❖ the adverb of *good* is well.

He is a **good** student. He studies **well**.

❖ some words, such as **fast** and **hard** are used as both adjectives and adverbs.

*This is a very **fast** (adjective) computer. This computer works **fast**.(adverb)*

*He is a **hard** worker.*

*He works **hard**.*

Too / not enough

Too

❖ **Too** means ‘more than necessary’. It is used in front of adjectives and adverbs.

*I couldn't do my homework because it was **too difficult**.*

*She didn't finish the task because she worked **too slowly**.*

❖ **Too** can be use in front of **much** and **many** when the quantity is larger than is wanted.

*There were **too many** people on the bus this morning.*

*There is **too much** noise in the laboratory.*

Enough

❖ **Enough** means the ‘right amount’. **Not enough** means ‘less than necessary’. It is used after adjectives and adverbs.

*I need a new computer. This one **isn't fast enough**.*

*He is **old enough** to have a driving license.*

*He didn't work **hard enough** and failed his exam*

❖ **Not enough** is also used with nouns. **Enough** goes before the noun.

*I do not have **enough money** to buy a new computer.*

*He didn't have **enough time** to complete the project.*

Irregular verbs

basic form	present participle	past tense	past participle
be	being	was/were	been
begin	beginning	began	begun
break	breaking	broke	broken
bring	bringing	brought	brought
buy	buying	bought	bought
choose	choosing	chose	chosen
come	coming	came	come
cost	costing	cost	cost
deal	dealing	dealt	dealt
do	doing	did	done
eat	eating	ate	eaten
fall	falling	fell	fallen
find	finding	found	found
fly	flying	flew	flown
forget	forgetting	forgot	forgotten

<p> get give go grow have hear hold know learn leave lose make mean meet put read run say see send set sleep speak spend take teach tell think understand wake write </p>	<p> getting giving going growing having hearing holding knowing learning leaving losing making meaning meeting putting reading running saying seeing sending setting sleeping speaking spending taking teaching telling thinking understanding waking writing </p>	<p> got gave went grew had heard held knew learnt left lost made meant met put read ran said saw sent set slept spoke spent took taught told thought understood woke wrote </p>	<p> got given gone grown had heard held known learnt left lost made meant met put read run said seen sent set slept spoken spent taken taught told thought understood woken written </p>
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