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# GRAMMAR

B1-B2

## INTERMEDIATE

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Unlock the Secrets of English  
Grammar: A Comprehensive-  
Compact Guide"

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# Introduction

**ENGLISH**

## Who we are

We are two young teachers of English, born and raised in the city of Thessaloniki, Greece. The fact that we have been friends since high school and that we both continued our studies together in the English department of the Aristotle University of Thessaloniki has contributed to providing us with a dream which became a shared goal: To spread love and inspiration through teaching, since education for us, among others, is connected to life skills acquisition, good habit formation and the development of the learner as a whole.



Maria has been an EFL teacher since 2013. She holds a BA in English Language and Literature from Aristotle University and a MA in Inclusion and Special Educational Needs from University of Derby. She is CELTA certified and DELTA candidate from University of Cambridge. She works as an EFL teacher in Greece as well as in summer camps in Ireland and the U.K. She is passionate about language learning, travelling and reading about history.

Nikoleta has been an EFL teacher since 2013. She holds a BA in English Language and Literature from Aristotle University and a MA in TESOL from Open Hellenic University. She works as an EFL teacher in Greece and she is a mum of a bright 4-year-old girl. She is passionate about cooking, reading and travelling.



## About this book

The present book aims to develop your grammar competence skills- whether you self study or you are guided by a teacher. It regards a compact guide, including not merely grammar rules and structures but it is full of alternative ways of instruction, such as timelines, tables, spidergrams, mindmaps all of which can give you a comprehensive view of grammar in English.

There are fifteen units in the book and at the end you can find a complete list of the irregular verbs in English.

Not only theory but also notes, memorable tips and useful advice can be found throughout the book.

Studying grammar may seem boring to some of you, but trust us it is not, as long as you can set a goal to achieve and a reason to do so.

"The better your grammar, the clearer your voice in a global conversation."



Do not hesitate to contact us should you have any questions, observations or clarifications to make!

Let the magical adventure of knowledge begin!

# CONTENTS

1	12 tenses in English – Present, Past, Future	pg 1
2	Modal Verbs–Modal Prefect	pg 22
3	Full & Bare Infinitive–Gerund	pg30
4	Adjectives & adverbs – Comparative & Superlative	pg 35
5	Countable– Uncountable nouns–Plural	pg 42
6	Conditionals–Inversion in Conditionals	pg 49
7	Wishes	pg 57
8	Passive Voice	pg 62
9	Causative and other structures	pg 66
10	Reported Speech	pg 68
11	Inversion	pg 72
12	Relative Clauses	pg 76
13	Connectors	pg 80
14	Demonstratives–Determiners–Unreal Past	pg 87
15	Preference–Subjunctive	pg.91
16	Irregular Verbs	pg 97

# Unit 1

## 12 tenses in English

### 1. Present Simple

#### Form:

✓ Affirmative: Subject + base verb form (add -s or -es or -ies for third person singular)

✗ Negative: Subject + do not (don't) + base verb form  
for -I/ you / we/ they  
Subject+ does not (doesn't)+ base verb form  
for - he / she/ it

? Interrogative: Do + subject + base verb form ?  
for -I/ you / we/ they  
Does+ subject+base verb form ?  
for - he / she/ it

Usage: To describe habits, routines, and general truths.

#### Key-words:

- adverbs of frequency: always, usually, often, sometimes, rarely, seldom, never
- every...(day/month/year etc) , in...(the morning etc)
- on...(Mondays etc) , at...(the weekend , 3pm etc)

#### Examples:

- I go to the gym every day.
- She likes chocolate.
- I don't always go to work on foot.
- She doesn't have anything planned for tonight.
- Do they live in Paris?
- Does she prefer going to the shopping centre?



## 2. Present Continuous

Form: Subject + am/is/are + verb + ing

Use: To describe actions happening now, around the current time or something that is planned and arranged in the near future.

Key-words:

- at the moment / now / right now
- next...(week / month etc)
- these days/ this month etc
- Look! / Listen! / etc

Examples:

- He is reading a book right now.
- They are studying for their exams.
- We are flying to Italy next week.

---

# STATIVE VERBS ALERT

Do not use continuous with verbs that show:

likes or dislikes

like-love-enjoy-prefer-want-need-wish

"brain verbs"

know-understand-remember-forget-believe-think-imagine

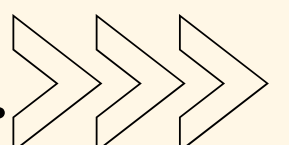
perception-senses

smell-hear-taste-sound-feel-seem-see-look

possession-size

belong-have-own-cost-weigh-measure

test uself on page...





### 3. Present Perfect

Form: Subject + have/has + past participle

Use: To describe actions that happened at an unspecified time in the past or that started in the past and continue to the present.

Key-words:

for=για	how many times...? =πόσες φορές	yet=ακόμα
since=από	already=ήδη	ever=ΠΟΤΕ (+)
how long...?=πόσο καιρό	just=μόλις	never=ΠΟΤΕ(-)



The words "already", "just", "ever" and "never" are used BEFORE the verb

The word "yet" is used AT THE END of the sentence

Examples:

- I have visited London several times.
- She has lived here for five years.
- I have already / just done my homework.
- She hasn't called me yet.
- It's the best dish i have ever tried.
- How long has he lived in Paris?



### 3. Present Perfect Continuous



Form: Subject + have/has been + ing

Use: To describe actions or situations that started in the past and continue to the present, or that have recently stopped but have a connection to the present. This tense emphasizes the duration or continuous nature of an activity.

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#### Key Points to Remember

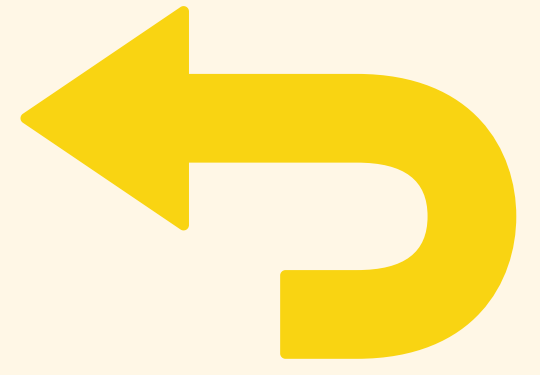
- It often uses time expressions such as "for," "since," "all day," "all morning," "recently," "lately," etc.
  - Example: I have been reading this book for two weeks.
- It is not typically used with stative verbs (e.g., know, like, belong), which describe states rather than actions.
  - Example: I have known him for a long time. (not "have been knowing")

---

#### Comparison with Present Perfect Simple

- Present Perfect Continuous: Focuses on the duration or ongoing nature of an action.
  - Example: I have been waiting for you for an hour. (emphasizes the waiting time)
- Present Perfect Simple: Focuses on the completion or result of an action.
  - Example: I have waited for you. (emphasizes the fact of waiting, not the duration)

# "HAVE BEEN" AND ITS PARTNERS



## 1. Have Been To

Theory:

"Have been to" is used to indicate that someone has visited a place at some point in their life. It implies that the person has returned from the place they visited. This form is typically used to talk about experiences.

Examples:

- I have been to Paris. (I visited Paris and have come back.)
- She has been to the new restaurant downtown. (She went there and returned.)

## 2. Have Gone To

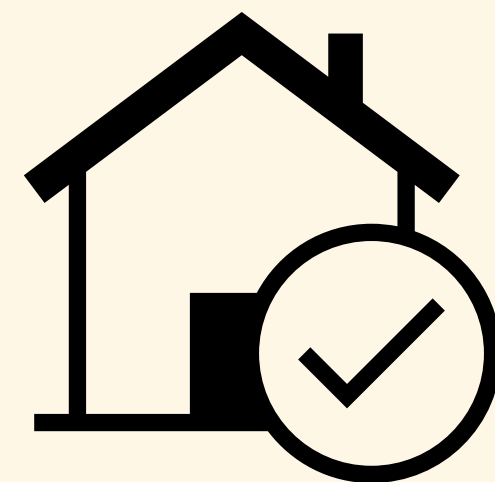
Theory:

"Have gone to" is used to indicate that someone has gone to a place and is still there or has not yet returned. It emphasizes the action of going and being at the location currently.

Examples:

- He has gone to the store. (He is currently at the store or on his way there.)
- They have gone to the beach for the weekend. (They are currently at the beach.)





### 3. Have Been In

Theory:

"Have been in" is used to indicate that someone has been in a place for a period of time and is still there. It focuses on the duration of the stay at that location.

Examples:

- I have been in London for three months. (I am currently in London and have been here for three months.)
- She has been in the office all morning. (She has been present in the office throughout the morning and is still there.)



**REMINDER**

Summary of Differences:

"Have been to": Visited and returned.

"Have gone to": Went and still there/not returned.

"Have been in": Stayed for a period and still there.





## 5. Past Simple

### Form:

- ✓ Affirmative: Subject + verb + ed/-d/-ied
- ✗ Negative: Subject + did not (didn't) + base verb form
- ? interrogative: Did + subject + base verb form



Irregular verbs have their own type in the affirmative---> find them on page...

Use: To describe completed actions in the past or a past habit

### Key-words:

- last week / month / year etc
- in 2000 / April etc
- a week / month etc ago
- yesterday / the day before yesterday

NEVER  
GIVE UP

### Examples:

- I visited Paris last year.
- She watched a movie yesterday.
- Did you have a great time at the concert last weekend?
- I didn't like the show! it was horrible.



## 6. Past Continuous

Form: Subject + was/were + verb + ing

Use: To describe actions that were in progress at a specific time in the past.

Examples:

- I was reading when the phone rang.
- They were playing football at 6 PM.
- What were you doing when i called you last night?
- He was taking care of his dog while he was cleaning the house.

## “WHILE” VS “WHEN”

**While:** Used with past continuous to describe two simultaneous longer actions or an ongoing action providing the background for another event.

**When:** Can be used with both past simple and past continuous to describe sequential actions or an ongoing action interrupted by a shorter action.

while+past continuous  
when+past simple

## EXAMPLE

- While I was reading, the phone rang.
- She was cooking dinner while he was setting the table.
- When I arrived, they started eating.
- I was reading when the phone rang.

# "USED TO" AND ITS PARTNERS



## Comparison and Use

Used to - did i use to...? - didn't use to + base verb form

Refers to past habits or states that no longer exist.

Example: I used to smoke, but I quit last year.

Be Used to + ing

Indicates familiarity or comfort with something in the present.

Example: I am used to smoking. (I am accustomed to it.)

