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GRAMMAR QUICK-REFERENCE

AND PRACTICE WORKBOOK

Clear explanations • Original examples • Practical exercises

FOR LEARNERS AND TEACHERS

Use each page as a mini-lesson, classroom reference, revision sheet or independent practice activity.

INSIDE THIS WORKBOOK

- Essential grammar rules
- Natural, everyday examples
- Focused practice worksheets
- Mixed review and answer key

Fluent with Scharntel

By Tilly R.

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HOW TO USE THIS WORKBOOK

Flexible support for lessons, self-study and revision

QUICK REFERENCE + PRACTICE

FOR LEARNERS

1. Read one reference page.
2. Say the examples aloud.
3. Create one example of your own.
4. Complete the matching practice.
5. Check your work in the answer key.

FOR TEACHERS

Use a page as a warm-up, mini-lesson or revision handout. Ask learners to explain the rule in their own words, then personalise the examples before completing the exercises.

A SIMPLE TEACHING ROUTINE

NOTICE: Find the target grammar in the example.
UNDERSTAND: Explain why it is used.
PRACTISE: Complete a controlled exercise.
PERSONALISE: Make a true sentence.
COMMUNICATE: Use the grammar in a short conversation.

REMEMBER

Grammar becomes useful when learners notice it, understand it and use it to communicate.

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Thirty-three pages of reference, practice and teaching support

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PARTS OF SPEECH

The eight word groups that build English sentences

QUICK REFERENCE + PRACTICE

Every word has a job. Its job tells you its part of speech.

NOUN

Names a person, place, thing or idea.
Example: The teacher opened the book.

PRONOUN

Replaces a noun.
Example: She explained it clearly.

VERB

Shows an action or state.
Example: The students are learning.

ADJECTIVE

Describes a noun or pronoun.
Example: It was a useful lesson.

ADVERB

Describes how, when or where.
Example: He answered confidently.

PREPOSITION

Shows place, time or direction.
Example: The book is on the desk.

CONJUNCTION

Connects words or ideas.
Example: I practised, so I improved.

INTERJECTION

Expresses a sudden reaction.
Example: Wow! That was helpful.

REMEMBER

In this sentence: The friendly student spoke confidently. Friendly is an adjective; confidently is an adverb.

SVO

BUILDING A CLEAR SENTENCE

Put the essential information in a logical order

QUICK REFERENCE + PRACTICE

A complete sentence normally needs a subject and a verb. Many sentences also include an object or extra information.

BASIC PATTERN

SUBJECT + VERB
The baby laughed.
Our meeting ended.

WITH AN OBJECT

SUBJECT + VERB + OBJECT
Mika wrote an email.
The team solved the problem.

WITH DETAILS

SUBJECT + VERB + OBJECT + PLACE/TIME
She submitted the report at noon.

QUESTIONS

AUXILIARY + SUBJECT + VERB
Did you call the client?
Where does he work?

REMEMBER

Start with the core message. Add details only when they help the listener or reader.

S+P

SUBJECT AND PREDICATE

Find who or what the sentence is about

QUICK REFERENCE + PRACTICE

Every complete sentence has a subject and a predicate. The predicate tells us what the subject does or is.

SUBJECT

The person, place, thing or idea the sentence is about.
The NEW EMPLOYEE arrived early.

PREDICATE

The verb and the information connected to it.
The new employee ARRIVED EARLY.

COMPOUND SUBJECT

Two or more subjects share a predicate.
Aiko AND Ren work remotely.

COMPOUND PREDICATE

One subject has two actions.
Ren CHECKED the figures AND SENT the report.

REMEMBER

Ask two questions: Who or what is this about? What are they doing, or what is true about them?

123

WORD ORDER AND NOUN PHRASES

Keep related words together

QUICK REFERENCE + PRACTICE

English word order carries meaning. Describing words usually appear before the noun they describe.

NOUN PHRASE

DETERMINER + ADJECTIVE + NOUN
a useful guide
those difficult questions

MORE DETAIL

DETERMINER + NUMBER + ADJECTIVE + NOUN
our three new clients

ADVERB POSITION

Frequency adverbs usually come before the main verb.
I usually check my email.

BE + ADVERB

With the verb be, frequency adverbs come after it.
She is always prepared.

REMEMBER

Natural order: We welcomed three new international students - not We welcomed international new three students.

WH

WH-QUESTION WORDS

Choose the word that matches the information you need

QUICK REFERENCE + PRACTICE

WH-questions ask for information rather than a yes or no answer.

