

Inglés IV

El presente trabajo es una recopilación de las estructuras gramaticales de Inglés IV y así mismo de sus referencias las cuales serán de gran apoyo tanto al maestro como a los alumnos.

- Estructuras Gramaticales
- Referencias Gramaticales

Modulo 5 The Weather

Grammar I

Countable and uncountable nouns

Countable and uncountable nouns with some and any	
Countable nouns	Uncountable nouns
There is a poisonous bird. There are two poisonous birds. There are some poisonous birds.	There is some water
There aren't any land animals	There isn't any water.
Are there land animals?	Is there any water?

- a) With countable nouns we can/cannot use a, an or numbers.
b) With uncountable nouns we can/cannot use a, an or numbers

Grammar II

The present continuous

Affirmative		
I	'm (am) ¹ <i>standing</i>	in the main street.
He/She/It	's (is) ² <i>carrying</i>	a baby.
WE/You/They	're (are) looking	at the tornado.

Negative		
I	'm not (am not) ¹ <i>enjoying</i>	This!
He/She/It	's not (is not) ² <i>carrying</i>	A baby.
WE/You/They	're not (are not) <i>stopping</i>	them

Wh- Questions			
When	Am	I	Going?
What	Is	He/she/it	⁵ <i>doing?</i>
Where	are	We/you/they	Standing?

Yes/ No Questions

Am	I		Yes, I am. No, I'm not.
Is	He/she/it	Going home?	Yes, he/she/it is. No, he/ she/it isn't
Are	We/you/they		Yes, we/you/they are No, we/you/they aren't

Modulo 6 Expeditions
Grammar I
Was/were

Affirmative
I/He/She/It ¹ <u>was</u> the commander We/You/They ² <u>were</u> cold. There ³ <u>was</u> an explosion. There ⁴ <u>were</u> three men.

Negative
I/He/She/It ⁵ <u>wasn't</u> happy. We/You/They ⁶ <u>weren't</u> very comfortable There ⁷ <u>wasn't</u> any oxygen. There ⁸ <u>weren't</u> any problems.

Questions	Short answers
⁹ <u>Was</u> I/He/She/It ok?	Yes, I/He/She/It was No, I/He/She/It wasn't
¹⁰ <u>Were</u> We/You/They all right?	Yes, We/You/They were No, We/You/They weren't
¹¹ <u>Was</u> there a solution?	Yes, there was. Yes, there were.
¹² <u>Were</u> There any other problems?	No, there wasn't. No, there weren't.

Wh – questions
Who ¹³ <u>were</u> the astronauts? What ¹⁴ <u>was</u> the problem?

Am	Is	Are	Isn't	Aren't
<i>Was</i>	<i>Was</i>	<i>Were</i>	<i>Wasn't</i>	<i>Weren't</i>

Grammar II
Past Simple

Past Simple regular verbs
1. They travelled to China.
2. They arrived in 1266.
3. They returned to Venice
4. They carried letters.

Past simple irregular verbs
Bought, built, came, drank, gave, had, learnt, made, saw, thought, went, wrote

Module 7 Television
Grammar I
Past Simple

Affirmative	Negative
Michelle ¹ <u>won</u> the competition .	Mark did not ² <u>win</u> it.
They ³ <u>Played</u> well.	We didn't ⁴ <u>play</u> well.

Grammar II Past Simple

Questions	Answers
1. Did you <u>act</u> /acted at school?	Yes, I did No, I did
2. What did you <u>do</u> /did?	We kissed.

Module 8 Helping
Grammar I Comparatives

Adjective	comparative
One syllable	
Clean	Cleaner
Old	¹ <u>older</u>
Safe	Safer
big	bigger
Two syllables ending in-y	
Happy	Happier
tidy	² <u>tidier</u>
Two or more syllables	
Relaxed	More relax
attractive	³ <u>more attractive</u>
Irregular	
Bad	Worse
good	⁴ <u>better</u>

Grammar II superlatives

Adjective	superlative
One syllable	
Long	The longest

Fast	The ¹ <u>fastest</u>
Large	The ² <u>largest</u>
big	The ³ <u>biggest</u>
Two syllables ending in -y	
Noisy	The noisiest
lazy	The ⁴ <u>laziest</u>
Two or more syllables	
Intelligent	The most intelligent
gentle	The ⁵ <u>most gentle</u>
irregular	
Bad	The worst
good	The best

Module 9 Teams

Grammar 1 can / can't / must / mustn't

Can/can't , must/mustn't
1. You can use wood and glue but you can't use other materials
2. You must build a bridge but you mustn't paint the bridge.

Grammar II Adverbs

Regular	
Adjectives	Adverbs
Bad	Badly
Quick	¹ <u>quickly</u>
Perfect	² <u>perfectly</u>
slow	³ <u>slowly</u>
Easy	⁴ <u>easily</u>
Fantastic	⁵ <u>fantastically</u>

Irregular	
Adjectives	Adverbs
Hard	Hard
fast	⁶ <u>fast</u>
good	<u>well</u>

UNIT 2

PAST SIMPLE

Regular verbs

Affirmative	Interrogative
I waited	Did I wait?
you waited	Did you wait?
he waited	Did he wait?
she waited	Did she wait?
it waited	Did it wait?
we waited	Did we wait?
you waited	Did you wait?
they waited	Did they wait?

Negative	
Long form	Short form
I did not wait	I didn't wait
you did not wait	you didn't wait
he did not wait	he didn't wait
she did not wait	she didn't wait
it did not wait	it didn't wait
we did not wait	we didn't wait
you did not wait	you didn't wait
they did not wait	they didn't wait

Irregular verbs

Affirmative	Interrogative	Negative
I saw	Did I see?	I did not see
you saw	Did you see?	you did not see
he saw	Did he see?	he did not see
she saw	Did she see?	she did not see
it saw	Did it see?	it did not see
we saw	Did we see?	we did not see
you saw	Did you see?	you did not see
they saw	Did they see?	they did not see

Use

We use the past simple for:

- past habits
He wore glasses when he was young.

Form

- We form the **past simple** with the **subject** (noun or personal pronoun) and the appropriate form of the **verb**.

Affirmative

- We form the affirmative of most regular verbs by adding **-ed** to the verb. *I play - I played*
- Other verbs have irregular affirmative forms.

