

**Unit 1 – Grammar Bank (Present Simple, Present Continuous, Prepositions of Time)**



**PRESENT SIMPLE**

Use:

- Describing habits and routines – *I play tennis every Monday afternoon.*
- Talking about things which are always true – *Every week has seven days.*

**Typical frequency expressions:** usually, often, every day, never, once a week, every week

Form:

- After the auxiliary verb in negative – *don't, doesn't* – the infinitive follows – *He doesn't like it.*
- After the auxiliary verb in a question – *do, does* – the infinitive follows – *Does she like it?*

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

Spelling rules for the 3<sup>rd</sup> person singular – he, she, it:

- Add *s* after most verbs – *He works from home. She likes swimming. It often rains.*
- Verbs ending with *y* – change to *ies* – *He never studies at night.*
- Verbs ending with consonants *ch, sh, s, x* – add *es* – *He finishes at five o'clock every day.*
- Irregular verbs *be, have* – *he, she, it is ..., he, she, it has ...*

**1. Make sentences with the correct form of the Present Simple.**

*Example: work late every day (he +) He works late every day.*

- a) play tennis (she -) \_\_\_\_\_
- b) go to the cinema every week (they ?) \_\_\_\_\_
- c) like learning English (I +) \_\_\_\_\_
- d) have enough time (we ?) \_\_\_\_\_
- e) use a computer very often (he -) \_\_\_\_\_

- f) get home before 7 o'clock (you -) \_\_\_\_\_
- g) play the guitar (she ?) \_\_\_\_\_
- h) remember her phone number (he +) \_\_\_\_\_

**2. Make 6 sentences about your typical day using the expressions *usually, often, every day, never, always, sometimes*.**

*Example: I always brush my teeth in the morning.*

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

### PRESENT CONTINUOUS

Use:

- Describing actions which are happening at the moment or around the present time  
e.g. *I'm writing my homework right now. He's writing his thesis this semester.*

**Typical time expressions:** now, these days, at the moment, this week, this month, this year

Form:

be + verb + ing

Positive			
I	<b>am</b>	<b>working</b>	now.
He/She/It	<b>is</b>		
You/We/They	<b>are</b>		
Negative			
I	<b>am not</b>	<b>working</b>	now.
He/She/It	<b>is not (isn't)</b>		
You/We/They	<b>are not (aren't)</b>		
Question			
<b>Am (am not)</b>	I	<b>working</b>	now?
<b>Is (Isn't)</b>	he/she/it		
<b>Are (aren't)</b>	you/we/they		
Short answer			
Is he working now?	Yes, he is./ No, he isn't.		
Are they working now?	Yes, they are./No, they aren't.		

Spelling rules:

- For most verbs, add *-ing* to the end of the verb – *working, eating, listening*
- For verbs ending with *e* – delete *e* and add *-ing* – *writing*
- For verbs ending in consonant-vowel-consonant – double the consonant and add *-ing* (*sit – sitting*)

**3. Put the words in the correct order to make a sentence.**

Example: *Tim at moment the studying is*

*Tim is studying at the moment.*

- a) you leaving are now ? \_\_\_\_\_
- b) I for English my studying am test . \_\_\_\_\_
- c) Stella right watching is TV now ? \_\_\_\_\_
- d) raining not it now is . \_\_\_\_\_
- e) we earning a money lot of are this month . \_\_\_\_\_
- f) to listening are me you ? \_\_\_\_\_
- g) I not these scissors am using . \_\_\_\_\_
- h) this week John going by bus is work to . \_\_\_\_\_

**4. Complete the sentences with the correct form of the verb in brackets. Use Present Simple or Present Continuous.**

- a) I \_\_\_\_\_ (listen) to music. Do you want to join me for a while?
- b) They usually \_\_\_\_\_ (travel) by plane on their holiday.
- c) We \_\_\_\_\_ (visit) my parents this weekend.
- d) It \_\_\_\_\_ (not rain) here very often.
- e) \_\_\_\_\_ Sue \_\_\_\_\_ (working) today?
- f) What \_\_\_\_\_ they \_\_\_\_\_ (wait) for now?
- g) George \_\_\_\_\_ (not like) swimming. He never \_\_\_\_\_  
(go) into the deep water.