Get Used to + ing

Describes the process of becoming familiar with or accustomed to something.

Example: I am getting used to not smoking. (I am in the process of adjusting to not smoking.)

### Practical Examples:

Used to:

Past Habit: When I was a child, I used to visit my grandparents every weekend.

Past State: He used to be a doctor before he retired.

Be Used to:

Present State of Being Accustomed: I am used to working long hours now.

Get Used to:

Process of Becoming Accustomed: She is getting used to the new schedule at work.

## 7. Past Perfect

Form: Subject + had + past participle

Use:

- Completed Actions Before a Certain Point in the Past: It describes an action that was completed before another action or time in the past.
- Experience Up to a Point in the Past: It can be used to describe experience up to a specific point in the past.
- Cause and Effect: Often used to show the cause of a past situation.

Key-words:

- By 3 o'clock / noon etc
- By the time
- Before / After
- already / just / never



Examples:

- I had finished my homework before dinner.
- They had left by the time we arrived.
- By the time we arrived, the train had left.
- She had just finished her work when the boss called.
- They had never seen such a beautiful sunset before their trip.
- Had you finished work by 8pm?





## 8. Past Perfect Continuous

Form: Subject + had + been + past participle

Use:

- Completed Actions Before a Certain Point in the Past: It describes an action that was completed before another action or time in the past.
- Experience Up to a Point in the Past: It can be used to describe experience up to a specific point in the past.
- Cause and Effect: Often used to show the cause of a past situation.



Key-words:

- By 3 o'clock / noon etc
- By the time
- Before / After
- How long...?

Examples:

- Before you arrived, I had been waiting for you for 2 hours.
- He had been sleeping since 12 o'clock before they called him.
- How long had she been cooking by 3pm?



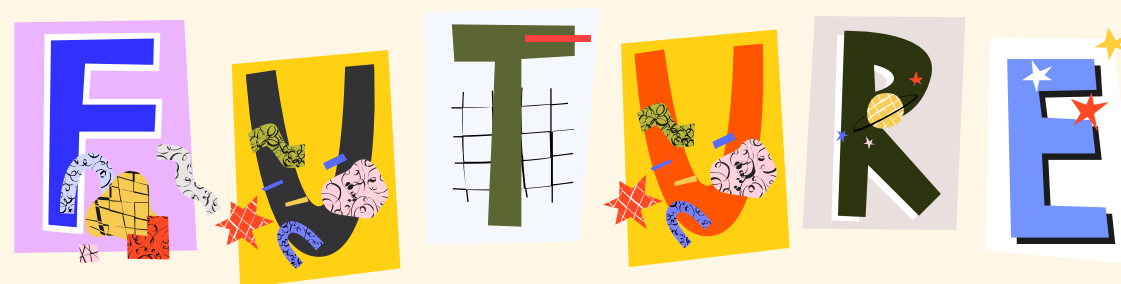
## 9. Future Simple

Form: Subject + will (or 'll) + base verbv form

Use: To describe actions that will happen in the future. To predict an action, to state a personal belief about the future

Key-words:

- in the future
- in 2030, etc
- next week / month / year.
- later / this afternoon / tomorrow / soon
- I think / I believe / I'm afraid / I 'm sure etc



Examples:

- I will call you tomorrow.
- She will travel to Italy next month.
- In the future, people will drive flying cars.
- I'm sure we will have a great time tomorrow.



THE FUTURE  
IS YOURS  
TO CREATE

## 10. Future Continuous

Form: Subject + will be + verb + ing

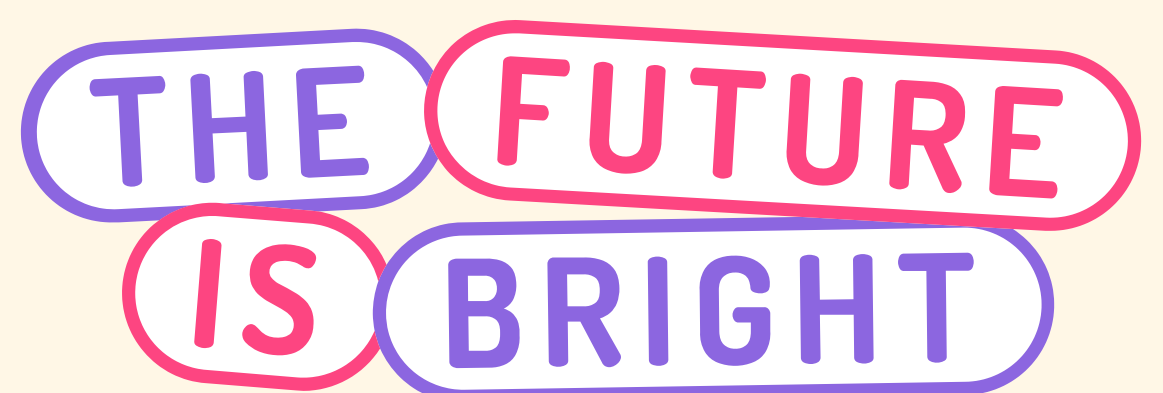
Use: To describe actions that will be in progress at a specific time in the future. To refer to temporary actions and events that will be in progress at a particular time in the future.

Key-words:

- This time next week/ month etc
- At 3pm tomorrow / next week etc

Examples:

- I will be working at 8 PM.
- They will be flying to New York at this time tomorrow.
- Don't call me after 9pm tonight. I will be sleeping.



## 11. Future Perfect

Form: Subject + will have + past participle

Use: To describe actions that will be completed before a specific time in the future.

Key-words:

- By this time next week
- By tomorrow / etc
- By then...
- Before / After



Examples:

- I will have finished the project by next week.
- She will have left by the time you arrive.
- I will have left the house by 3 pm.
- Will you have arrived before 5.30?

TRUST  
\* the \*  
PROCESS

STAY  
MOTIVATED!



## 11. Future Perfect Continuous

Form: Subject + will have been + ing

Use: The future perfect continuous tense is used for:

- Actions that will continue up until a point in the future:
  - By 2025, I will have been working in this industry for twenty years.
- To show the cause of an event in the future:
  - He will be tired because he will have been jogging for over an hour.

Key-words:

- By (a certain time)
- For (a period of time)
- In (a period of time)



Examples:

- By 2025, I will have been working in this industry for twenty years.
- He will be tired because he will have been jogging for over an hour.
- By next week, she will have been traveling for three months.
- In two years, they will have been living here for a decade.
- She will have been studying for three hours by the time you arrive.

# FUTURE EXPRESSIONS

1) "be about to" ---> expect to happen very soon

2) "be to" ---> formal meaning | obligation, commands, fixed events

3) "be on the verge of +ing" ---> negative meaning for something that is expected to happen soon

4) "be on the point of +ing" ---> expect to happen soon

5) "be due to" ---> for things that are scheduled



# EXAMPLES

- 1) The meeting is about to start, so please take your seats.
- 2) They are to announce the new policy changes next week.
- 3) The company is no the verge of going bankrupt
- 4) She is on the point of discovering a major breakthrough in her research.
- 5) The train is due to arrive at 6:30 PM.



## BE GOING TO

"Be going to" is not a tense by itself, but it is a construction used to express future intentions or plans. It is a grammatical structure used to convey future meaning.

Form: am / is / are + going to + base verb form

Use: for something that is planned for the near future / for intentions / for predictions based on evidence

Examples:

- Look at the clouds! It's going to rain
- He's going to look for a new apartment next month.
- Are you going to take a new exam in the summer?

# STUDY SMART

A virtual representation of tenses follows



virtual learning



clarity of sequence



contextual understanding



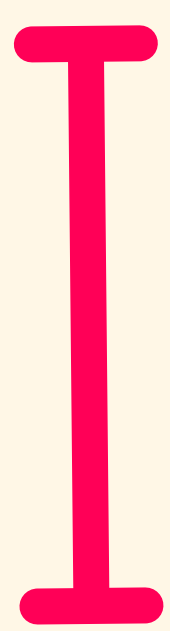
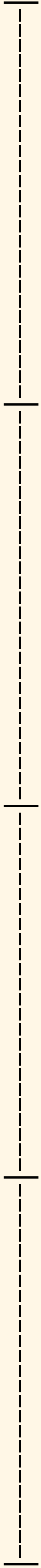
comparison and contrast



...and many more can be achieved through a timeline study



Present Perfect Continuous      Present Perfect      Present Continuous      Simple Present



I have been walking (for 30 minutes)      I have walked (to work several times)      I am walking (to work right now)      I walk (to work every day)

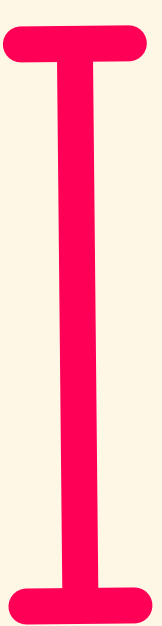
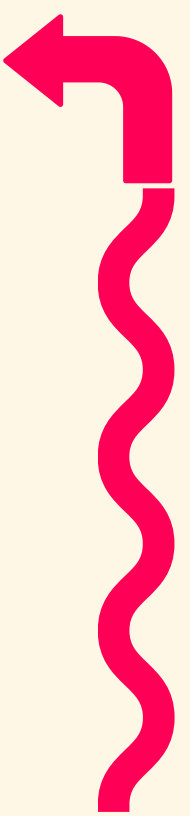


Past Perfect Continuous

Past Perfect

Past Continuous

Simple Past



I had been walking

I had walked

I was walking

I walked

(for 30 minutes when

(to work before the

(to work when it

(to work yesterday)

it started raining)

meeting started)

started raining)

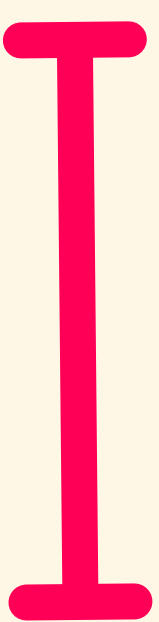


Future Perfect Continuous

Future Perfect

Future Continuous

Simple Future



I will have been walking I will have walked I will be walking I will walk  
 (for 30 minutes by 6 PM) (to work by 6 PM) (to work at 6 PM) (to work tomorrow)

### Understanding English Modals

English modals are auxiliary verbs that express necessity, possibility, permission, ability, and other conditions. They add nuance and meaning to the main verb in a sentence. They are followed by bare infinitive (do / be doing).

#### 1. Can / Could

Can: Expresses ability or possibility.

Example: I can swim.