I eat - I ate

Interrogative

- We form the interrogative with **did** + **subject** **personal pronoun** + **base form of the verb**.

Did you play tennis yesterday? Did you eat breakfast this morning?

Negative

- We form the negative of the past simple with **didn't** + **base form of the verb**. *I didn't watch television yesterday. He didn't sleep well last night.*

- We form **positive** short answers with **did** and **negative** short answers with **didn't**.

"Did you phone him?" "Yes, I did."

"Did you tell her?" "No, I didn't."

Spelling: affirmative of regular verbs

- We add **-d** to verbs ending in **-e**. *I live - I lived*
- Verbs ending in **consonant + y** drop the **-y** and add **-ied**. *I study - I studied*
- Verbs ending in one stressed vowel between two **consonants** double the last consonant and take **-ed**. *I slip - I slipped*

- actions which started and ended in the past.
Sir Arthur Conan Doyle was born in 1859 and died in 1930.
- actions which happened at a specific time in the past.
He moved to England from Australia in 1984.

Time expressions used with the past simple:
yesterday, last night/week etc, two weeks/a month ago, in 1988 etc

Short Answers

Did I/you/he etc work ...? < Yes, I/you/he etc did.
No, I/you/he etc didn't.

ADJECTIVES/ADVERBS

Adjectives

Form

- Adjectives have the same form in the singular and plural. *a red car - two red cars*

Use

- Adjectives describe nouns. *a hot day, a perfect plan*. Adjectives go before nouns. They can also be used after the verb to be and after verbs such as: look, smell, sound, feel, taste, etc. *Jane is slim. John looks happy. Something smells good.*

Adverbs

Form

- We usually form adverbs by adding -ly to the adjective. *beautiful - beautifully*
- When the adjective ends with a consonant + y, we drop -y and add -ily to form the adverb. *lucky - luckily*
- When the adjective ends in -le we drop -e and -y. *simple - simply*
- Some adverbs have the same form as their adjectives.
long ⇒ long, fast ⇒ fast, early ⇒ early
Note: *good ⇒ well*

Use

- Adverbs usually describe verbs. *He walks slowly.* Adverbs can show manner (how), place (where), time (when) and frequency (how often). Adverbs usually go after verbs.
He speaks loudly. (How does he speak? Loudly - manner)
He went upstairs. (Where did he go? Upstairs - place)
She left early. (When did she leave? Early - time)
He visits us every week. (How often does he visit us? Every week - frequency)

CAN/MAY (permission)

- We use **can** to ask for or give permission when we **know** the person well.
Can I leave now? You can leave now.
- We use **may** to ask for or give permission when we **don't know** the person well.
May I come in? You may come in.

BE GOING TO

Affirmative:	I am/You are/He is etc going to cross the road.
Negative:	I'm not/You aren't/He isn't etc going to cross the road.
Interrogative:	Am I/Are you/Is he etc going to cross the road?
Short answers:	Yes, I am/you are/he is etc. No, I'm not/you aren't/he isn't etc.

Form

- We form the affirmative with the verb **to be** + **going to** and the **base form** of the verb.
She is going to write a book.
- We form questions by putting the verb **to be** before the subject pronoun.
Is she going to write a book?
- We form negations by putting **not** after the verb **to be**. *She is not/isn't going to write a book.*

Use

We use **be going to**:

- for **plans** and **intentions**.
I am going to fly to Barbados next week.
What are you going to wear tonight, Jean?
- for **predictions** based on what we see or we know.
She is going to have an accident. (She is driving very fast.)

WILL

Affirmative		Interrogative	Negative	
Long form	Short form		Long form	Short form
I will go	I'll go	Will I go?	I will not go	I won't go
you will go	you'll go	Will you go?	you will not go	you won't go
he will go	he'll go	Will he go?	he will not go	he won't go
she will go	she'll go	Will she go?	she will not go	she won't go
it will go	it'll go	Will it go?	it will not go	it won't go
we will go	we'll go	Will we go?	we will not go	we won't go
you will go	you'll go	Will you go?	you will not go	you won't go
they will go	they'll go	Will they go?	they will not go	they won't go

Short Answers

Will I/you/he etc help me?
 Yes, I/you/he etc will.
 No, I/you/he etc won't.

Form

- We form the **future simple** with **will** and the **base form of the verb**. *He will go to the supermarket.*
- We form questions by putting **will** before the subject pronoun. *Will he go to the supermarket? Will they go to the cinema?*
- We form negations by putting **not** after **will**. *They will not/won't go to the cinema.*

Use

We use **will**:

- to make **predictions** based on what we believe or think. We usually use **will** with *I think, I believe, I expect and probably*. *I expect she'll be here at 9 o'clock tomorrow morning.*
- to make **on-the-spot decisions**. *"The phone is ringing." "I'll answer it."*
- to make a **promise**. *I'll buy you a computer.*

Time expressions used with the future simple:
tomorrow, soon, next week/month/etc, the day after tomorrow etc.

COUNTABLE - UNCOUNTABLE NOUNS

- **Countable nouns** are nouns which we **can count**. They have singular and plural forms.
one apple - two apples - three apples etc
- **Uncountable nouns** are nouns which we **cannot count**. Uncountable nouns have only singular forms. These nouns include:
food: salt, cream, bread, cereal, rice, cheese etc
drinks: tea, lemonade, water, milk, coffee etc
- We can use the following nouns in front of some uncountable nouns to show quantity:

a bottle of water, a glass of milk, a carton of orange juice, a cup of tea, a bowl of soup, a packet of crisps, a slice of cake, a loaf of bread, a kilo of potatoes

A/AN/SOME/ANY

	Singular	Plural	Uncountable Nouns
Affirmative	There is an orange.	There are some apples.	There is some milk.
Negative	There isn't an orange.	There aren't any apples.	There isn't any milk.
Interrogative	Is there an orange?	Are there any apples?	Is there any milk?

- We use **a/an** in all forms (affirmative, negative and interrogative) with countable nouns in the singular.
*There is **a** horse. There isn't **a** cat. Is there **a** dog?*
- We use **some** in the **affirmative** with **countable nouns in the plural** and with **uncountable nouns**.
*I want **some** oranges and **some** milk.*
- We use **any** in the **negative** and the **interrogative** with both **countable nouns in the plural** and **uncountable nouns**.
*Are there **any** lemons in the fridge?*
*There isn't **any** salt.*

Note: We use **some** in the interrogative for **offers** or **requests**.