## PREPOSITIONS OF TIME

The most common prepositions of time: **at, in, on**

AT	IN	ON
<b>at</b> five o'clock; <b>at</b> 5:00 p.m. <b>at</b> the weekend <b>at</b> night/midnight/noon <b>at</b> the time <b>at</b> present <b>at</b> the moment <b>at</b> Christmas/Easter <b>at</b> the end	<b>in</b> summer/autumn/winter/spring <b>in</b> July/September ... <b>in</b> the morning/evening/afternoon <b>in</b> 1997 <b>in</b> the 20 <sup>th</sup> century <b>in</b> the 1980's <b>in</b> a moment <b>in</b> five minutes <b>in</b> the past/future	<b>on</b> Sunday <b>on</b> Monday morning <b>on</b> holiday <b>on</b> my birthday <b>on</b> Independence Day <b>on</b> December 5 <sup>th</sup>

Other prepositions of time:

**During** the semester, we don't have much free time.

She works **from** Monday **to** Friday.

I have had this mp3 player **since** last Christmas.

Jane left the school **after** 3:00 p.m. She watched TV **after** eating dinner.

Please give it to me **before** noon! We cleaned the house **before** leaving.

## Prepositions of Time

### 5. Complete the sentences with the prepositions of time.

- I usually sleep late \_\_\_\_\_ Sundays.
- We must prepare well \_\_\_\_\_ starting the experiment.
- We met my best friend \_\_\_\_\_ Monday evening.
- My parents are always at their cottage \_\_\_\_\_ May \_\_\_\_\_ September.
- I have had this new car \_\_\_\_\_ my birthday. It was the best present ever.
- \_\_\_\_\_ winter we love to go skiing.
- You can leave \_\_\_\_\_ finishing your work.
- \_\_\_\_\_ Christmas I just like staying at home and watching TV.
- I was born \_\_\_\_\_ July 23, 1970. It was \_\_\_\_\_ Friday.
- Wait for me. I'll be back \_\_\_\_\_ ten minutes.

**Unit 2 – Grammar Bank**  
(Yes–No Questions, Wh-Questions)



**YES-NO QUESTIONS**

Form:

auxiliary + subject + lexical verb in correct form

Examples: *Do you know him?/Are you working?/Have you seen him?/Did they come?/Were they playing tennis?*

**1. Make the questions.**

Example: *I can ride a horse, and you?*

*Can you ride a horse?*

a) I never work at weekends, and you?

\_\_\_\_\_

b) I really enjoyed my stay in London, and you?

\_\_\_\_\_

c) I'm watching TV tonight, and Sue?

\_\_\_\_\_

d) I will do my homework tomorrow, and you?

\_\_\_\_\_

e) I live next to Martin, and Paul?

\_\_\_\_\_

f) I have been to Australia, and Jane?

\_\_\_\_\_

g) I can't write with my left hand, and you?

\_\_\_\_\_

h) I was very tired last night, and Alex?

\_\_\_\_\_

**WH-QUESTIONS**



There are several wh- question words used to make questions:

<i>What</i>	to ask about things	<i>What do you know about it?</i>
<i>Where</i>	to ask about places	<i>Where do you study?</i>
<i>When</i>	to ask about time	<i>When do you have lunch?</i>
<i>Why</i>	to ask for a reason	<i>Why do you leave meetings so early?</i>
<i>Who</i>	to ask about a person	<i>Who do you work with?</i>
<i>What time</i>	to ask about time	<i>What time do you start work?</i>
<i>How</i>	to ask about manner	<i>How do you solve the problem?</i>
<i>How often</i>	to ask about frequency	<i>How often do you check your bike?</i>
<i>How many/much</i>	to ask about the number/amount of countable/uncountable nouns	<i>How many appliances do you have?</i>
		<i>How much equipment do you need?</i>

Form:

- Wh-questions can be made in every verb tense and in continuous forms

**There are two word order patterns:**

A) If the Wh-question word is not the **subject** of the sentence

*wh-question word + auxiliary verb + subject + infinitive (-ing, past participle)*