Could: Expresses past ability or polite requests and possibilities.

Example: When I was young, I could run fast. / Could you help me?

#### 2. May / Might

May: Expresses permission or a higher possibility.

Example: May I leave early? / It may rain today.

Might: Expresses a lower possibility.

Example: If we hurry, we might catch the bus.

#### 3. Must / Have to

Must: Expresses strong necessity or obligation, and logical conclusions.

Example: You must wear a seatbelt. / She must be the new manager.

Have to: Expresses necessity or obligation.

Example: I have to finish this report by Monday.



#### 4. Shall / Should / Ought to

Shall: Often used in formal contexts to express future actions or suggestions (more common in British English).

Example: We shall overcome this challenge. / Shall we go?

Should: Expresses advice or expectation.

Example: You should see a doctor. / They should be here by now.

Ought to: Similar to "should" but slightly more formal.

Example: You ought to apologize.

#### 5. Will / Would

Will: Expresses future actions, willingness, and promises.

Example: I will call you tomorrow. / Will you help me?

Would: Used for polite requests, hypothetical situations, and past habits.

Example: Would you pass the salt, please? / If I were you, I would apologize. / When we were kids, we would play outside all day.

#### 6. Shall / Should

Shall: Used in questions to make offers or suggestions (more common in British English).

Example: Shall we dance?

Should: Expresses advice or expectations.

Example: You should eat more vegetables.



## modal

## use

can	ability, possibility, request
could	past ability, polite request
may	permission, higher possibility
might	lower possibility
must	obligation, strong necessity, logical conclusion

# → believe →

have to	necessity
shall	future actions, suggestions
should	advice, expectation
ought to	advice (formal)
will would	future actions, promises polite request, hypothetical actions



# MODAL PERFECT



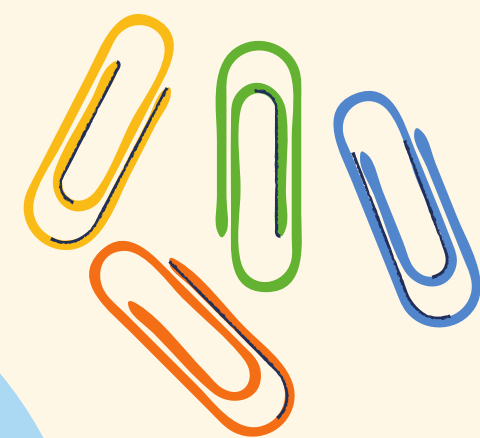
We are not done yet !

There is something else you should  
keep in mind:

Modal perfect constructions  
combine a modal verb with "have"  
and a past participle to talk about  
past possibilities, obligations, or  
speculations about what might  
have happened.

(have done / have been doing)





1

Could Have +past participle

Use: Indicates a past possibility or potential that did not happen.

Example: She could have won the race if she had tried harder.

Explanation: Suggests that winning was possible, but it didn't happen.

2

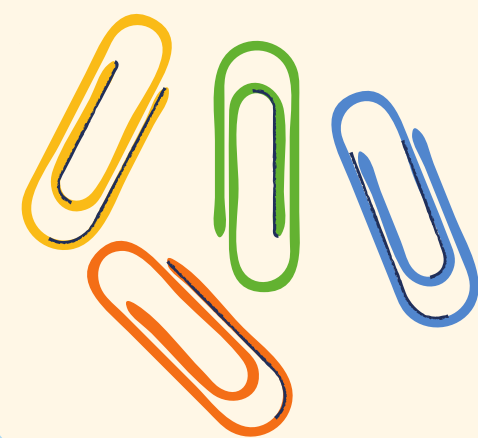
Would Have+past participle

Use: Describes a hypothetical situation in the past, often used in conditional sentences.

Example: I would have called you if I had known you were home.

Explanation: Indicates an action that would have happened under different circumstances.





3

Might Have / May Have+past participle

Use: Suggests a possibility in the past.

Example: They might have missed the bus.

Explanation: Indicates that it is possible they missed the bus, but it's uncertain.

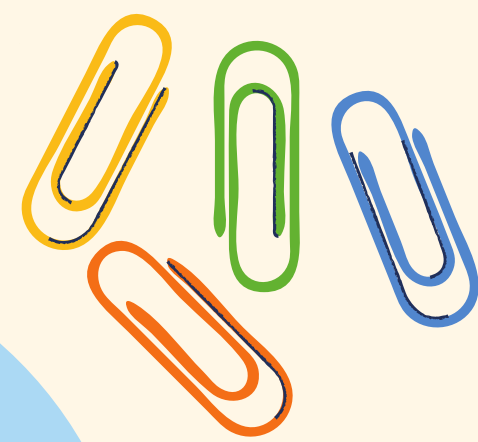
4

Must Have+past participle

Use: Indicates a strong assumption or conclusion about a past event.

Example: She must have forgotten the appointment.

Explanation: Strongly suggests that forgetting is the most likely explanation.



# 5

## Should Have+past participle

Use: Expresses a recommendation or expectation that was not met in the past.

Example: You should have told me about the meeting.

Explanation: Suggests that telling was the right action, but it wasn't done.

# 6

## Can't Have+past participle

Use: Expresses a strong belief that something was not possible in the past.

Example: He can't have been at the party; I saw him elsewhere.

Explanation: Indicates a strong conviction that an action or event did not happen.

# THE WEIRD "NEED"

The verb "need" can be followed either by -to or it is regarded as a modal verb and it is followed by a base verb form

eg: I need to get some coffee.

Need i say more?

*but*

In the past, negative form there is a difference in meaning:

- "Need" as a verb:
  - I didn't need to get up early since it was my day off.
  - It wasn't necessary, it didn't happen
- "Need" as a modal verb:
  - You needn't have bought so many eggs. I already got some this morning.
  - It wasn't necessary BUT it happened

Keep Learning

keep Practicing



Bare Infinitive (base form of the verb without "to")

Structure:

- The bare infinitive is simply the base form of the verb without "to" (e.g., eat, run, be).

Uses:

1. After modal verbs:

- You should eat more vegetables. (e.g., can, could, may, might, must, shall, should, will, would)

2. After certain verbs of perception:

- I saw/heard her run.

3. After let, make, and have:

- Let him go.
- She made me laugh.
- I will have mum cook dinner.

4. After expressions like "had better," "would rather," and "sooner than":

- You had better leave now.
- I'd rather stay home.

More examples:

- They can swim very well.
- I heard him sing.



# Full Infinitive

## Structure

- The full infinitive consists of "to" followed by the base form of the verb (e.g., to eat, to run, to be).

## Uses:

### 1. Purpose:

- I went to the store to buy some milk.

### 2. After certain verbs:

- He wants to travel the world. (e.g., want, need, plan, decide)

### 3. After adjectives:

- She is eager to learn. (e.g., easy to do, happy to help)

### 4. After certain nouns:

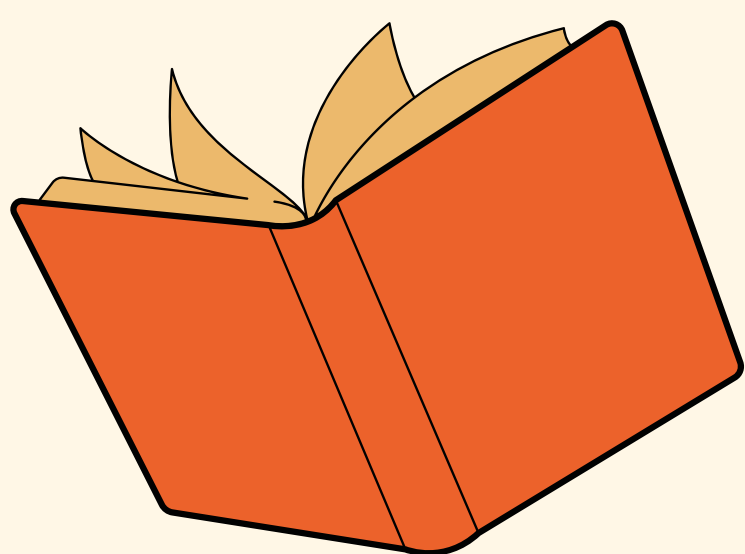
- He had a chance to speak.

### 5. In the structure "too... to" or "enough... to":

- It's too cold to swim.
- She's strong enough to lift it.

## More examples:

- I need to finish my homework.
- She hopes to win the competition.



THE MOST COMMON STRUCTURE WITH VERBS

Gerund (base form of the verb + -ing)

Structure:

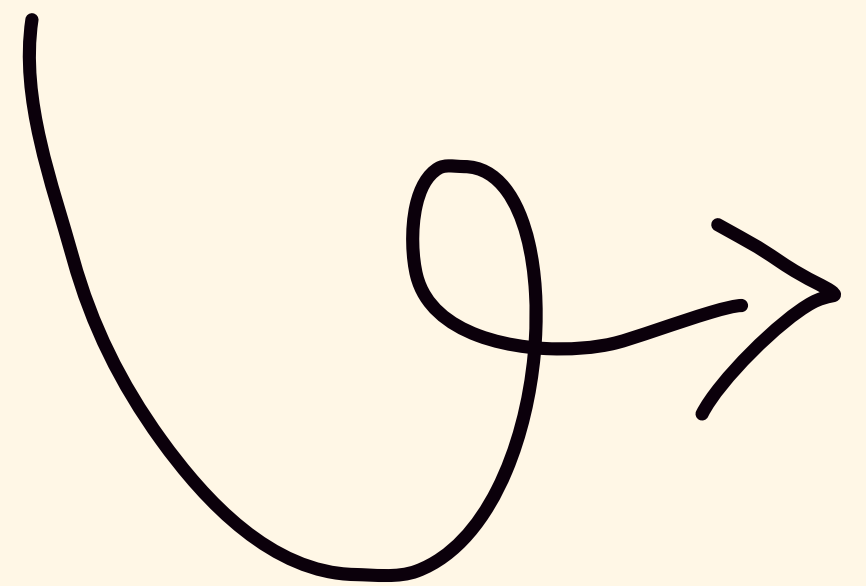
The gerund is the base form of the verb with -ing (e.g., eating, running, being).

Uses:

1. As a subject (usually in the beginning of the sentence):
  - Swimming is good exercise.
2. As an object:
  - She enjoys reading.
3. After prepositions:
  - He's interested in learning more.
4. After certain verbs:
  - I avoid eating late at night. (e.g., avoid, enjoy, consider, finish, suggest)
5. After certain expressions:
  - It's no use crying over spilt milk.