*Would you like **some** coffee? (offer)*

*Can I have **some** sugar, please? (request)*

A FEW/A LITTLE

- We use **a few** (=not many; some) with countable nouns. *She took **a few days** off work.*
- We use **a little** (=not much; some) with uncountable nouns. *Can I have **a little cream** in my coffee?*

PLURALS

- Most nouns take **-s** to form their plural.
book → books, teacher → teachers
- Nouns ending in **-s, -ss or -x** take **-es** to form their plural. *bus → buses, dress → dresses*
- Nouns ending in a **vowel + y** take **-s** in the plural. *boy → boys, toy → toys*
- Nouns ending in a **consonant + y** drop the **y** and take **-ies**. *diary → diaries, fairy → fairies*
- Nouns ending in **-f** or **-fe**, drop the **f** or **-fe** and take **-ves** in the plural.

wolf → wolves, knife → knives

However, some nouns ending in **-f** or **-fe** take only **-s**. *roof → roofs, giraffe → giraffes*

Irregular Forms

Singular	Plural	Singular	Plural
man	men	foot	feet
woman	women	tooth	teeth
child	children	goose	geese
person	people		

PRESENT CONTINUOUS (future meaning)

We can use the **present continuous** for **actions** we **have already arranged to do in the near future** (fixed arrangements). *I **am seeing** the dentist tomorrow. I've already made an appointment.*

THIS - THESE / THAT - THOSE

- We use **this/these** to talk about or point to people, animals or things which are near us.
- We use **that/those** to talk about or point to people, animals or things which are far away from us.

***This** is my book and **that** is my pencil box.*

COMPARISONS OF ADJECTIVES/ADVERBS

	Adjective	Comparative	Superlative
one - syllable adjectives	fast long thin	faster longer thinner	the fastest the longest the thinnest
-y adjectives	busy	busier	the busiest
adjectives with two or more syllables	beautiful	more beautiful	the most beautiful
irregular forms	good bad much many little far	better worse more less farther/ further	the best the worst the most the least the farthest/ the furthest

Form

- One-syllable adjectives add **-er/-est** to form their comparative and superlative forms.
*small - smaller (than) - the smallest (of/in),
rare - rarer (than) - the rarest (of/in)*
- Adjectives of two or more syllables take **more/most**.
useful - more useful (than) - the most useful (of/in)
- Adverbs having the same form as their adjectives add **-er/-est**. *fast - faster (than) - the fastest (of/in)*

Use

- We use the comparative form to compare two people, things, places etc. We usually use **than** with comparative adjectives.
Aeroplanes are faster than trains.
- We use the superlative form to compare one person or thing with more than one person or thing in the same group. We use the **... of/in** with superlative adjectives. *Everest is the highest mountain of all. He is the tallest student in the class.*
- We use **(not) as + adjective + as** to say that two people, places or things are/are not similar. *My mother is not as old as my father.*
- We also use **much + comparative form + than**.
A lorry is much bigger than a car.
- We use **less + adjective + than** for two persons, things or places. *The red dress is less expensive than the blue one.*

Spelling

- One-syllable adjectives ending in a vowel + a consonant double the consonant.
thin - thinner (than) - the thinnest (of/in)
- Two-syllable adjectives ending in a consonant + y replace **-y** with **-ie**. *crazy - crazier (than) - the craziest (of/in)*
- Two-syllable adjectives ending in **-w** add **-er/-est**.
shallow - shallower (than) - the shallowest (of/in)

- Adverbs form their comparative and superlative forms in the same way as adjectives. Study the table.

	Adverb	Comparative	Superlative
short adverbs	soon early	sooner earlier	soonest earliest
longer adverbs	carefully	more carefully	most carefully
irregular forms	badly well many/much little	worse better more less	worst best most least

RELATIVES - WHO/WHICH/THAT/ WHERE/WHOSE

- We use **who** to refer to **people**.
*I met a man **who** was a scientist.*
- We use **which/that** to refer to **things**. *This is the necklace **which** John bought me.*
- We use **where** to refer to **places**. *I want to live in a place **where** it's hot and sunny.*
- We use the relative pronoun **whose** to refer to possession. *"**Whose** is this coat?" "It's Jane's."*

SHOULD/SHOULDN'T

- We use **should/shouldn't** to give advice.
*You **should** eat healthily.*
*You **shouldn't** eat lots of sweets.*

IMPERATIVE

Form

- We form the **imperative** with the main verb without a subject. ***Close** the window!*
- We form the **negative imperative** with **do not/ don't** and the main verb. ***Don't sit** there!*

Use

We use the **imperative** to:

- give orders: ***Put** that down!*
- give instructions: ***Sign** here.*
- offer something: ***Have** a biscuit.*
- make a request: ***Sit** down, please.*

MUST/MUSTN'T

- We use **must** to express a rule. (obligation)
*You **must** come to class on time.*
- We use **must/mustn't** to express very strong advice.
*You **must** wear a seat belt. (It's very important that you wear a seat belt).*
*You **mustn't** swim in the lake. (It's very important that you don't swim in the lake.)*
- We also use **mustn't** to express prohibition.
*You **mustn't** drive fast on this road. (It's illegal.)*

HAVE TO/DON'T HAVE TO

- We use **have to** to express necessity.
*You **have to** tidy your room. (It's necessary.)*
- We use **do not have to** to say that it is not necessary for something to happen. (absence of necessity) *You **don't have to** come to the theatre. (It isn't necessary for you to come to the theatre, but you can if you want to.)*

CAN/CAN'T

- We use **can** to ask for or give permission.
***Can** I borrow this? You **can** leave now.*
- We use **can't** to refuse permission.
*I'm afraid you **can't** come in here.*
- We also use **can** to make a request or make a suggestion.
***Can** you help me carry this box, please?*
*We **can** go to the cinema later.*
- We use **could** to ask for permission, make a request or make a suggestion when we want to be more polite.
***Could** I ask you a question? (asking for permission)*
***Could** you tell him I called. (making a request)*
*You **could** talk to the manager about it. (making a suggestion)*

SOME/ANY/NO + COMPOUNDS

Affirmative			
Determiners	Pronouns		Adverbs
some	people	things	places
	someone/ somebody	something	somewhere