Tenses:

- Present continuous:

*What are you doing?* (The word order is *wh-question word + to be + subject + -ing form*)

- Past simple: *When did you come?*

- Past continuous: *What were you doing?*

- Present perfect: *Where have you been?* (The word order is *wh-question word + have/has + subject + past participle*)

Modal verbs are also used in Wh-questions:

*When can I come? / Who might help us? / Where should he go?*

B) If the Wh-question word is the **subject** of the sentence or the verb is **to be**

*Examples: What makes you so sad? – Who lives in this house? – What is happening? - Who told you that? – What happened?- What time is it? – How much water is required.*

Compare:

*Who hit you? – Wh-word is the subject*



*Who did you hit? – Wh-word is the object*

**2. Fill in the correct question word to make proper questions.**

*Example: What did you buy?*

- \_\_\_\_\_ lives in the house next to you?
- \_\_\_\_\_ do you have your holiday? - Next week.
- \_\_\_\_\_ is your plan for the afternoon?
- \_\_\_\_\_ did you see? - My neighbour.



f) Radek hates swimming.

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g) The thief took her wallet.

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h) Alice left at 10:00 p.m.

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## Unit 3 – Grammar Bank (Prepositions of Place)

### PREPOSITIONS OF PLACE

Here is a list of the most common prepositions of place.



My family is **from** Sweden. We are Swedish.  
Joan lives **near** our home. We meet her almost every day.  
You can sit **beside/next to** me. There is a free chair.  
I often go **to** the cinema in the evening. Do you want to go with me?  
There is a knife **on** the table. Can you give it to me?  
Please, put the present back **into** the box.  
There is a lovely picture **above/over** the door.  
Our dog loves sleeping **under** the dining table.  
The family living **below** us is very big. They have five children  
Her father waited **in front of** the school.  
The post office is right **behind** the shoe shop.  
There is a new bridge **over/across** the river.  
Go **along** the river until you get to the bridge.  
You have to walk **through** the tunnel to get there.  
You will go **past** two TV towers **on your left/right**.  
There is a town **beyond** those hills.  
You can find the Central bus station **in the middle of** the city.  
There is a good restaurant **beside** the river.  
I keep my suitcase **on top of** my wardrobe.  
There is a bird **inside/in** the cage.  
She lives **in** a block of flats **in** Prague.  
The shop is **on the other side of** the street.

### **Travelling in vehicles**

To travel **by** bus/tram/car/train  
To **get on** the bus/tram/train but **get in/into** the car  
To **get off** the bus/tram/train but **get out of** the car  
To be **on** the bus/tram/train but to be **in** the car  
**At** the crossroads  
**At** the traffic lights  
**At** the corner  
**On** the roundabout

**1. Fill in the correct preposition of place or for travelling in vehicles. In some cases, there is more than one correct choice.**

The path led me (a) \_\_\_\_\_ the river and (b) \_\_\_\_\_ a small wooden bridge. (c) \_\_\_\_\_ the bridge the path continued (d) \_\_\_\_\_ the park where I met my friends. They were sitting (e) \_\_\_\_\_ the benches (f) \_\_\_\_\_ the oldest tree (g) \_\_\_\_\_ the park. We had lunch and then we went (h) \_\_\_\_\_ the cinema together. The cinema is quite far (i) \_\_\_\_\_ the park so we went (j) \_\_\_\_\_ bus.

But John had come (k) \_\_\_\_\_ car, so he had to drive (l) \_\_\_\_\_ the centre. He got (m) \_\_\_\_\_ his car and drove away. Unfortunately, there was a traffic jam (n) \_\_\_\_\_ the crossroads and he got stuck (o) \_\_\_\_\_ the traffic lights for 20 minutes. When he got (p) \_\_\_\_\_ the cinema, we were already (q) \_\_\_\_\_ because the film had already started. There was a red sign (r) \_\_\_\_\_ the door saying 'Don't disturb'. John had to wait (s) \_\_\_\_\_ the cinema for another 2 hours. At least he had coffee in the cafe (t) \_\_\_\_\_ the cinema.