More examples:

- Dancing is my favorite hobby.
- They talked about going to the beach.



but...which are these certain verbs and expressions?

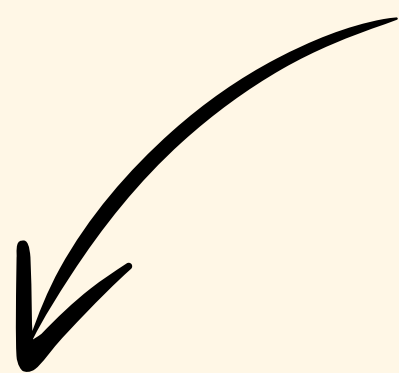


## ALL FOLLOWED BY A GERUND

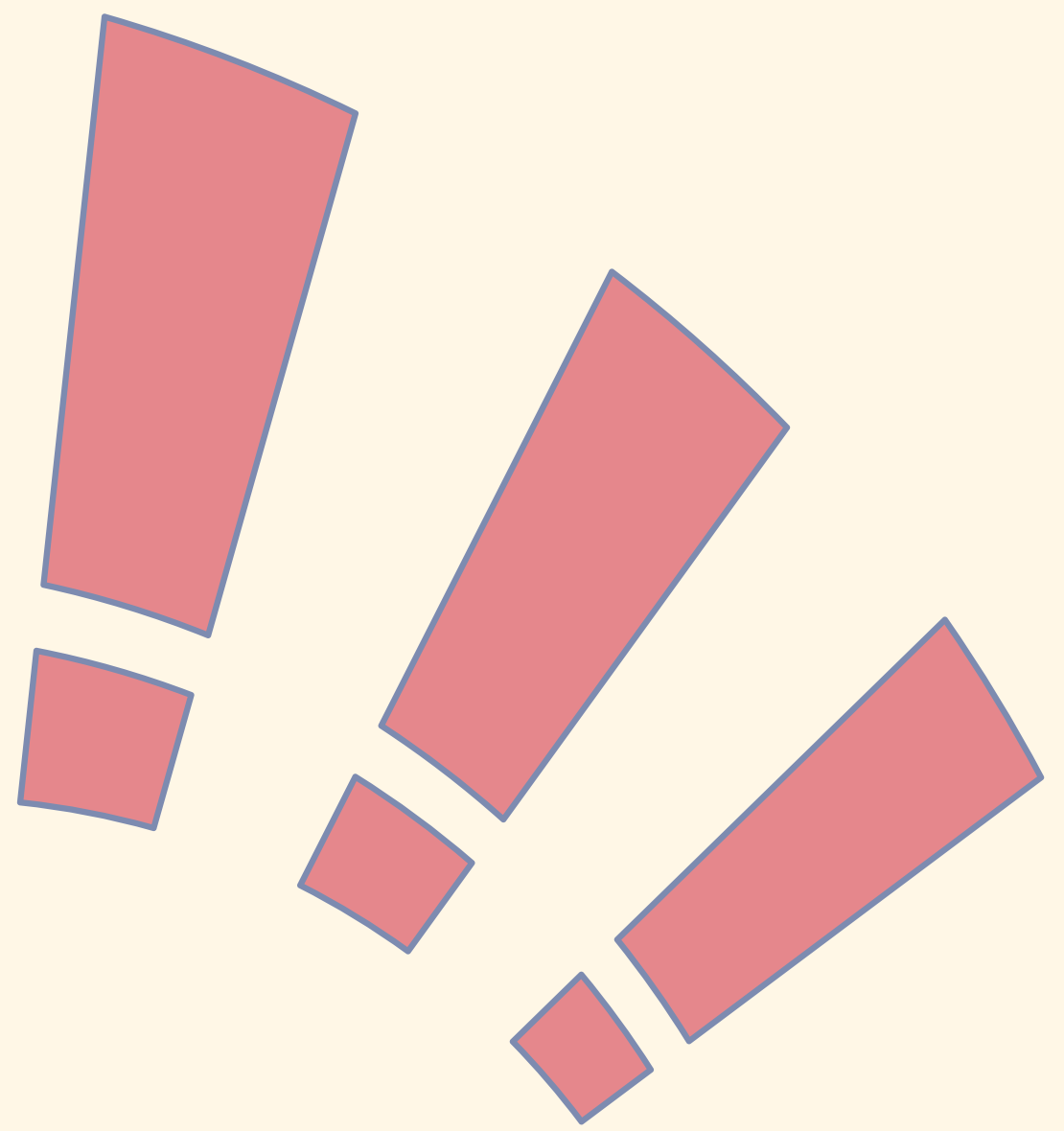
Verbs	Expressions
all related to likes/dislikes	it's no worth
avoid / deny / admit/ advise	it's no use
anticipate / admit / delay / risk	have difficulty (in)
imagine / suggest / consider / think	have trouble
start / finish / postpone / believe	look forward to
involve / keep / mind / understand	there is no point (in)

**Careful! There are some phrases which are followed by both**

**to + ing**



- look forward to + ing
- be/get used to + ing
- be/get accustomed to + ing
- object to + ing
- admit to + ing



Some verbs can be followed by both full infinitive and gerund with a difference in meaning though.

Let's look at them in more detail:

remember → she remembered to lock the door (to do it)  
→ She remembered locking the door (that she did it)

forget → She forgot to buy some bread (to do it)

→ She forgot paying the bills (that she did it)

try → You can try to cook tonight (put an effort)

→ You can try drinking some water (experimenting)

stop → He will stop to get some coffee (pause one activity to do something else)

→ He needs to stop smoking (to quit what he already does)



## Comparative- Superlative



### Comparative Adjectives

Comparative adjectives are used to compare differences between two nouns (objects, people, places). They are often formed by adding "-er" to the end of the adjective or by using the word "more" before the adjective.

### Formation Rules:

- For one-syllable adjectives, add "-er":
  - tall → taller
  - fast → faster
- For adjectives ending in "e," add "-r":
  - large → larger
  - fine → finer
- For one-syllable adjectives ending in a single consonant with a single vowel before it, double the consonant and add "-er":
  - big → bigger
  - hot → hotter
- For two-syllable adjectives ending in "y," change the "y" to "i" and add "-er":
  - happy → happier
  - busy → busier
- For adjectives with two or more syllables (not ending in "y"), use "more":
  - beautiful → more beautiful
  - interesting → more interesting





## Superlative Adjectives

Superlative adjectives are used to describe the highest degree of a quality among three or more nouns. They are often formed by adding "-est" to the end of the adjective or by using the word "most" before the adjective.

### Formation Rules:

- For one-syllable adjectives, add "-est":
  - tall → the tallest
  - fast → the fastest
- For adjectives ending in "e," add "-st":
  - large → the largest
  - fine → the finest
- For one-syllable adjectives ending in a single consonant with a single vowel before it, double the consonant and add "-est":
  - big → the biggest
  - hot → the hottest
- For two-syllable adjectives ending in "y," change the "y" to "i" and add "-est":
  - happy → the happiest
  - busy → the busiest
- For adjectives with two or more syllables (not ending in "y"), use "most":
  - beautiful → the most beautiful
  - interesting → the most interesting

*The Best*



# Reminder

good	better	the best
bad	worse	the worst
many / much	more	the most
far	further farther	the furthest the farthest



Farther=>refers to literal distance

- The farther in the north we go, the colder it gets!

Further=> refers to metaphorical distance / to a greater extent

- For further information please call us.

# SPECIAL CASES



## 1. comparative and comparative

- To show constant change
  - It's getting colder and colder these days

## 2. the + comparative, the + comparative

- To describe a cause-effect relationship
  - The more you study, the better results you'll get

## 3. much/a bit/a little/ far/a lot/slightly/ even+ comparative

- To place emphasis
  - This task is much easier than the previous one.

## 4. by far + superlative

- To show the strength of the superlative adjective
  - That's by far the best restaurant in town.

## 5. as + adjective + as | not as/so + adjective+ as

- To make comparison in an equal way
  - He is as tall as his brother
  - She is not so/as extrovert as his brother



## Adverbs

Adverbs are words that modify verbs, adjectives, or other adverbs. They provide additional information about how, when, where, to what extent, or under what conditions something happens.

Most adverbs in English are formed by adding **-ly** to adjectives. Here are some typical patterns for forming these adverbs:

### 1. -ly to the adjective.

- "quick" → "quickly"
- "nice" → "nicely"

### 2. Adjectives Ending in -y:

Change the -y to -i and add -ly.

- "easy" → "easily"
- "angry" → "angrily"

### 3. Adjectives Ending in -le:

Change the -e to -y.

- "gentle" → "gently"
- "simple" → "simply"

### 5. Adjectives Ending in -ic:

Add -ally.

- "basic" → "basically"
- "tragic" → "tragically"

Note: Exception: "public" → "publicly"



Some adverbs do not follow the regular -ly pattern and have irregular forms. Here are some of the most common irregular adverbs:

Good → Well

- He plays the piano well.

Fast

- She runs fast.

Hard

- He works hard.

Late

- They arrived late.

Early

- She wakes up early.

Daily

- He exercises daily.

Far → Farther / Further

- She can run farther than anyone else.

High

- He climbed high the mountain.

Deep

- The diver swam deep in the ocean.





# Highly, Lately, and Hardly

Some adverbs that end in -ly have specific meanings and distinguish them from their root adjectives or other similar words.



## 1.Highly

- To indicate a high degree or level of something. It emphasizes the extent or intensity.
  - She is highly skilled in programming.

## 2.Lately

- To refer to a recent time period, meaning "in the recent past."
  - I haven't seen him lately.



## 3.Hardly

- To indicate a very small amount or degree, almost not at all. It often implies difficulty or insufficiency.
  - She hardly ate anything at dinner.



For comparative and superlative forms, adverbs ending in -ly are treated as 2+syllable words, whereas the irregular ones are treated as the adjectives and thus, they form the comparative and superlative forms accordingly.

# Unit 5

## Countable-Unocountable nouns

### Countable Nouns

Countable nouns refer to things that can be counted individually. They have both singular and plural forms.

#### Examples:

Singular: a book, an apple, a car

Plural: books, apples, cars

#### Articles:

Use "a" or "an" with singular countable nouns when referring to one item:

I have a cat.

She ate an orange.

#### Quantifiers:

Use "many" and "few" with plural countable nouns:

There are many students in the class.

She has a few friends.