WHAT / WHICH

WHAT asks about a thing or idea.
What happened?
WHICH asks you to choose.
Which option do you prefer?

WHO / WHOSE

WHO asks about a person.
Who called?
WHOSE asks about possession.
Whose bag is this?

WHERE / WHEN

WHERE asks about place.
Where do you work?
WHEN asks about time.
When does the class begin?

WHY / HOW

WHY asks for a reason.
Why did you leave?
HOW asks about method or condition.
How did you solve it?

REMEMBER

Use how many with countable nouns and how much with uncountable nouns or prices.

4

THIS, THAT, THESE AND THOSE

Match distance and number

QUICK REFERENCE + PRACTICE

These demonstratives point to people or things. Choose according to singular/plural and near/far.

THIS

One person or thing near you.
This book is useful.

THAT

One person or thing farther away.
That building is the library.

THESE

More than one near you.
These notes are mine.

THOSE

More than one farther away.
Those seats are available.

REMEMBER

This/that + singular noun. These/those + plural noun.

IN

PREPOSITIONS

Show relationships of place, time and movement

QUICK REFERENCE + PRACTICE

Prepositions connect a noun or pronoun to another part of the sentence.

PLACE

AT a specific point: at the station
IN an enclosed area: in the office
ON a surface: on the table

TIME

AT a clock time: at 9:00
ON a day/date: on Monday
IN a month/year: in August

MOVEMENT

TO a destination: go to work
INTO the inside: walk into the room
THROUGH from one side to another

OTHER LINKS

BY a method: by train
WITH a tool: with a pen
FOR a purpose: for practice

REMEMBER

Learn prepositions in complete phrases. Say at work, on time and interested in - not isolated words.

AND

CONJUNCTIONS

Connect words, phrases and clauses

QUICK REFERENCE + PRACTICE

Conjunctions help ideas flow and show the relationship between them.

ADDING

AND adds similar information.
She listened and took notes.
BOTH...AND includes two items.

CONTRASTING

BUT shows contrast.
The task was difficult, but we finished it.
ALTHOUGH introduces an unexpected contrast.

REASON AND RESULT

BECAUSE gives a reason.
We left because it was late.
SO gives a result.
It was late, so we left.

CHOICE

OR presents alternatives.
Would you like tea or coffee?
EITHER...OR connects two choices.

REMEMBER

Because answers Why? So tells us what happened as a result.

TIME

TIME CONNECTORS

Make the order of events easy to follow

QUICK REFERENCE + PRACTICE

Time connectors show when actions happen and how events relate to each other.

BEFORE / AFTER

Finish the form before you submit it.
After we finished, we went home.

WHEN / WHILE

Call me when you arrive.
I took notes while she was speaking.

UNTIL / AS SOON AS

Wait here until I return.
I'll reply as soon as I have an answer.

SEQUENCE

First, check the instructions.
Next, complete the task.
Finally, review your answers.

REMEMBER

Use while for actions happening at the same time; use when for a particular event or moment.

M

MODAL VERBS

Express ability, permission, possibility and obligation

QUICK REFERENCE + PRACTICE

A modal verb is followed by the base form of the main verb: can go, should study, must finish.

CAN / COULD

CAN: present ability or informal permission.
I can help.
COULD: past ability or polite request.
Could you repeat that?

MAY / MIGHT

MAY: permission or possibility.
May I come in?
It may rain.
MIGHT: a less certain possibility.
It might rain later.

MUST / HAVE TO

MUST: strong obligation from the speaker.
You must be careful.
HAVE TO: external rule or necessity.
Staff have to wear badges.

SHOULD

Advice or recommendation.
You should check your work.
Should not warns against an action.
You shouldn't rush.

REMEMBER

Do not add -s or to after a modal: She can speak, not She can speaks or She can to speak.

M/M

MAY AND MIGHT

Talk about possibility with different levels of certainty

QUICK REFERENCE + PRACTICE

May and might are both used for possibility. In everyday English, may often sounds slightly more likely than might.

MAY

A real possibility.
The manager may join us.
It may be difficult to finish today.

MIGHT

A weaker or more uncertain possibility.
The manager might join us.
We might need more time.

PERMISSION

Use MAY for formal permission.
May I ask a question?
Might is not normally used for permission in everyday speech.

NEGATIVE

MAY NOT and MIGHT NOT express negative possibility.
She may not attend.
They might not agree.