**Unit 4 – Grammar Bank**  
(Used for/used to, Imperative)



**USED TO/USED FOR**

There are two set phrases which help us to express the purpose of something (typically a tool or a device)

Form:

*It is used for*  
*It is for*      + **-ing verb**

*It is used to* + **infinitive**

Compare:

*A hammer is (used) for hitting a nail.*

*A hammer is used to hit a nail.*

When we need to ask about the use of something, we usually pick the *is used for* phrase:

*What is hammer used for? or Is a hammer used for cutting?*

Positive	Scissors are used to cut paper.	Scissors are used for cutting paper.
Negative	Scissors are not used to cut wood.	Scissors are not used for cutting wood.
Question	What are scissors used for?	Are scissors used to cut paper?
Short answer		Yes, they are. No, they aren't

**1. Look at the list of things and ask about their purpose. Make sentences using *used to/used for*.**

Example: *What is a torch used for?*

*A torch is used for seeing in the dark. A torch is used to see in the dark.*

- a) paintbrush \_\_\_\_\_
- b) fishing rod \_\_\_\_\_
- c) screwdriver \_\_\_\_\_
- d) microwave oven \_\_\_\_\_
- e) GPS \_\_\_\_\_
- f) bottle opener \_\_\_\_\_
- g) brakes \_\_\_\_\_
- h) keys \_\_\_\_\_
- i) chainsaw \_\_\_\_\_

**2. These statements are not true. Rewrite the sentences changing the subject or purpose.**

*Example:*

A hammer is used to cut paper.

- A hammer is not used to cut paper. It's used to hit nails. Scissors are used to cut paper.

a) A pen is used to hold water.

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b) A knife is used for painting walls.

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c) An electric drill is used for cleaning the floor.

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d) A steering wheel is used for speeding a car up.

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e) A thermometer is used to measure the wind speed.

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f) Security cameras are used to make fun of people.

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**IMPERATIVE**

We use the imperative form to give an order, to give a warning or advice, to give instructions and (if you use "please") to make a request.

Form:

- Imperative is the same for all subjects

Positive

Negative

**infinitive of the verb without 'to'**

**don't + infinitive of the verb without 'to'**

*Switch off the lights!*

*Don't smoke here!*

Compare:

*Fix the tap immediately!* (order)

*Do not touch!* (warning)

*Check your valuables before leaving the aircraft.* (advice)

*First, remove the cap. Then unscrew the bolt.* (instruction)

*Please, be quiet.* (request)

3. Complete the text using a suitable verb from the box.

read	prepare	check	call	leave
find	go (2x)	put	let	

Hi Phil,

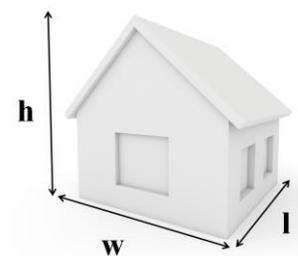
We have important visitors tomorrow. Everything must be perfect. Here is a set of last minute instructions.

(a) \_\_\_\_\_ to the workshop and (b) \_\_\_\_\_ to make sure all machines are clean. If not, (c) \_\_\_\_\_ the cleaning staff and (d) \_\_\_\_\_ them work all night, if necessary. It must be tidy in there! Then (e) \_\_\_\_\_ back to my office and (f) \_\_\_\_\_ a blue file with my name on it. (g) \_\_\_\_\_ it and write a short summary for my presentation tomorrow. (h) \_\_\_\_\_ it into the file and (i) \_\_\_\_\_ it on my desk. Last thing, (j) \_\_\_\_\_ some refreshments – biscuits, chips, peanuts... something like that.