#### Pluralization:

Most countable nouns add an "s" or "es" or "ies" or "ves" to become plural:

cat → cats

bus → buses

baby → babies

leaf → leaves





## REMINDER

# Irregular plural

### Nouns that Remain the Same in Both Singular and Plural Forms

sheep → sheep

deer → deer

fish → fish (Note: "fishes" can be used when referring to different species)

species → species

aircraft → aircraft

### Nouns that Change Vowels

man → men

woman → women

tooth → teeth

foot → feet

goose → geese

mouse → mice

louse → lice

### Nouns with Latin or Greek Origins

cactus → cacti or cactuses

focus → foci or focuses

fungus → fungi or funguses

nucleus → nuclei or nucleuses

syllabus → syllabi or syllabuses

criterion → criteria

phenomenon → phenomena

stimulus → stimuli

### Nouns that Change Endings

child → children

ox → oxen

### Less Common Irregular Plurals

person → people

analysis → analyses

basis → bases

crisis → crises

thesis → theses

diagnosis → diagnoses

## Uncountable Nouns

Uncountable nouns (also known as mass nouns) refer to things that cannot be counted individually. They do not have a plural form and are treated as singular.

### Examples:

milk, rice, information, furniture



### **Rules:**

#### Articles:

Do not use "a" or "an" with uncountable nouns. Instead, use "some" when the quantity is not specified:

I need some water.

She gave me some advice.

#### Quantifiers:

Use "much" and "little" with uncountable nouns:

There isn't much sugar left.

We have a little time before the meeting.

#### Measurement:

When you need to specify a quantity, use a unit of measurement or container:

a cup of tea

three pieces of furniture



Food and Drink

rice  
bread  
cheese  
water  
coffee  
tea  
sugar  
butter  
flour  
milk  
pasta

Abstract Concepts

advice  
information  
knowledge  
love  
happiness  
anger  
courage  
beauty  
intelligence  
justice  
time  
patience

Materials and Substances

wood  
metal  
plastic  
glass  
cotton  
silk  
gold  
silver  
oil  
sand  
clay

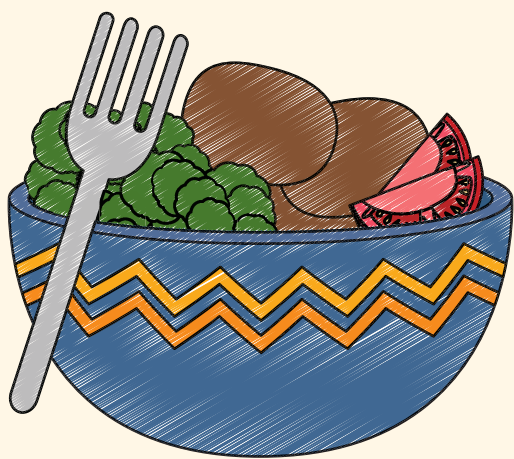
Weather and Natural Elements

air  
rain  
snow  
thunder  
lightning  
sunshine  
fog  
wind



## Activities

homework  
work  
research  
leisure  
travel  
shopping  
reading



## Food and Drink

a slice of bread  
a loaf of bread  
a piece of cheese  
a block of cheese  
a cup of coffee/tea  
a glass of water/milk/juice  
a bottle of water/milk/juice  
a can of soda  
a carton of milk/juice  
a bar of chocolate  
a spoonful of sugar  
a bag of rice/flour/sugar  
a bowl of rice/soup  
a plate of food/pasta  
a jar of honey/jam  
a slice of pizza/cake

## Categories of Objects

furniture  
equipment  
luggage  
clothing  
jewelry  
machinery  
stationery



## Materials and Substances

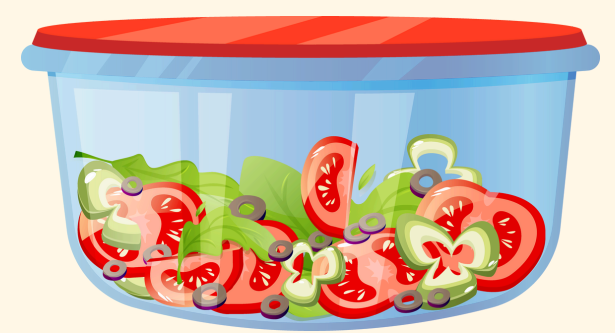
a sheet of paper  
a piece of wood  
a block of wood/metal  
a roll of tape  
a bottle of oil/shampoo  
a tube of toothpaste/glue  
a bar of soap  
a bucket of water/sand  
a lump of clay

## Abstract Concepts and Activities

a piece of advice/information/news  
a bit of advice/information/news  
a moment of time  
a point of interest

## Other

money  
music  
art  
traffic  
news  
pollution  
software  
hardware





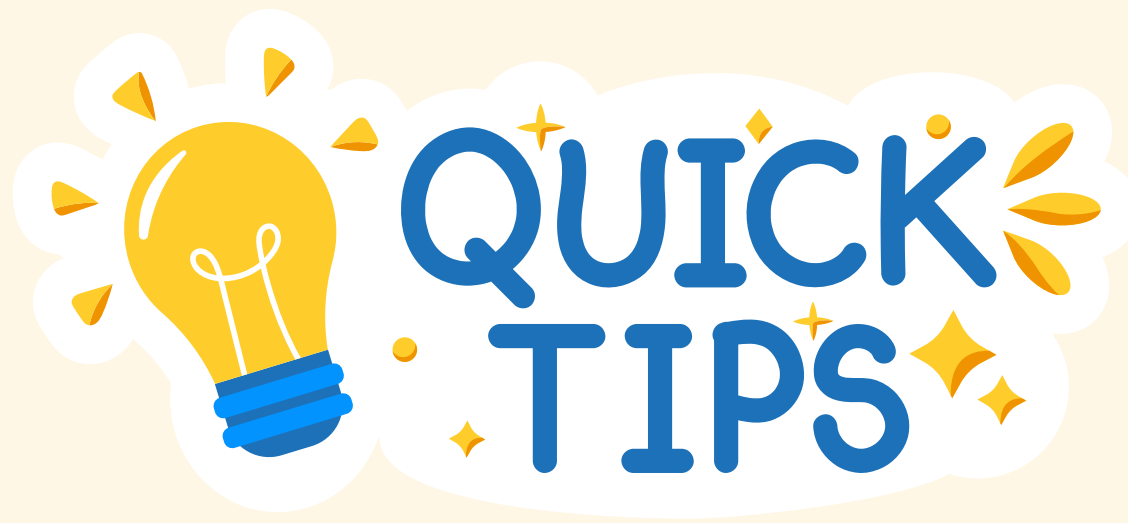
### Categories of Objects

- a piece of furniture
- an item of clothing
- a set of tools
- a piece of equipment
- a piece of luggage



### Others

- a drop of water/oil
- a flash of lightning
- a rumble of thunder
- a ray of sunshine



- Learn Common Phrases: Familiarize yourself with commonly used container phrases.
- Practice with Sentences: Write and speak sentences using uncountable nouns with appropriate containers.
- Visual Association: Associate the container with the noun visually to remember the combinations better.
- Reading and Listening: Pay attention to how native speakers use these combinations in context.

# Quantifiers

Countable nouns	Uncountable nouns
many	much
(a) few	(a) little
how many...?	How much...?
a lot of = lots of	



✓ **SOME?**    ✗ **ANY?**    ✓ **NO**    ✓ **EVERY** ✗ **?**

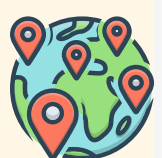


SOMEONE      ANYONE      NOONE      EVERYONE

SOMEBODY      ANYBODY      NOBODY      EVERYBODY



SOMETHING      ANYTHING      NOTHING      EVERYTHING



SOMEWHERE      ANYWHERE      NOWHERE      EVERYWHERE

1. "Some" and its derivatives can be used to ask polite questions: eg: Can i have some water, please?
2. "No" and its derivatives are used in affirmative sentences, having a negative meaning : eg: There's nothing to do here!





Conditional sentences describe hypothetical situations and their possible outcomes. They typically consist of two parts: the "if" clause (condition) and the main clause (result). There are four main types of conditional sentences: Zero, First, Second, and Third.

Mixed Conditionals combine elements from two different types of conditionals, often using the Second and Third Conditionals. They describe a present result of a past condition or a past result of a present condition.

Understanding these conditionals can help you talk about different possibilities, hypotheticals, and their outcomes in various time frames.



## Zero 0

100% general truths **100%**

If you **mix** black and white, you **get** grey.

If the sun **goes** down, it **gets** dark.

If you **don't like** pizza, you **don't eat** it.

If we **recycle**, we **protect** the environment.

If/When+present simple, present simple

---

## First 1st

possible to happen

**50%**

If you **study**, you **will/may pass** the test.

If you **come** to Madrid, you **can/might stay** at my house.

If you **have** any problems, **call** me.

If + present simple ---> will/can/may/imperative

**Unless=if not** ---> Unless + affirmative

If I don't wake up on time, I will miss the bus.

Unless I wake up on time, I will miss the bus.



**IF+WILL/WOULD**

If she studies hard, she will pass her exams.

If you miss the bus, you will be late for school.

If it rains, we won't go to the concert.





Impossible to happen in the present/near future



if I had money,  
I'd buy the new laptop

If mum **cooked** chicken, I **would/could eat** it all.

If the weather **were** good, I **would/could go** to the beach now.

**If I were you**, I **wouldn't (would+not) tell** lies.

if + past simple--->would / could / might



• -Were instead of -was

• If I didn't have a lesson now, I would/could cook.(2)-  
IMPOSSIBLE TO HAPPEN NOW

BUT

• If I don't have a lesson, I will/may go out tomorrow.(1)-  
>present/future,possibility

## 3rd Conditional



Past actions impossible to happen/change

If you **had listened** to me yesterday, you **would/could have won** the match.

If you **hadn't drunk** so much cola last night, you **wouldn't have had** a stomach ache.

If you **had asked** for money yesterday, I **would/could have given** to you.

If+ past perfect---> would/could have + past participle  
(Had done)

**NEVER**

**Give  
UP**

# LET'S COMPARE



1. If I had money, I would buy a new dress.

[impossible in the present].-2nd cond.

2. If I had owned money, I would have bought that new dress

yesterday.[impossible to happen,past]-3rd cond.

3. If mum were here now, she would make us something to eat.

[impossible in the present].-2nd cond.

4. If mum had been here last night, she would have made us sth

to eat. .[impossible to happen,past]-3rd cond.