REMEMBER

The difference in certainty is often small. Context and tone are more important than a fixed percentage.

HAVE

SHOULD, WOULD AND COULD HAVE

Describe past advice, imagined results and missed possibilities

QUICK REFERENCE + PRACTICE

Use modal + have + past participle when looking back at a past situation.

SHOULD HAVE

A past action was advisable, but it did not happen.
I should have checked the address.

WOULD HAVE

An imagined past result, usually with a condition.
I would have called if I had known.

COULD HAVE

A past possibility or ability that was not used.
We could have taken an earlier train.

FORM

MODAL + HAVE + PAST PARTICIPLE
should have gone
would have helped
could have finished

REMEMBER

In speech, should've, would've and could've sound like 'should of', but the correct written form uses have.

LOT

LOTS OF AND A LOT OF

Express a large quantity naturally

QUICK REFERENCE + PRACTICE

Both expressions mean a large amount or number and work with countable and uncountable nouns.

COUNTABLE NOUNS

lots of emails
a lot of questions
lots of opportunities

UNCOUNTABLE NOUNS

lots of information
a lot of time
lots of work

STYLE

LOTS OF often sounds more conversational. A LOT OF is neutral and common in both speech and informal writing.

FORMAL ALTERNATIVES

Use MANY with countable nouns and MUCH with uncountable nouns in more formal contexts.
Many learners; much research.

REMEMBER

A lot is always two words. Avoid writing alot.

ABC

COMMONLY CONFUSED WORDS

Choose the word that matches the meaning

QUICK REFERENCE + PRACTICE

These words look or sound similar, but they have different meanings and grammatical jobs.

ACCEPT / EXCEPT

ACCEPT = receive or agree to.
I accepted the invitation.
EXCEPT = not including.
Everyone came except Lee.

AFFECT / EFFECT

AFFECT is usually a verb.
Noise affects concentration.
EFFECT is usually a noun.
The change had a positive effect.

LOSE / LOOSE

LOSE = misplace or fail to win.
Don't lose the key.
LOOSE = not tight.
This button is loose.

THEN / THAN

THEN relates to time or order.
Finish, then call me.
THAN makes a comparison.
This is easier than that.

REMEMBER

Their = possession. There = place or existence. They're = they are.

EYE

SEE, LOOK AT AND WATCH

Choose the verb according to attention and duration

QUICK REFERENCE + PRACTICE

All three verbs relate to using your eyes, but they describe different actions.

SEE

Notice naturally, without deliberate effort.
I can see the mountains.
Did you see Maya yesterday?

LOOK AT

Direct your eyes towards something deliberately.
Look at this chart.
She looked at the menu.

WATCH

Observe something for a period of time, especially movement or change.
We watched the match.
Watch how I do it.

QUICK CONTRAST

I saw a bird.
I looked at the bird.
I watched the bird build its nest.

REMEMBER

Look normally needs at before an object: Look at the screen.

TRY

TRY, TRY ON AND TRY OUT

Use the right expression for effort, clothing and testing

QUICK REFERENCE + PRACTICE

The particle changes the meaning of try. Learn each expression as a complete unit.

TRY

Make an effort or attempt something.
Try to arrive early.
I tried calling her.

TRY ON

Put on clothing or accessories to check fit or appearance.
May I try on this jacket?

TRY OUT

Test something to see how well it works.
We tried out the new software.

PATTERNS

TRY TO + verb = make an effort.
TRY + -ing = experiment with a possible solution.
Try restarting the computer.

REMEMBER

Try it on and try it out: object pronouns go between the verb and particle.

TAKE

TAKE PHRASAL VERBS

Build vocabulary by learning the complete expression

QUICK REFERENCE + PRACTICE

Phrasal verbs combine a verb and a particle to create a new meaning.

TAKE OFF

Remove clothing: Take off your coat.
Leave the ground: The plane took off.

TAKE OVER

Gain control or responsibility.
Mina will take over the project.

TAKE UP

Begin a hobby or activity.
He took up photography.
Occupy space or time: The task took up an hour.

TAKE BACK

Return an item or withdraw words.
I took the shirt back.
I take back what I said.

REMEMBER

Record new phrasal verbs with their meanings and one complete example sentence.

DO

COMMON VERB COLLOCATIONS

Use word combinations that sound natural together

QUICK REFERENCE + PRACTICE

A collocation is a group of words that commonly appears together. Learning the complete phrase improves fluency.