Thanks,

Joe

**Unit 5 – Grammar Bank**  
(Comparison of Adjectives)



**COMPARISON OF ADJECTIVES**

Use:

There are three basic grades of adjectives

Positive	Comparative	Superlative
tall	taller	the tallest
expensive	more expensive	the most expensive

**Positive** is the basic form of an adjective that we use to describe something.

**Comparative** is used when we compare something to another thing.

We usually use **“than”** to complete the comparison, but it is not always necessary:

*Peter’s car is faster than mine.*

*Airplanes are more reliable these days.*

**Superlative** refers to the “winner“ of any comparison of more than two things:

*Peter’s car is faster than mine, but Jane’s is the fastest.*

*This building is the tallest in Plzeň.*

Form:

Comparative : **-er** (for short words) or **more/less...**(for longer words)

Superlative: **the -est** or **the most/the least...**

ADJECTIVES	Positive	Comparative	Superlative
1 syllable	cheap	cheaper	<b>the</b> cheapest
	big	bigger	<b>the</b> biggest
	young	younger	<b>the</b> youngest
2 syllables (-y)	happy	happier	<b>the</b> happiest
	easy	easier	<b>the</b> easiest
	friendly	friendlier	<b>the</b> friendliest
2 or more syllables	important	<b>more/less</b> important	<b>the most/the least</b> important
	sensitive	<b>more/less</b> sensitive	<b>the most/the least</b> sensitive
	effective	<b>more/less</b> effective	<b>the most/the least</b> effective
IRREGULAR	good	better	<b>the</b> best
	bad	worse	<b>the</b> worst

**1. Read the description of SuperJet. Fill in the gaps with a suitable form of the adjective in brackets.**

SuperJet 888 – (a) \_\_\_\_\_ (expensive) jet in the world!

Launched at the Jet Fair last month, *SuperJet 888* is (b) \_\_\_\_\_ (modern) jet in the world. It is much (c) \_\_\_\_\_ (fast) and also (d) \_\_\_\_\_ (big) than Airbus 380. On the other hand, it is much (e) \_\_\_\_\_ (heavy) than any other aircraft. *SuperJet* is equipped with (f) \_\_\_\_\_ (intelligent) autopilot that engineers have invented so far. This means that a crew is not needed in the cockpit. *SuperJet* is also (g) \_\_\_\_\_ (safe) and (h) \_\_\_\_\_ (comfortable) than other planes. The seats are much (i) \_\_\_\_\_ (wide) and (j) \_\_\_\_\_ (soft) than we are used to. The best thing, however, are the flight attendants. They are all robots covered with (k) \_\_\_\_\_ (sensitive) skin layer you can imagine. They really look like people! Their voices are, of course, (l) \_\_\_\_\_ (unnatural) than that of humans, but they can speak all the languages in the world, so it is (m) \_\_\_\_\_ (easy) for people who don't speak other languages. The only problem with *SuperJet* is the price of the ticket. It is much (n) \_\_\_\_\_ (expensive) than you might think. The basic cost is 5,000 Euros per ticket, but that is only for (o) \_\_\_\_\_ (short) flights. The cost of (p) \_\_\_\_\_ (long) flights, to Japan or Sydney, for example, may climb to 11,000 Euros! But it is definitely worth it.

**Unit 6 – Grammar Bank**  
(Cause and Effect – When...)



**CAUSE AND EFFECT – WHEN...**

Use:

We use cause and effect clauses to describe some mechanisms, i.e. to tell how things work

Form:

Typically, these sentences make use of **When...** and the **Present Simple** tense

There are two parts of the message

action (= cause),

result of the action (= effect)

*When you press the button* , *the wheel starts to spin.*

There is no strict rule as to which part of the sentence goes first. We can also say:  
The wheel starts to spin **when** you press the button.

Note: There is no comma (,) when *when* is in the middle of the sentence

We can also make use of present passive in this type of sentence

*This machine corrodes when (it's) cleaned with water.*

*The brakes get damaged when they are not treated properly.*

**1. Look at the phrases expressing causes and effects. Put them together in a sentence using When ...**

*Example: push lever – right end/go up.*

*When you push the lever, the right end goes up. The right end goes up when you push the lever.*

a) open the door – alarm/go off

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b) add poison – kill/insects

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c) touch screen – name/show up

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## Unit 1 Grammar Bank - KEY

### Ex. 1

a) She doesn't play tennis. b) Do they go to the cinema every week? c) I like learning English. d) Do we have enough time? e) He doesn't use a computer very often. f) You don't get home before 7 o'clock. g) Does she play the guitar? h) He remembers her phone number.