# MIXED CONDITIONALS

## **Present Result of a Past Condition:**

Structure: If + past perfect (had + past participle), would + base form of the verb

- Explanation: This type expresses a hypothetical present outcome resulting from a past event.
  - If I had studied harder, I would have a better job now.
  -

## **Past Result of a Present or Continuing Condition:**

Structure: If + simple past, would have + past participle

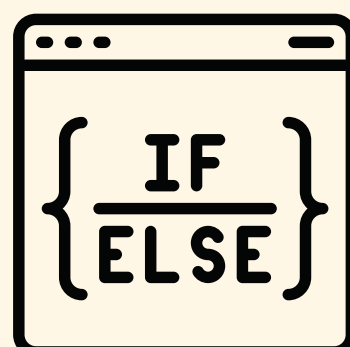
- Explanation: This type expresses a hypothetical past outcome resulting from a present or continuing situation.
  - If she weren't afraid of flying, she would have traveled to Paris last summer.

## **More examples:**

- If you had eaten some soup yesterday, you wouldn't be sick today/now. (3-2)
- If you had told me, I would/could help now. (3-2)
- If he weren't so stubborn, he wouldn't have lost the job offer last year. (2-3)
- If you had informed us earlier, we could provide you with our services. (3-2)

## Substitutes for "If" in Conditional Sentences

- Provided (that) / Providing (that) = On the condition that
  - Provided that you finish your homework, you can watch TV.
- As long as / So long as = Only if
  - You can stay out as long as you are back by midnight.
- Unless = Except if
  - You won't pass the exam unless you study hard.
- In case (that) = Because it is possible that
  - Take an umbrella in case it rains.
- Supposing (that) / Suppose (that) = Assuming that
  - Suppose it rains tomorrow, what will we do?
- On condition that = Only if
  - You can borrow my car on condition that you drive carefully.
- Even if = Despite the possibility that
  - I'll go for a run even if it is raining.
- In the event that = If it happens that
  - In the event that I am late, start without me.
- Only if = If and only if
  - I'll go to the party only if you come with me.
- Assuming (that) = If we accept that
  - Assuming that you are correct, what should we do next?
- Whether or not = Regardless of whether
  - We will go on the picnic whether or not it rains.



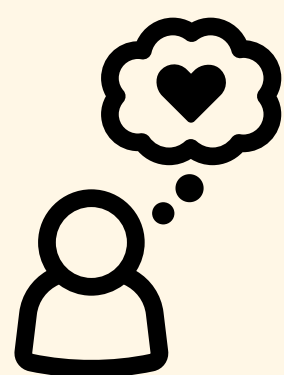


# Inversion in Conditionals



- Type 1: Inversion with "**Should**"
  - Use: To form a more formal or emphatic conditional sentence.
  - Structure: Should + subject + base verb
  - Example:
    - Normal: If he should call, please let me know.
    - Inversion: Should he call, please let me know.
- Type 2: Inversion with "**Were**"
  - Use: Commonly used with the second conditional, especially with "were" in place of "if."
  - Structure: Were + subject + to + base verb
  - Example:
    - Normal: If I were rich, I would buy a mansion.
    - Inversion: Were I rich, I would buy a mansion.
- Type 3: Inversion with "**Had**"
  - Use: Commonly used with the third conditional.
  - Structure: Had + subject + past participle
  - Example:
    - Normal: If she had known, she would have helped.
    - Inversion: Had she known, she would have helped.





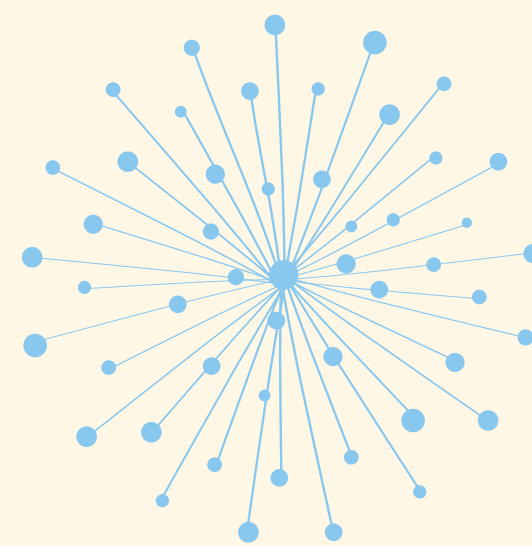
Wishes in English are expressions of desire for a situation that is different from the current reality. They often imply regret, longing, or a hypothetical situation and are typically expressed using the subjunctive mood. The grammar of expressing wishes varies depending on whether the wish pertains to the present, past, or future.

## 1. Wishes About the Present

When wishing for a change in the present situation, we use the past simple tense.

### Structure:

I wish + subject + past simple verb



### Examples:

I wish I had more free time. (I don't have more free time now.)

She wishes she were taller. (She is not taller now.)

### Explanation:

The use of the past simple here (e.g., "had," "were") indicates that the wish is contrary to the present reality. Notably, "were" is used instead of "was" for all subjects in formal English to emphasize the subjunctive

## 2. Wishes About the Past

When wishing for a change in a past situation, we use the past perfect tense.

### Structure:

I wish + subject + past perfect verb



- I wish I had studied harder in school. (I did not study harder in school.)

### Explanation:

The past perfect tense (e.g., "had studied,") is used to refer to events that did not happen in the past, expressing regret or imagining a different outcome.

## 3. Wishes About the Future

When expressing a wish for the future, we use "would" + base form of the verb, though this structure often implies a sense of frustration or improbability about the change happening.

### Structure:

I wish + subject + would + base form of the verb



- I wish it would stop raining. (It is raining now, and I want it to stop.)

### Explanation:

"Would" is used to express a desire for a change in behavior or circumstances in the future, often when the speaker feels they have no control over the situation.

## Special Considerations

### Use of "Could" in Wishes:

"Could" is used when the wish is about having the ability or possibility to do something.

- I wish I could speak Spanish. (I cannot speak Spanish now, but I want to be able to.)

### Wish + Infinitive or "That" Clauses:

Sometimes, wishes can be expressed using infinitives or "that" clauses for more formal or specific contexts, meaning "want to"

- I wish to visit Japan someday. (Desire for future action)
- We wish that you have a safe journey. (Formal wish for someone's safety)

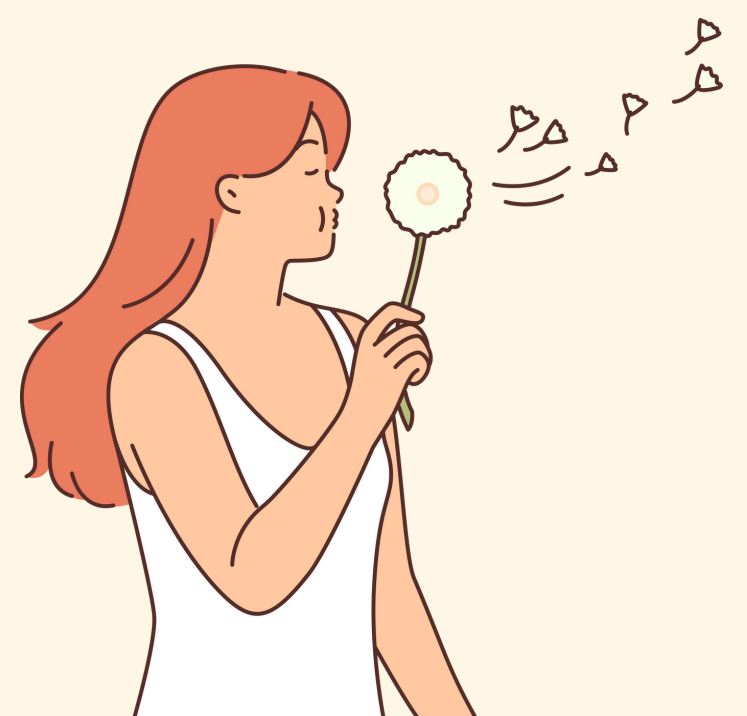
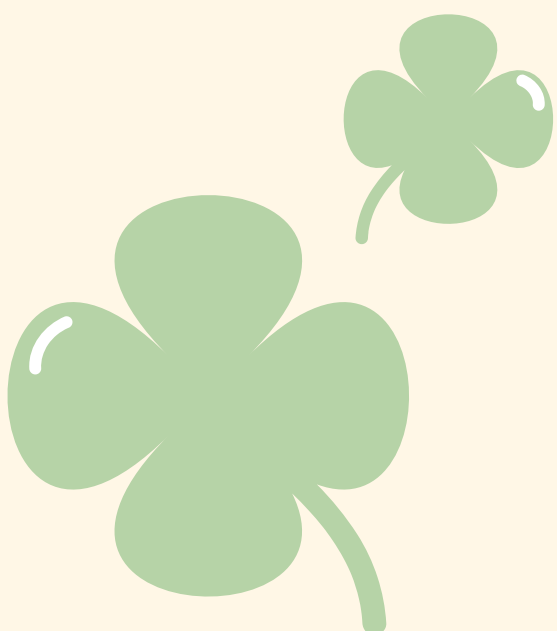
### Wish+would:

Would follows wish only when there are different subjects.

- I wish *YOU* would stop complaining

### Wish = if only.

- I wish I could run faster= If only I could run faster.





i wish / If only

Past Simple  
( for the present )

Past Perfect  
(for the past)

Would ( for the  
future)  
\*different subjects



could  
(to show ability)

**WISH YOU  
ALL THE BEST**





You can accurately express their regrets, desires, and hypothetical changes while at the same time you enhance your communication's emotional and contextual depth.



**KEEP  
MOVING  
FORWARD**

### Basic Structure

The passive voice is formed by combining the appropriate form of the verb "to be" with the past participle of the main verb.

Formula: Subject + form of "to be" + past participle (+ by + agent)

### Forms of "to be" in Passive Voice

- Present Simple: **am/is/are** + past participle
  - Active: The gardener waters the plants.
  - Passive: The plants are watered by the gardener.
- Past Simple: **was/were** + past participle
  - Active: The manager approved the project.
  - Passive: The project was approved by the manager.
- Future Simple: **will be** + past participle
  - Active: The company will launch the new product.
  - Passive: The new product will be launched by the company.
- Present Continuous: **am/is/are being** + past participle
  - Active: The team is designing the new logo.
  - Passive: The new logo is being designed by the team.