HAVE

have breakfast
have a meeting
have a rest
have a chance

DO

do your work
do research
do the dishes
do your best

MAKE

make a decision
make an effort
make progress
make a mistake

TAKE

take a break
take notes
take responsibility
take a seat

REMEMBER

Do not translate collocations word by word. Store and practise them as complete phrases.

NOW

PRESENT TENSES

Describe routines, current actions and present results

QUICK REFERENCE + PRACTICE

Choose the tense according to whether the action is regular, temporary, completed or continuing.

PRESENT SIMPLE

Routine, fact or permanent situation.
I teach online.
Water boils at 100 degrees.

PRESENT CONTINUOUS

Happening now or temporary.
I am preparing a lesson.
She is working from home this week.

PRESENT PERFECT

Past action connected to now.
I have finished the report.
He has visited Japan twice.

PRESENT PERFECT CONTINUOUS

Action continuing until now, with focus on duration.
We have been studying for two hours.

REMEMBER

State verbs such as know, believe and need are not normally used in continuous forms.

PAST

PAST TENSES

Describe completed events and earlier past actions

QUICK REFERENCE + PRACTICE

Use past tenses to show whether an event was complete, in progress or earlier than another past event.

PAST SIMPLE

Completed past action.
We met the client yesterday.

PAST CONTINUOUS

Action in progress at a past time.
I was driving when you called.

PAST PERFECT

Action completed before another past action.
They had left before I arrived.

PAST PERFECT CONTINUOUS

Duration before a past point.
She had been waiting for an hour when the bus came.

REMEMBER

Use the past perfect only when the earlier order needs to be clear. Do not overuse it.

NEXT

FUTURE FORMS

Choose a form that matches the speaker's meaning

QUICK REFERENCE + PRACTICE

English uses several future forms. The choice depends on plans, predictions, arrangements and decisions.

WILL

Instant decision, offer or prediction.
I'll answer the phone.
I think sales will improve.

BE GOING TO

Existing plan or evidence-based prediction.
I'm going to study tonight.
Look at those clouds. It's going to rain.

PRESENT CONTINUOUS

A fixed personal arrangement.
We're meeting the client at ten.

PRESENT SIMPLE

A timetable or official schedule.
The train leaves at 7:15.

REMEMBER

Ask: Is this a decision, plan, arrangement, timetable or prediction? Then choose the form.

FIX

COMMON MISTAKES

Notice the pattern and correct it

QUICK REFERENCE + PRACTICE

Many mistakes become easier to fix when you compare the incorrect and correct patterns.

AGREEMENT

Incorrect: She go to work.
Correct: She goes to work.
Incorrect: He don't agree.
Correct: He doesn't agree.

BE AND AGE

Incorrect: I have 30 years.
Correct: I am 30 years old.
Incorrect: I'm agree.
Correct: I agree.

QUESTIONS

Incorrect: Where you work?
Correct: Where do you work?
Incorrect: What means this?
Correct: What does this mean?

VERB FORMS

Incorrect: I didn't went.
Correct: I didn't go.
Incorrect: I enjoy to read.
Correct: I enjoy reading.

REMEMBER

Correct the pattern, say the new sentence aloud and create one similar sentence of your own.

P

PRACTICE 1: PARTS AND SENTENCES

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Identify the grammar or complete the sentence.

1. Underline the noun: The manager approved the proposal.
2. Circle the adjective: We received helpful feedback.
3. Identify the adverb: The speaker answered calmly.
4. Label the subject and predicate: Our new student arrived early.
5. Put the words in order: yesterday / submitted / Hana / the form.
6. Complete with a suitable conjunction: I was tired, ___ I finished the task.
7. Write one sentence using a pronoun instead of repeating a person's name.
8. Expand this sentence with a place and time: The team met.

P

PRACTICE 2: QUESTIONS AND CONNECTIONS

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Choose the most suitable word or expression.

1. ___ do you live? (What / Where / When)
2. ___ option would you prefer? (What / Which / Whose)
3. I took notes ___ she was explaining the process. (while / until)
4. Call me ___ you arrive. (when / because)
5. ___ documents here belong to me. (This / These)
6. Please leave ___ bag over there on the chair. (that / these)
7. The meeting begins ___ 10:30 ___ Tuesday. (in/on/at)
8. We travelled ___ Cape Town ___ bus. (to/by/with)

P

PRACTICE 3: MODALS AND MEANING

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Complete each sentence with the best modal expression.