### Ex. 3

a) Are you leaving now? b) I am studying for my English test. c) Is Stella watching TV right now? d) It is not raining now. e) We are earning a lot of money this month. f) Are you listening to me? g) I am not using these scissors. h) John is going to work by bus this week.

### Ex. 4

a) am listening b) travel c) are visiting d) doesn't rain e) Is Sue working... f) ... are they waiting... g) doesn't like, goes

### Ex. 5

a) on	b) before	c) on	d) from, to	e) since
f) In	g) after	h) At	i) on, on	j) in

## Unit 2 Grammar Bank - KEY

### Ex. 1

a) Do you work at weekends? b) Did you enjoy your stay in London? c) Is Sue watching TV tonight? d) When will you do your homework?/Will you do your homework tomorrow? e) Does Paul live next to Martin? f) Has Jane been to Australia? g) Can you write with your left hand? h) Was Alex very tired last night?

### Ex. 2

a) Who	b) When	c) What	d) Who	e) Why
f) How much	g) How often	h) Where	i) How many	j) What time
k) What				

### Ex. 3

a) Who is opening the new laboratory?/What is the dean opening?  
b) Who can write very quickly?/How (fast) can the students write?  
c) Who works in laboratories?/Where do scientists work?  
d) Who spent 5,000 Kč on her new mobile phone?/How much (money) did Tanya spend on her new mobile phone?/What did she spend her money/5,000 Kč on?  
e) Who reads interesting scientific articles every week?/What do we read every week?/How often do we read interesting scientific articles?  
f) Who hates swimming?/What does Radek hate?  
g) Who took her wallet?/What did the thief take?  
h) Who left at 10:00 p.m.?/What time did Alice leave?

### Unit 3 Grammar Bank - KEY

#### Ex. 1

**a)** along/to **b)** across/over **c)** Near/Beyond/From **d)** to/towards **e)** on **f)** under/near/next to/behind/beside **g)** in **h)** to **i)** from **j)** by

**k)** by **l)** to/into **m)** into/in **n)** at/near **o)** at **p)** to **q)** inside **r)** on/above/by/over/beside/next to/near **s)** near/in front of/in/outside **t)** in front of/next to/beside/near/in/at

### Unit 4 Grammar Bank - KEY

#### Ex. 1 - possible answers

a) paintbrush – A paintbrush is used to paint pictures. b) fishing rod – A fishing rod is used for fishing/catching fish. c) screwdriver – It is used for tightening screws. d) microwave oven – It is used to heat meals. e) GPS – It is used for navigating. f) bottle opener – It is used for opening bottles. g) brakes – They are used for stopping a vehicle. h) keys – They are used for locking/unlocking a door. i) chainsaw – It is used for cutting wood/trees.

#### Ex. 2 – possible answers

a) A pen is not used to hold water. – A pen is used to write letters. A bottle is used to hold water.

b) A knife is not used for painting walls. – A knife is used for cutting. A brush is used for painting walls.

c) An electric drill is not used for cleaning the floor. – An electric drill is used for making holes. A mop is used for cleaning the floor.

d) A steering wheel is not used for speeding the car up. – A steering wheel is used to drive/steer a car. An accelerator is used for speeding a car up.

e) A thermometer is not used for measuring wind speed. – A thermometer is used for measuring temperature. A wind gauge is used for measuring wind speed.

f) Security cameras are not used to make fun of people. – Security cameras are used to watch the streets.

#### Ex. 3

a) Go b) check c) call d) let e) go f) find g) Read h) put i) leave j) prepare

### Unit 5 Grammar Bank - KEY

#### Ex. 1

a) the most expensive b) the most modern c) faster d) bigger e) heavier f) the most intelligent g) safer h) more comfortable i) wider j) softer k) the most sensitive l) less natural m) easier n) more expensive o) shorter/the shortest p) longer/the longest

### Unit 6 Grammar Bank - KEY

#### Ex. 1

a) When you open the door, the alarm goes off. b) Insects are killed/It kills insects when you add poison. c) When you touch the screen, the name shows up. d) The load falls when you cut the rope. e) When you call 991, the police come. f) The airbags activate/are activated when you hit a wall.