Interrogative			
Determiners	Pronouns		Adverbs
any	people	things	places
	anyone/ anybody	anything	anywhere

Negative			
Determiners	Pronouns		Adverbs
no/not any	people	things	places
	no one/ anyone/ nobody/ anybody	nothing/ anything	nowhere/ anywhere

- We normally use **some** and **its compounds** (someone, something, etc.) in **affirmative** sentences. We can also use them in questions to **make an offer** or **a request**. *There's **something** on the chair.*
*Would you like **some** coffee? (offer)*
*Can I have **some** biscuits? (request)*
- We use **any** and **its compounds** (anyone, anything, etc) in **questions** and **negative** sentences.
*Is **anybody** here? Is there **any** milk left in the fridge?*
*I don't think there's **anything** on the table.*
Note: We can use **some** and its compounds in questions when we expect a positive answer.
Compare: *Is **someone** there? (I expect there is.)*
*but: Is **anyone** there? (I'm asking in general.)*
- When we use **any**, **anyone/anybody**, **anything** and **anywhere** in affirmative statements, there is a difference in meaning.
 - You can take **any** book you want.*
(It doesn't matter which.)
 - Anyone/Anybody** can ride a bicycle.*
(Everybody can do it because it's easy.)
 - You can buy **anything** you want.*
(It doesn't matter what.)
 - We can travel **anywhere** you want.*
(It doesn't matter where.)
- We can use **any** and **its compounds** after **if** in affirmative sentences. *Call me if **anybody** comes.*
- We can also use **any** and **its compounds** with **negative words** (hardly, never, without, seldom, rarely, etc)
*I **hardly** know **anybody** in the neighbourhood.*

EXCLAMATIONS

Exclamations are words or sentences used to express admiration, surprise, etc. To form exclamatory sentences we can use *what* (a/an) and *how*.

- **what (+ adjective) + uncountable/plural noun**
What delicious food! (NOT: *What a delicious food!*)
What comfortable chairs!
- **what + a/an (+ adjective) + singular countable noun**
What a beautiful dress!
What an unlucky man!
What a holiday!
- **how + adjective/adverb**
How brave you are!
How beautifully she sings!

REPORTED ORDERS

- To report orders in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to - infinitive**.
Put the gun down! (direct order)
He ordered him to put the gun down. (reported order)
Leave me alone! (direct order)
She told me to leave her alone. (reported order)

COULD(N'T) - WAS (NOT) ABLE TO

We use the modal verb **could** to show that someone had the ability to do something repeatedly in the past (past repeated action).
When I was young, I could run very fast. (I had the ability to do it repeatedly in the past.)

We use **was/were able to (= managed to do)** to show that someone had the ability to do something in a particular situation in the past (past single action).
He was able to win the race. (= He managed to win the race.)

We use the negative form **couldn't** for both cases:
Ben couldn't drive a few years ago. (past repeated action)
She couldn't/wasn't able to win the race. (past single action)

REPORTED SPEECH - STATEMENTS

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb (say, tell, suggest, etc.).

She said (that) she wouldn't be back until 10 o'clock.

Say - Tell

- **say + no personal object**
He said he was very tired.
- **say + to + personal object**
He said to us he was very tired.
- **tell + personal object**
He told us he was very tired.

Expressions with **say** and **tell**:

say: good morning/afternoon etc, something/nothing, one's prayers, so, a few words

tell: the truth, a lie, a secret, a story, the time, the difference, sb one's name, sb the way, one from another, one's fortune

QUESTION TAGS

- Question tags are short questions at the end of statements. We form them with the auxiliary or modal verb from the main sentence and the appropriate subject pronoun.
Sue is a student, isn't she?
- We use question tags in speech in order to confirm something or to find out if something is true or not.
- A **positive** statement takes a **negative** question tag.
She has done her homework, hasn't she?
- A **negative** statement takes a **positive** question tag.
He can't be rich, can he?
- When the verb of the sentence is in the present simple, we use **do/does** in the question tag.
Hans comes from Denmark, doesn't he?
- When the verb of the sentence is in the past simple, we use **did** in the question tag.
He told us the truth, didn't he?
- When the sentence contains a word with a negative meaning like **never, rarely, seldom** or **hardly**, the question tag is positive.
They seldom travel abroad, do they?

- Some verbs/expressions form questions tags differently:

I am - aren't I?

I'm late again, aren't I?

Imperative - will you/won't you?

Help me move the sofa, will you?

Don't - will you?

Don't interrupt me, will you?

Let's - shall we?

Let's go swimming, shall we?

I have (got) - haven't I?

They have (got) a yacht, haven't they?

I have (other meanings) - don't I?

He has tennis lessons once a week - doesn't he?

There is - isn't there?

There are classes in the summer, aren't there?

This/That is - isn't it?

That is your shirt, isn't it?

Intonation

- When we are sure of the answer, the voice goes down in the question tag. (↘)
Lou is only three, she can't read or write, can she? (↘)
- When we are not sure of the answer and want to check information, the voice goes up in the question tag. (↗)
He doesn't like Indonesian food, does he? (↗)

THE DEFINITE ARTICLE

We use **the** with:

- nouns that are mentioned for a second time or are already known.
I bought a jumper yesterday. The jumper is black.
- nouns which are unique.
the Eiffel Tower, the Earth, the sky, etc
- the names of rivers, seas, oceans, mountain ranges, deserts, groups of islands and countries that include the words 'state', 'kingdom' etc. *the Seine, the Atlantic, the Sahara, the United Kingdom, etc*
- the names of musical instruments.
the piano, the trumpet, etc
- the names of hotels, theatres, cinemas, ships, organisations, newspapers and museums.
the Ritz, the Titanic, the Times, etc
- nationality words and family names.
the Dutch, the Browns, etc
- titles when the person's name is not mentioned.
the Queen, the President, etc
- the words *morning, afternoon* and *evening*.
I get up at 6 o'clock in the morning every day.

We don't use **the** with:

- proper nouns (names of people, places, organisations, etc).
This is John. He's from London. [Note: common nouns are nouns such as *book, tree*, etc which are not the names of particular people or things.]
- plural nouns when talking in general.
Leopards live in the wild.
- names of countries, cities, streets, parks, mountains, islands, lakes and continents.
Spain, Moss Road, Everest, Lake Superior, etc
- names of meals and games or sports.
breakfast, football, etc
- the words *this/that/these/those*. *This is my mum.*
- possessive adjectives or the possessive case. *This is my bag. These are John's toys.*

SOME - ANY - NO

We use **some/any/no** with uncountable nouns and plural countable nouns.