1. You ___ check the figures before sending the report. (advice)
2. ___ I ask you a question? (formal permission)
3. The delivery ___ arrive today, but I am not certain. (weak possibility)
4. Staff ___ wear identification badges. (company requirement)
5. I ___ saved the file before closing the program. (past regret)
6. We ___ taken a taxi, but we decided to walk. (unused past possibility)
7. I ___ attended if I had known about the meeting. (imagined result)
8. Rewrite correctly: She can speaks three languages.

P

PRACTICE 4: WORDS THAT CONFUSE

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Select or supply the expression that completes each meaning.

1. The new policy may ___ staff morale. (affect / effect)
2. Everyone attended ___ the finance director. (accept / except)
3. Finish the form, ___ send it to me. (than / then)
4. This cable is ___. Please tighten it. (lose / loose)
5. Please ___ the graph on page five. (see / look at / watch)
6. We ___ the documentary last night. (saw / looked at / watched)
7. May I ___ this jacket? (try / try on / try out)
8. The company will ___ the new system for one month. (try / try on / try out)
9. Complete the collocation: ___ a decision; ___ research; ___ a break.

P

PRACTICE 5: TENSES AND EDITING

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Choose the correct form, then correct the final sentences.

1. I usually ___ at home, but this week I ___ at the office. (work)
2. By the time we arrived, the presentation ___. (start)
3. She ___ for an hour when the client finally called. (wait)
4. Look at those dark clouds. It ___. (rain)
5. The workshop ___ at 9:00 tomorrow. (begin)
6. Correct: He don't understand the instructions.
7. Correct: I didn't received your message.
8. Correct: Where she works?

P

MIXED REVIEW

Write directly on the page or answer in a notebook

QUICK REFERENCE + PRACTICE

Use everything you have reviewed. Some items have more than one step.

1. Write a sentence containing a noun, an adjective, a verb and an adverb. Label each one.
2. Ask a WH-question about someone's workplace and another about their reason for studying English.
3. Write one sentence with because and rewrite it using so.
4. Explain the difference between: I saw the match and I watched the match.
5. Write a sentence with should have and explain what did not happen.
6. Describe a past interruption using the past continuous and past simple.
7. Describe one arrangement and one prediction using different future forms.
8. Correct: Those information are very useful.

KEY

ANSWER KEY: PRACTICE 1-3

Suggested answers for self-checking and classroom review

QUICK REFERENCE + PRACTICE

Practice 1 1 manager/proposal; 2 helpful; 3 calmly; 4 subject: Our new student / predicate: arrived early; 5 Hana submitted the form yesterday; 6 but; 7-8 answers vary.

Practice 2 1 Where; 2 Which; 3 while; 4 when; 5 These; 6 that; 7 at/on; 8 to/by.

Practice 3 1 should; 2 May; 3 might; 4 have to; 5 should have; 6 could have; 7 would have; 8 She can speak three languages.

Teaching note Accept other answers when they are grammatically correct and match the meaning given in brackets.

KEY

ANSWER KEY: PRACTICE 4-5

Suggested answers for self-checking and classroom review

QUICK REFERENCE + PRACTICE

Practice 4 1 affect; 2 except; 3 then; 4 loose; 5 look at; 6 watched; 7 try on; 8 try out; 9 make a decision / do research / take a break.

Practice 5 1 work / am working; 2 had started; 3 had been waiting; 4 is going to rain; 5 begins; 6 He doesn't understand the instructions; 7 I didn't receive your message; 8 Where does she work?

Mixed review 1-7 Answers vary. Check that each response follows the requested grammar pattern and communicates a complete meaning.

Mixed review 8 That information is very useful. Information is uncountable, so use that and is.

TEACH

TEACHER IDEAS

Simple ways to turn reference pages into active lessons

QUICK REFERENCE + PRACTICE

NOTICE

Display one page and ask learners to find the target grammar in the examples before explaining the rule.

PERSONALISE

Learners replace the example details with true information about their own lives, work or interests.

CORRECT

Read an incorrect sentence aloud. Teams identify the problem, correct it and explain the pattern.

COMPARE

Give two similar forms, such as may/might or see/watch. Learners explain how the meaning changes.

SPEAK

Use one grammar target in a 30-second response. Fluency comes first; correction follows afterwards.

CREATE

Learners design three original examples and exchange them with a partner for checking.

FINAL REMINDER

Teach the meaning first, then the form. Learners remember grammar better when it helps them express something real.