- Past Continuous: **was/were being** + past participle
  - Active: The artist was painting the portrait.
  - Passive: The portrait was being painted by the artist.
- Present Perfect: **have/has been** + past participle
  - Active: They have completed the report.
  - Passive: The report has been completed by them.
- Past Perfect: **had been** + past participle
  - Active: The chef had prepared the meal before the guests arrived.
  - Passive: The meal had been prepared by the chef before the guests arrived.
- Future Perfect: **will have been** + past participle
  - Active: They will have finished the project by tomorrow.
  - Passive: The project will have been finished by tomorrow.

- Passive Voice with Modals

Modals (can, could, may, might, must, shall, should, will, would, etc.) can also be used in passive constructions. Here's how each modal pairs with "be" to form the passive voice:

- Structure: **modal + be** + past participle
- Examples with "Can"
- Active: You can solve this problem.
- Passive: This problem can be solved by you.



## EXAMPLE



1. Mum **makes** two cakes=> active voice

Two cakes **are made** by mum.

2. Kostas **washed** the dishes.=Active voice

The dishes **were washed** by Kostas.

3. Mum **is cooking** fish now.=active voice

The fish **are being cooked** by mum now.

4. Kostas's dad **was fixing** a bus all day yesterday.=active

The bus **was being fixed** by Kostas's dad yesterday.

ATTENTION!  
PLEASE!

### Using "By"

"By" is used to introduce the agent, the person or thing that performs the action in the sentence. It specifies who or what is responsible for the action.

#### Example:

The book was written by J.K. Rowling.

- "By" can be omitted if the agent is unknown, unimportant, obvious or implied

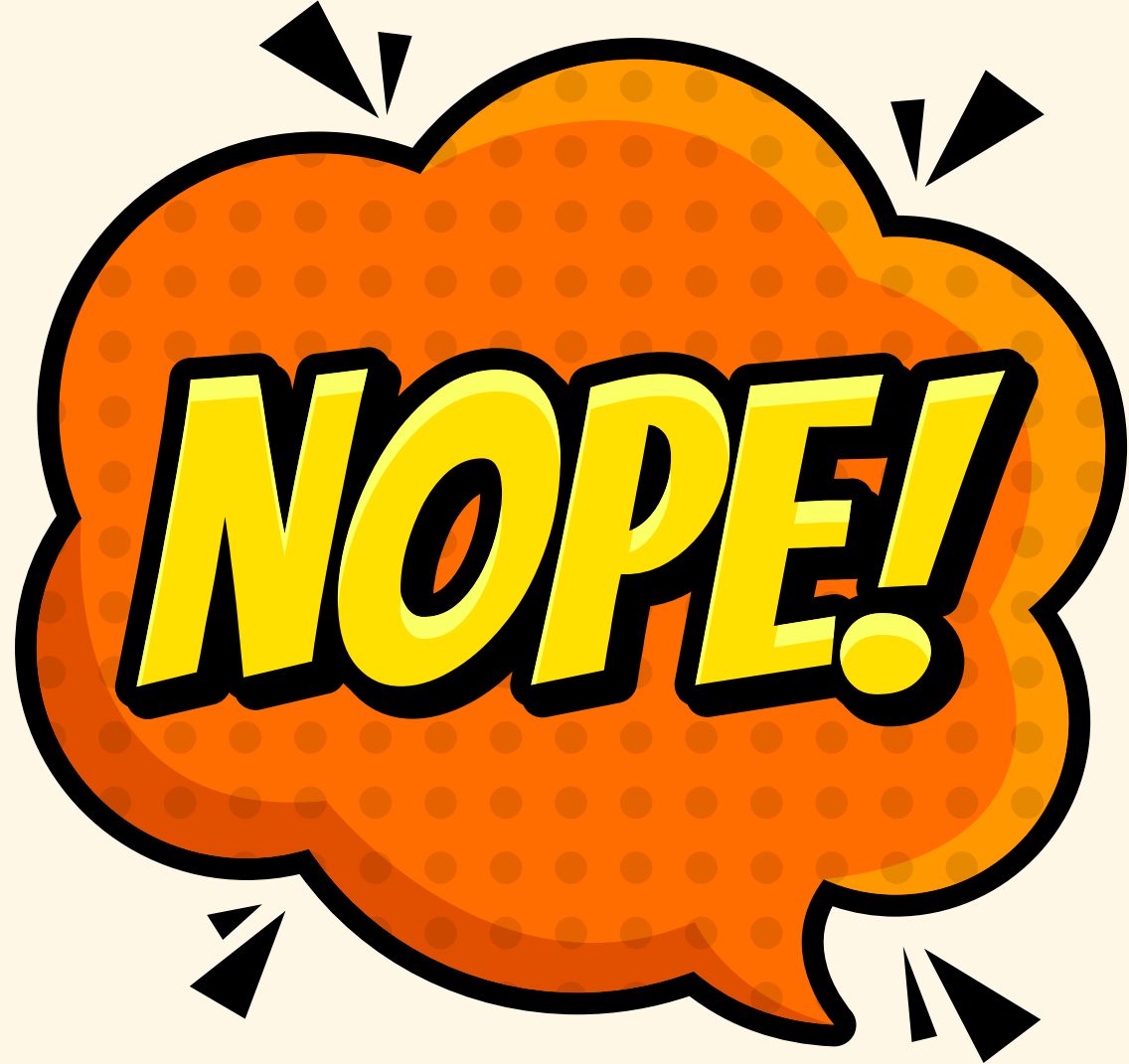
### Using "With"

"With" is used to introduce the instrument, tool, or material that was used to perform the action. It specifies what was used to achieve the action described by the verb.

#### Example:

The door was opened with a key.





Not all verbs in English can be used in the passive voice. The passive voice is generally used with transitive verbs, which are verbs that require a direct object. Intransitive verbs, which do not require a direct object, typically cannot be used in the passive voice.

appear	be	smell, taste, sound (when intransitive)
disappear	become	happen
belong to	contain	arrive
seem	resemble	die
consist of	let	have







## 1. "It is said that" Construction



- This structure is used to report general beliefs, claims, or statements about something. It often conveys information that is commonly believed or reputed but not necessarily confirmed by the speaker.
- Structure:
  - It is said that + [clause]
  - It is said that the company will launch a new product next year.
  - It is said that eating carrots improves your eyesight.

In these sentences, "It is said that" introduces a general belief or rumor about the subject, followed by a clause providing the content of what is said. The focus is on what is believed or reported, not on who said it.

## 2. "Subject + is said to" Construction

- This construction is used to attribute a specific action, quality, or state to a person or thing, based on what is reported or believed. It is a more direct way of stating what is said about the subject.
- Structure:
  - Subject + is said to + [base verb]
  - The company is said to be launching a new product next year.
  - She is said to have won several awards for her research.

In these sentences, "is said to" directly attributes the action or quality to the subject, reflecting what is reported or believed about the subject. The focus here is on the subject's action or state as reported by others.

## Detailed Breakdown:

"It is said that"

Function: Provides a general statement about something believed or reported by people.

- It is said that she will be the next CEO. (Here, "It is said that" introduces the belief or rumor about her future position.)

"Subject + verb be+ said to + infinitive"

Function: Attributes a specific action or quality to the subject based on what is reported or believed.

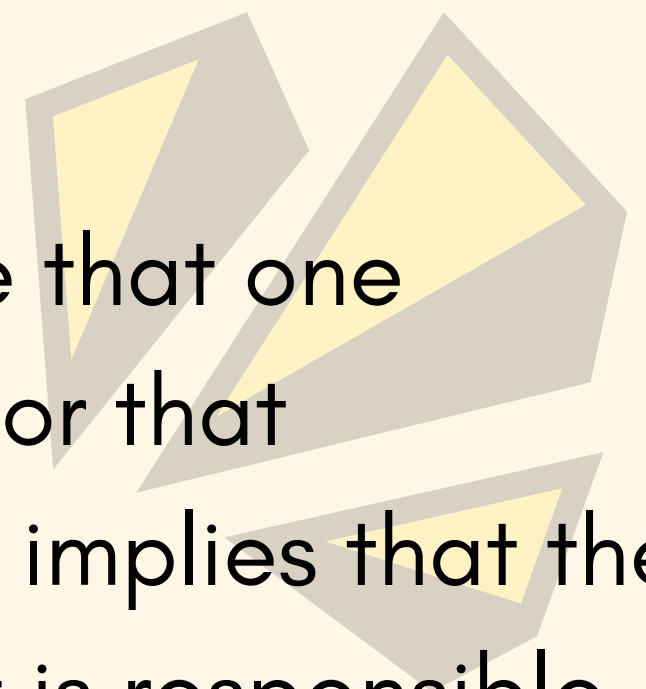
- She is said to be the next CEO. (Here, "is said to" directly attributes the claim about her future position to her.)

## Additional Points:

Tense Consistency: The tense in the clause following "It is said that" or "subject+is said to" is usually in the present or past, depending on when the reported information is believed to apply.

Formality: Both structures are formal and often used in written reports, news articles, and academic contexts to convey information that is not directly confirmed by the writer.





The causative form in English is used to indicate that one person causes another person to do something or that something is caused to happen. This form often implies that the subject is not performing the action directly but is responsible for the action happening. The causative form typically involves the verbs "have," "get," "make," "let," and "help."

### **"have sth done"**

- to indicate that someone arranges for someone else to do something.
    - I need to have my nails polished (by a nail artist)
    - Tim had his house painted last week (by a professional)
- > "have" can be used in any tense<---
- > "get" can be used instead of "have" meaning something unpleasant

### **"have SB do"**

- to indicate that someone arranges someone else to do something. The agent is always mentioned.
    - I will have Liam cook lunch today.
    - Kate had me clean the house.
- > an alternative structure is "get sb TO do", meaning the same, but also persuading someone
- I will get Liam TO cook lunch.
  - Kate got me TO clean the house.





## More structures

### Make

- Indicates that someone forces or requires another person to do something.
  - The teacher made the students do extra homework. (The teacher required the students to do extra homework.)

### Let

- Indicates that someone allows another person to do something.
  - She let her son go out with his friends. (She allowed her son to go out.)

### Help

- Indicates that someone assists another person in doing something.
  - She helped her brother clean the house. (She assisted her brother in cleaning the house.)





Reported Speech (or Indirect Speech) is used to convey what someone else has said without quoting their exact words.

Instead of using quotation marks, we often change the pronouns, verb tenses, and other parts of the sentence to fit the context of the reporting speech.

### Key Changes in Indirect Speech

- Pronoun Changes

Pronouns usually change to match the perspective of the reporting speaker.

- Tense Changes

When reporting speech, verb tenses usually shift back one step into the past.

- Time and Place Expressions

Time and place expressions often need to be adjusted to fit the context of the reporting moment.