- some** describes a number/amount that is not known or not stated; it is used in **positive** sentences.
There is some milk in the fridge.
There are some biscuits here.
- any** is used in **questions**, and **not any** is used in **negative** sentences.
Have you got any children?
I haven't got any money with me.
- no** can be used in **negative** sentences instead of "not any".
There isn't any food in the house. = There's no food in the house
There aren't any eggs left. = There are no eggs left.

We use compounds of **some/any/no** to make indefinite pronouns with **~one/~body** (a person), **~thing** (a thing) and **~where** (in/at/to a place).

- someone/somebody - something - somewhere** describe a person - thing - place whose identity is not known or not stated; they are used in **positive** sentences.
There is someone/somebody at the front door.
There is something wrong with the TV.
Let's go somewhere exciting for our holiday.
- anyone/anybody - anything - anywhere** are used in **questions**, and **not anyone/anybody - not anything - not anywhere** are used in **negative** sentences.
Does anyone/anybody know the answer?
Have you seen my glasses anywhere?
I don't want anything to eat, thanks.
- no one/nobody - nothing - nowhere** can be used in **negative** sentences instead of "not anyone/body" etc.
It isn't anything to do with me. = It's nothing to do with me

RESULT CLAUSES

We use **result clauses** to express the result of something. They are introduced with: **so, so/such ... (that), as a result, therefore, consequently/as a consequence, etc.**

- so**: *She felt very ill, so she called the doctor.*
- such a/an + adjective + singular countable noun**: *She's such a nasty woman (that) nobody likes her.*
- such + adjective + plural/uncountable noun**: *They are such pleasant people (that) they make you feel welcome.*
It was such stormy weather (that) we decided to stay home.
- such a lot of + plural/uncountable noun**: *There was such a lot of heat (that) I couldn't sleep last night.*
- so + adjective/adverb**: *His house is so big (that) there's enough space for everybody.*
He drives so fast (that) his friends don't want to be in his car.
- so much/little + uncountable noun**: *She's got so much money (that) she can afford expensive holidays.*
I've got so little patience (that) I can't wait to go.
- so many/few + plural**: *There were so many people in the party (that) we couldn't walk.*
She's got so few friends (that) she sometimes feels lonely.
- as a result/therefore/consequently**: *The earth's temperature is rising, and as a result/therefore/consequently its climate is changing.*
The earth's temperature is rising. As a result/Therefore/Consequently, its climate is changing.

COMPARATIVES - SUPERLATIVES

Form

- One-syllable adjectives add **-(e)r/-(e)st** to form their comparative and superlative forms.
tall - taller (than) - the tallest (of/in),
short - shorter (than) - the shortest (of/in)
- Adjectives of two or more syllables take **more/ most**.
generous - more generous (than) - the most generous (of/in)
- Adverbs having the same form as their adjectives add **-er/ -est**. *hard - harder (than) - the hardest (of/in)*

Spelling

- One-syllable adjectives ending in a vowel + a consonant double the consonant.
big - bigger (than) - the biggest (of/in)
- Two-syllable adjectives ending in a consonant + y replace -y with **-ier/-iest**. *crazy - crazier (than) - the craziest (of/in)*

	Adjective	Comparative	Superlative
one - syllable adjectives	fast long thin	faster longer thinner	the fastest the longest the thinnest
-y adjectives	busy	busier	the busiest
adjectives with two or more syllables	beautiful	more beautiful	the most beautiful
irregular forms	good bad much many little far	better worse more less farther/ further	the best the worst the most the least the farthest/ the furthest

Use

- We use the **comparative** form to compare two people, things, places etc. We usually use **than** with comparative adjectives.
Jack is stronger than Bob.
- We use the **superlative** form to compare one person or thing with more than one person or thing in the same group. We use **the ... of/in** with superlative adjectives.
Sam is the tallest student in his class.
- We use **(not) as + adjective + as** to say that two people, places or things are/are not similar.
Tom's car is not as old as Sue's car.
- We also use **much + comparative form + than**.
Your house is much bigger than mine.

- We use **less + adjective + than** for two persons, things or places.
The blue shirt is less expensive than the green shirt.
- Adverbs form their comparative and superlative forms in the same way as adjectives. Study the table:

	Adverb	Comparative	Superlative
short adverbs	soon early	sooner earlier	soonest earliest
longer adverbs	carefully	more carefully	most carefully
irregular forms	badly well many/much little	worse better more less	worst best most least

POSSESSIVES

Possessive Adjectives	Possessive Pronouns
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

- its** = possessive adjective
When I washed my shirt its colour faded.
- it's** = it is or it has
It's (it is) near my house.
It's (it has) got good reviews.

Possessive Case

- Possessive case is used to talk about:
 - ownership *This is John's bike.* or:
 - the relationship between people
Donald is Mickey's friend.
- Possessive case is formed with:
 - 's (for 'I') for people/animals *the girl's book/the girls' books*
the dog's teeth
 - of for objects *the top of the mountain*
the back of the book
- Singular nouns and proper nouns take 's in the possessive
 - the boy's bike John's bike*
 - but proper nouns ending in -s take ' or 's
 - Dickens' novels/Dickens's novels*
- Plural nouns ending in -s take ' in the possessive
 - the boys' bikes* (belonging to several boys)
 - but other plural nouns take 's
 - the men's shoes the children's toys*

Possessive Adjectives/Pronouns

- Possessive adjectives are followed by nouns, whereas possessive pronouns are not.
This is my car. It's mine.

We use the bare infinitive:

- after modal verbs (*may, should, can, etc.*).
Mr Smith can't see you at the moment.
- after the verbs *let* and *make*.
He made them do all the exercises.
BUT: They were made to do all the exercises.

Note:

- *Help* is followed by either the to-infinitive or the bare infinitive.
My mother helped me (to) cook dinner.
- If two infinitives are joined by *and*, the *to* of the second infinitive can be omitted.
He decided to move to New York and get a new job.
- We form the negative infinitive with *not*.
She promised not to say anything.

SHALL

- We use *shall* when we offer to do something.
Shall I carry this bag for you?
- We use *shall* to make a suggestion.
Shall we go to the cinema tonight?

WILL/WOULD

- We use *will/would* when we ask somebody else to do something for us (request). *Would* is more polite than *will*.
Will you get me some bread from the baker's? (informal, less formal than *would*)
Would you do me a favour? (more polite than *will*)

THE INFINITIVE

There are two infinitives:

- the to-infinitive: *I want to go out.*
- the bare infinitive (infinitive without to): *You can trust me.*

Use

We use the to-infinitive:

- to express purpose.
She goes to the gym to keep fit.
- after certain verbs (*advise, agree, decide, hope, manage, promise, seem, want, afford, etc.*).
We advise you to remain calm.
- after adjectives such as *nice, sorry, glad, happy, sad, afraid, ashamed, etc.*
It's nice to see you again.
- after *too* and *enough*.
It's too late to phone Kate.
Simon is not old enough to get a driver's licence.

COUNTABLE/UNCOUNTABLE NOUNS

Countable nouns are nouns which we can count. They have singular and plural forms.

one orange - two oranges - three oranges, etc

Regular Plurals

shirt	→	shirts		
match	→	matches		
potato	→	potatoes	BUT	radio → radios
party	→	parties	BUT	boy → boys
thief	→	thieves	BUT	cliff → cliffs

Irregular Plurals

man	→	men		mouse	→	mice
woman	→	women		sheep	→	sheep
goose	→	geese		fish	→	fish
tooth	→	teeth		ox	→	oxen

Countable nouns:

- can take singular or plural verbs.
The dog is in the garden.
The dogs are in the garden.
- always go with *a/an/the/my* etc in the singular.
She bought a jacket. (NOT: *She bought jacket.*)
- can be used alone or with *some/any/many/few* in the plural.
I like peanuts.
I'm going to buy some peanuts.

Uncountable nouns are nouns which we cannot count. They do not have different plural forms. Uncountable nouns include:

many types of food: cheese, flour, meat, butter, yogurt, etc
liquids: water, orange juice, lemonade, oil, coffee, etc
materials: gold, silver, wood, plastic, glass, etc

Uncountable nouns:

- always take singular verbs.
The butter is in the fridge.
My money is in the bank.
- do not go with *a/an/one, two, etc.*
I drink milk in the morning.
(NOT: *I drink a milk in the morning.*)
- can be used alone or with *some/any/much/little/the/my*, etc.
We need (some) butter for the cake.

We can use the following nouns in front of some uncountable nouns to show quantity: a bottle of water, a glass of milk, a carton of orange juice, a cup of coffee, a bowl of rice, a packet of crisps, a slice of pizza, a loaf of bread, a kilo of tomatoes

THE -ING FORM

Use

We use the -ing form:

- as a noun.
Cycling keeps you fit.
- after prepositions.
She thanked me for giving her a lift.
- after *love, hate, enjoy, prefer, like* and *dislike* to express general preference.
I enjoy travelling on my own.
- after certain verbs such as *consider, avoid, look forward to, confess to, fancy, mention, risk, admit, suggest, imagine* etc.
Lucy fancies going out for dinner.
- after *go* for activities.
We always go skiing in winter.
- after the phrases *it's no use, it's (not) worth, it's no good, be busy, what's the use of...?, there's no point in, can't help, can't stand, be/get used to, have difficulty (in).*
I can't help laughing when I see John - He's so funny!

MUST - MUSTN'T

We use **must**:

- to express *obligation, necessity, or duty*.
You must wear your seatbelt. (It's necessary to wear your seatbelt.)
- to express very strong advice.
You must see a doctor.

Must can only be used to talk about the present or near future.
You must put on some suntan lotion.

We use **mustn't**:

- to express prohibition.
You mustn't talk to the bus driver.
- to express very strong advice.
You mustn't drive too fast.

HAVE TO - DON'T HAVE TO

We use **have to**:

- to express necessity.
Doctors have to wear a uniform at work.

Questions and negations with **have to** are formed with *do, does* or *did*.

"Do you have to wear a uniform?" "No, I don't."

We use **don't have to**:

- to say that it is not necessary for something to happen.
You don't have to do the washing. I'll do it later.

CONDITIONALS - TYPE 0/TYPE 1

- **Conditional clauses** consist of two parts: the **if-clause** (hypothesis) and the **main clause** (result). When the if-clause comes before the main clause, the two clauses are separated with a comma. When the main clause comes before the if-clause, then no comma is necessary.

If you don't leave now, you'll miss the bus.

You'll miss the bus if you don't leave now.

Form - Conditional Type 0

if clause	main clause
If + present simple	→ present simple
<i>If the temperature drops below 0°C, → the water freezes.</i>	

Use - Conditional Type 0

- We use the **conditional Type 0** to say something which is always true (law of nature), or to talk about something that always happens as a result of something else. We can use **when** instead of **if**.
If/when you heat water to 100°C, it boils. (law of nature)
I get seasick when I travel by boat. (always happens)

Form - Conditional Type 1

if clause	main clause
If + present simple	→ will/can/must/etc + bare infinitive or imperative

Use - Conditional Type 1

- We use the **conditional Type 1** to talk about a real or very probable situation in the present or future.
- We can use **unless** instead of **if ... not** in the if-clause. The verb is always in the affirmative after **unless**.
If you don't do your homework, you'll be in trouble.
Unless you do your homework, you'll be in trouble.

MODAL VERBS

The modal verbs *must, have to, can, may* and *might*:

- do not take an *-s, -ing, or -ed* suffix.
He must go to school.
(NOT: *He musts go to school.*)
- are followed by a bare infinitive.
He may be asleep.
- come before the subject in questions and are followed by *not* in negations.
"Can you open the window?" "Sorry, I can't."
- do not usually have tenses. They can refer to the present or the future.
You have to go now. (present)
You can come back tomorrow. (future)

PAST PERFECT

Form

We form the past perfect with the past tense of the auxiliary verb **have** and the **past participle** of the main verb.

Affirmative	Negative	Interrogative
I had gone	I hadn't gone	Had I gone?
you had gone	you hadn't gone	Had you gone?
he had gone	he hadn't gone	Had he gone?
she had gone	she hadn't gone	Had she gone?
it had gone	it hadn't gone	Had it gone?
we had gone	we hadn't gone	Had we gone?
you had gone	you hadn't gone	Had you gone?
they had gone	they hadn't gone	Had they gone?

Short Answers: Had I/you/he etc gone? < Yes, I/you/he etc had.
No, I/you/he etc hadn't.

Use

We use past perfect:

- for an action which happened before another past action or before a stated time in the past.
He had cleaned the house before he left. (He cleaned the house and then he left.)
- The past perfect is the past equivalent of the present perfect.
 - He had caught the flu, so he took antibiotics. (He was ill then.)*
 - He has caught the flu, so he takes antibiotics. (He is ill now.)*
- We can use the past perfect or the past simple with *before* or *after* without any difference in meaning.
He went out after he had finished his homework. or
He went out after he finished his homework.

Time expressions used with the present perfect: *before, after, already, for, since, just, till/until, when, by, by the time, never etc.*

PRESENT PERFECT

Regular Verbs

Affirmative: I've played, you've played, he's played, she's played etc

Negative: I haven't played, you haven't played, he hasn't played, she hasn't played, etc

Interrogative: Have I played?, Have you played?, Has he played?, Has she played?, etc

Short answers: Have I/you/ Yes, I/you/we/they have.
we/they played? No, I/you/we/they haven't.

Use

The present perfect is used:

- to describe an action which started in the past and continues up to the present, especially with *state verbs* such as *have, like, know, be*, etc. In this case, we often use *for* and *since*.
They have been married since 1995. (They got married in 1995 and they are still married.)
- for an action which has recently finished and whose result is visible in the present.
Pete has put on weight.
- for an action which happened at an unstated time in the past. The exact time is not important, so it is not mentioned. The emphasis is on the action.
Eric has visited Paris three times. (The exact time of his visits is not mentioned. What is important is that he has been to Paris three times.)
- for an action which has happened within a specific time period, which is not over at the moment of speaking, such as *today, this morning/afternoon/week/month/year*, etc.
We have watched two films this afternoon. (The action has been repeated twice up to now and may happen again because the time period (this afternoon) is not over yet.)

Time expressions used with the present perfect:

- already:* We have already been to the supermarket.
Have you been to the supermarket already?
- yet:* Has Mary finished her homework yet?
She hasn't finished her homework yet.
- just:* Mark has just phoned.
- always:* He has always wanted to travel abroad.
- ever:* Have you ever been to Spain?
- never:* She has never been to Spain.
- so far:* I have received four e-mails so far.
What have you done so far?

PRESENT PERFECT CONTINUOUS

Form

We form the present perfect continuous with the auxiliary verb **have/has**, the past participle of the verb **to be** and the main verb **+ ing**.

Affirmative	
Long form	Short form
I have been playing	I've been playing
you have been playing	you've been playing
he has been playing	he's been playing
she has been playing	she's been playing
it has been playing	it's been playing
we have been playing	we've been playing
you have been playing	you've been playing
they have been playing	they've been playing

Negative

Long form	Short form
I have not been playing	I haven't been playing
you have not been playing	you haven't been playing
he has not been playing	he hasn't been playing
she has not been playing	she hasn't been playing
it has not been playing	it hasn't been playing
we have not been playing	we haven't been playing
you have not been playing	you haven't been playing
they have not been playing	they haven't been playing

Interrogative

Have I been playing?	Has it been playing?
Have you been playing?	Have we been playing?
Has he been playing?	Have you been playing?
Has she been playing?	Have they been playing?

Short answers:

Have I/you/we/they been playing?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has he/she/it been playing?	Yes, he/she/it has. No, he/she/it hasn't.

Use

The present perfect continuous is used:

- to emphasise the duration of an action which started in the past and continues up to the present, especially with time expressions such as *all morning/day/night, for, since* etc.
I have been writing letters all morning. (I started writing letters early in the morning and I'm still writing them now.)
- for an action which started and finished in the past and lasted for some time. The result of the action is visible in the present.
John's clothes are dirty. He has been playing in the garden.
- to express anger, annoyance or irritation.
Who has been using my computer? (The speaker is irritated.)

Time expressions used with the present perfect and the present continuous:

- how long:*
How long have you known Alison?
How long have you been working in this company?
- for (duration):*
I have known Alison for ten years.
I have been working here for ten months.
- since (starting point):*
The Johnsons have lived in Manchester since 1990.
The Johnsons have been living in Manchester since 1990.
- lately/recently:*
Have you been to the theatre lately/recently?
Have you been living abroad lately/recently?

Tenses of the infinitive

The infinitive has four tenses in the active.

Tenses of the infinitive		
		Active
Present	→	(to) take
Present Continuous	→	(to) be taking
Perfect	→	(to) have taken
Perfect Continuous	→	(to) have been taking

- The **present infinitive** refers to the present or future.
She wants to watch a film now. (present)
She wants to go to the cinema tomorrow. (future)
- The **present continuous infinitive**: (to) be + -ing describes an action happening now.
He is thought to be living on his own.
- The **perfect infinitive**: (to) have + past participle refers to the past and shows that the action of the infinitive happened before the action of the verb. The **perfect infinitive** is used with verbs such as *see, appear, believe, claim, expect* and the **modal verbs**.
He claims to have met Pamela Anderson. (First he met Pamela Anderson, then he claimed that he had met her.)
- The **perfect continuous infinitive**: (to) have + been + -ing refers to the past and emphasises the duration of the action of the infinitive, which happened before the action of the verb.
He needs a holiday. He claims to have been studying hard for his exams. (We emphasise what he has been doing lately.)

The verb tenses corresponding to the tenses of the infinitive are as follows:

Verb Tenses		Infinitive
he goes/will go	→	to go
he is going/will be going	→	to be going
he went/has gone/had gone/ will have gone	→	to have gone
he was going/has been going/ had been going/ will have been going	→	to have been going

WILL - BE GOING TO

We use **will** and **be going to** to refer to future actions.

Will - Form

Affirmative	Negative	Interrogative
I'll go	I won't go	Will I go?
you'll go	you won't go	Will you go?
he'll go	he won't go	Will he go?
she'll go	she won't go	Will she go?
it'll go	it won't go	Will it go?
we'll go	we won't go	Will we go?
you'll go	you won't go	Will you go?
they'll go	they won't go	Will they go?

Short
Answers:

Will I/you/he etc go? Yes, I/you/he etc will.
No, I/you/he etc won't.

Use

We use **will**:

- to make predictions based on what we believe or think. We usually use **will** with: the verbs *think, believe, expect*, etc; the expressions *be sure, be afraid*, etc; and the adverbs *perhaps, certainly, probably*, etc.
I'm sure he will win the race.
- to make on-the-spot decisions and offers.
I like these shoes. I'll buy them. (on-the-spot decision)
It's your birthday, so I'll take you out for dinner. (offer)
- for promises/threats/warnings/requests/hopes.
I'll call you when I get home. (promise)
- for actions/events/situations which will definitely happen in the future and which we cannot control.
My father will be 55 years old in two weeks. (We cannot control this future event; it will definitely happen.)

Be going to - Form

Affirmative:	I am/You are/He is, etc going to leave.
Negative:	I'm not/You're not/He's not, etc going to leave.
Interrogative:	Am I/Are you/Is he, etc going to leave?
Short answers:	Yes, I am./you are./he is, etc. No, I'm not./you aren't./he isn't, etc.

Use

We use **be going to**:

- for plans, intentions or ambitions we have for the future.
My parents are going to buy a new house. (plan/intention)
- for predictions based on what we see or know.
It's cloudy outside. It's going to rain. (prediction)

Time expressions used with future simple: *tomorrow, soon, next week/month/etc, the day after tomorrow, etc.*

Note:

- We use **will** when we make a prediction based on what we think, believe or imagine.
In the year 2100 people will live on other planets.
- We use **be going to** when we make a prediction based on what we can see (evidence) or know.
That car is out of control - it's going to crash.

THE PASSIVE

Form

- We form the passive with the verb **to be** and the **past participle** of the main verb.

The passive forms are:

- present simple:** am/is/are + pp
My house is painted every three years.
- present continuous:** am/is/are being + pp
My house is being painted now.
- past simple:** was/were + pp
My house was painted last year.
- past continuous:** was/were being + pp
My house was being painted when it started raining.
- present perfect simple:** have/has been + pp
My house has already been painted.
- past perfect simple:** had been + pp
My house had been painted by three o'clock.
- future simple:** will be + pp
My house will be painted tomorrow.
- present infinitive:** (to) be + pp
My house needs to be painted soon.
- perfect infinitive:** (to) have been + pp
My house should have been painted last year.
- ing form:** being + pp
I insist on my house being painted white.
- modals:** modal + be + pp
My house must be painted this year.
- The present perfect continuous and the past perfect continuous are not normally used in the passive.
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly.
Tom's bike got stolen yesterday. (=Tom's bike was stolen yesterday.)

Use

We use the passive:

- when the person who carries out the action is unknown, unimportant or obvious from the context.
Our house was broken into last night. (We do not know who broke into the house.)
This book has been translated into ten languages. (It is not important to know who has translated the book.)
The tests have been corrected. (It is obvious that the teacher has corrected the tests.)
- when the action itself is more important than the person/thing performing the action, as in *news headlines*, *newspaper articles*, *formal notices*, *instructions*, *advertisements*, etc.
The village was completely destroyed by the earthquake.
- when we want to make statements more polite.
My favourite mug has been broken. (more polite than saying "You have broken my favourite mug.")

Changing from Active into Passive

To change a sentence from the active into the passive:

- the **object** of the active sentence becomes the **subject** in the passive sentence.
- the active verb remains in the same tense, but changes into a passive form.
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or omitted.

Note: Only transitive verbs (verbs followed by an object) can be changed into the passive.

Active: *Bill waters the plants.* (transitive verb)

Passive: *The plants are watered by Bill.*

BUT: *She goes to school at eight o'clock.* (The verb goes in this sentence in intransitive; that is, it is not followed by an object. The sentence cannot be changed into the passive.)

	Subject	Verb	Object
Active	Columbus	discovered	America.
	Subject	Verb	Agent
Passive	America	was discovered	by Columbus.

Study the table:

	Active	Passive
Pres. Simple	She writes a letter.	A letter is written.
Pres. Continuous	She is writing a letter.	A letter is being written.
Past Simple	She wrote a letter.	A letter was written.
Past Continuous	She was writing a letter.	A letter was being written.
Pres. Perf. Simple	She has written a letter.	A letter has been written.
Past Perf. Simple	She had written a letter.	A letter had been written.
Future Simple	She will write a letter.	A letter will be written.
Future Perf. Simple	She will have written a letter.	A letter will have been written.
Infinitive	She has to write a letter.	A letter has to be written.
Modals (modal+be+pp)	She may write a letter.	A letter may be written.

- We use **by + agent** to say who or what carries out the action. We use **with + instrument/material/ingredient** to say what the agent used.
The omelette was made by Alex. It was made with eggs, butter, tomatoes and cheese.
- The agent is often omitted in the passive sentence when the subject of the active sentence is one of the following words: *people, one, someone/somebody, they, he* etc.
Active: *Someone stole my jacket last night.*
Passive: *My jacket was stolen last night.*
- Object pronouns** (me, you, him etc) become **subject pronouns** (I, you, he, etc) in the passive.
Active: *They helped me.*
Passive: *I was helped.*

CLAUSES OF PURPOSE

We use clauses of purpose to express the purpose of an action. That is, they explain why someone does something. They are introduced with: *to*, *in order to/so as to*, *so that/in order that*, *in case*, etc.

- **to-infinitive**: *I'm going out to buy a bottle of water.*
- **in order to/so as to** (formal): *She opened the window in order to/so as to get some fresh air.*

In negative sentences we use **in order not to** or **so as not to**. We never use *not to* alone.

He left early **in order not to** miss his flight.
so as not

(NOT: He left early *not to* miss his flight.)

- **so that + can/will** (present or future reference): *She saves her money so that she can go on holiday.*
- **so that + could/would** (past reference): *They phoned the doctor so that they could book an appointment.*

Note: *In order that* has the same structure as *so that*. However, it is not used very often as it is formal.

- **in case + present tense** (present or future reference): *Keep your mobile phone switched on in case we need to get in touch with you.*
- **in case + past tense** (past reference): *She locked her car in case someone tried to steal it.*
- **for + noun** (when we want to express the purpose of an action): *We sat close to the fire for warmth.*
- **for + -ing form** (when we want to express the purpose or function of something): *We use a broom for sweeping the floor.*