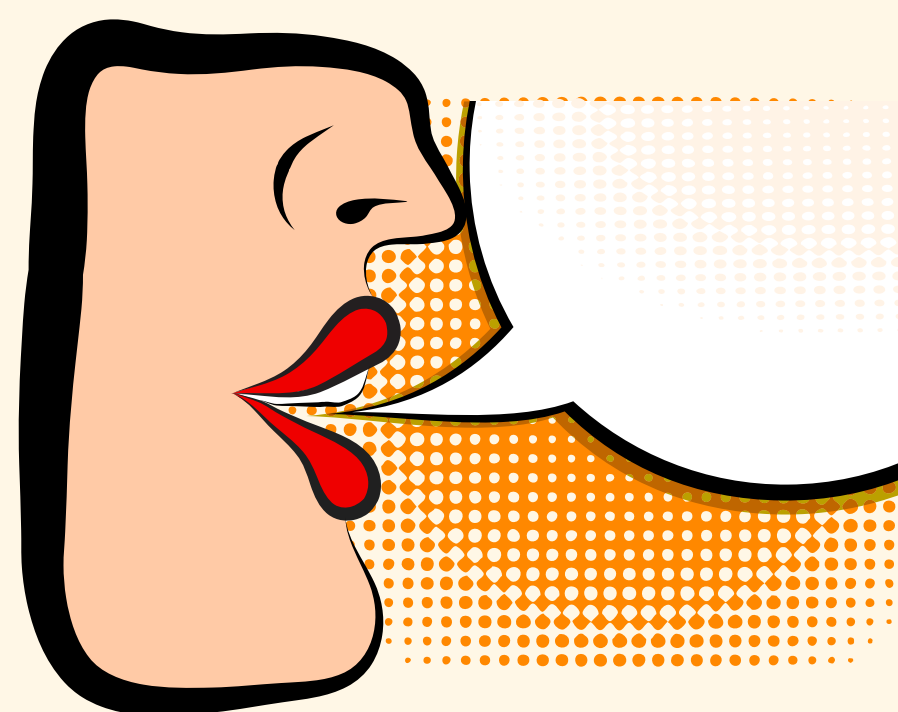
- Basic Structure

#### Direct Speech:

She said, "I am tired."

#### Indirect Speech:

She said that she was tired.





# Steps for Changing Direct Speech to Indirect Speech

## 1. Change the Pronouns:

Adjust the pronouns to match the perspective of the reporting speaker.

Example: "I" becomes "she/he," "my" becomes "her/his," etc.

## 2. Shift the Verb Tenses:

- Present Simple to Past Simple: "I am" becomes "she was."
- Present Continuous to Past Continuous: "I am doing" becomes "she was doing."
- Present Perfect to Past Perfect: "I have done" becomes "she had done."
- Past Simple to Past Perfect: "I did" becomes "she had done."
- Will to Would: "I will" becomes "she would."

Accordingly: can->could / may-might / must-had to

## 3. Adjust Time and Place Expressions:

- Now becomes then
- Today becomes that day
- Tomorrow becomes the next/following day
- Yesterday becomes the previous day
- Here becomes there
- This becomes that
- These becomes those

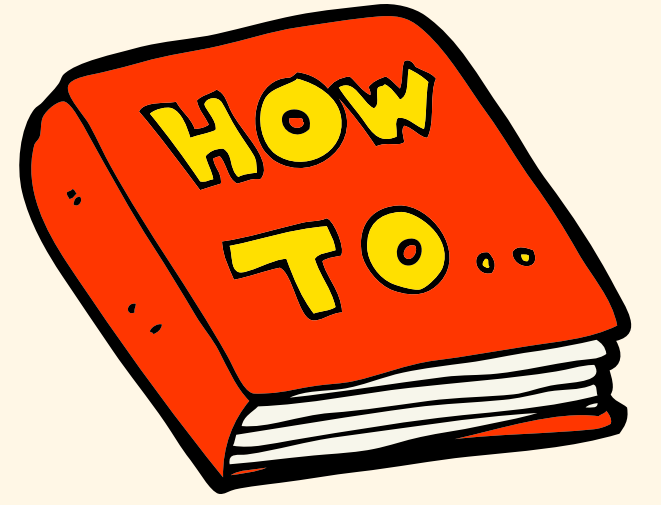


## Examples of Tense Changes

- Present Simple to Past Simple

Direct: He said, "I live in New York."

Indirect: He said that he lived in New York.



- Present Continuous to Past Continuous

Direct: She said, "I am reading a book."

Indirect: She said that she was reading a book.

- Present Perfect to Past Perfect

Direct: They said, "We have finished our homework."

Indirect: They said that they had finished their homework.

- Past Simple to Past Perfect

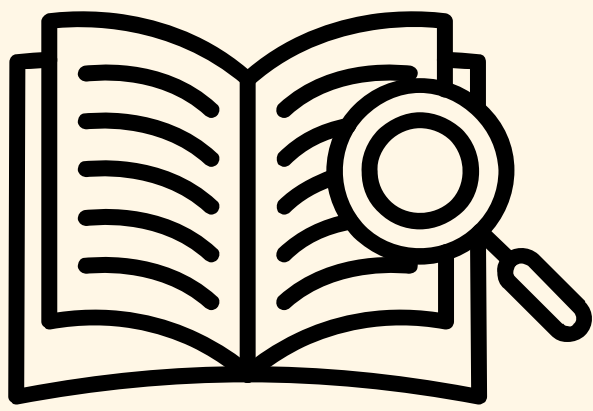
Direct: He said, "I saw the movie."

Indirect: He said that he had seen the movie.

- Will to Would

Direct: She said, "I will call you."

Indirect: She said that she would call me.



\*When the reported verb is in present tense no changes occur

eg: Mary says she cooks every day.

\*Past Simple tense can remain as it is (usually in Am.English)

\*Past Perfect tense does not change

## **Reporting Questions**

When reporting questions, the sentence structure changes as well, and question marks are not used.

### **Yes/No Questions**

Direct: He asked, "Do you like coffee?"

Indirect: He asked if I liked coffee.

### **Wh- Questions**

Direct: She asked, "Where are you going?"

Indirect: She asked where I was going.

Reporting Commands and Requests

For commands and requests, we use "tell" or "ask" followed by the infinitive form of the verb.

### **Commands**

Direct: He said, "Close the door."

Indirect: He told me to close the door.

### **Requests**

Direct: She said, "Please help me."

Indirect: She asked me to help her.



## Practice Sentences

Direct: "I am studying for the exam," she said.

Indirect: She said that she was studying for the exam.

Direct: "We have seen this movie," they said.

Indirect: They said that they had seen that movie.

Direct: "Can you help me?" he asked.

Indirect: He asked if I could help him.

Direct: "Don't touch that," the teacher said.

Indirect: The teacher told us not to touch that.

Direct: "I will meet you here tomorrow," she said.

Indirect: She said that she would meet me there the next day.

*To convert direct speech into indirect speech, remember to:*

1. Change pronouns to match the perspective.
2. Shift verb tenses back one step into the past.
3. Adjust time and place expressions.
4. Restructure questions and commands appropriately.







Inversion in English grammar is a structure where the usual word order of a sentence is altered. This often involves reversing the order of the subject and the auxiliary verb or modal verb, and it is used for various reasons, including emphasis, formality, and stylistic effect. Inversion can occur in several contexts, including:

- Inversion for Emphasis
- Inversion after Negative Adverbials
- Inversion with Adverbs of Place
- Inversion in Formal or Literary Styles



ARE  
YOU  
OKAY?



## 1. Inversion for Emphasis

Inversion for emphasis is used to highlight a particular part of a sentence, usually for stylistic or dramatic effect.

- Normal Order: She has never seen such a beautiful sunset.
- Inverted Order: Never has she seen such a beautiful sunset.

## 2. Inversion after Negative Adverbials

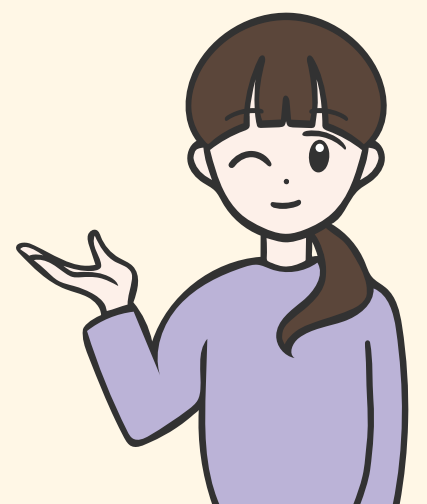
When sentences begin with certain negative adverbials or expressions, inversion is used. These adverbials include "*never*," "*rarely*," "*seldom*," "*hardly*," "*scarcely*," "*no sooner*," and "*under no circumstances*".

- Never: Never have I been so excited.
- Rarely: Rarely do we get such good weather.
- Hardly: Hardly had he arrived when the meeting started.
- Scarcely: Scarcely had she finished her speech when the applause began.
- No sooner: No sooner had I sat down than the phone rang.
- Under no circumstances: Under no circumstances are you allowed to enter!

## 3. Inversion with Adverbs of Place

Inversion occurs with certain adverbs or adverbial phrases of place, especially in literary or formal contexts.

- Here: Here comes the bus.
- There: There goes the bell.
- Up: Up went the hot air balloon.



## 4. Inversion in Formal or Literary Styles

In formal or literary styles, inversion is sometimes used for rhetorical effect or to adhere to stylistic conventions.

- Formal: Hardly had the ceremony started when it began to rain.
- Literary: Deep into the forest wandered the travelers.



After the following phrases the inversion comes in the main clause and NOT in the clause that begins with these phrases:

- only by
- only after
- only when
- only until



eg: Only if you study hard, will you pass the exams

### **So do I / Neither do I**

Another case where inversion can be used. The phrases "so do I" and "neither do I" are used to express agreement or disagreement with statements, particularly when responding to another person's statement. They are commonly used in conversational English.

- So + auxiliary verb + subject (to show agreement)
- Neither/ Nor + auxiliary verb + subject (to express agreement with a negative statement)
  - Present Simple: "I like pizza." → "So do I."
  - Past Simple: "I went to the park yesterday." → "So did I."
  - Present Perfect: "I have seen that movie." → "So have I."
  - Present Simple Negative: "I don't enjoy spicy food." → "Neither do I."
  - Past Simple Negative: "I didn't watch the movie." → "Neither did I."
  - Present Perfect Negative: "I haven't been to Russia" → "Neither have I."

## Relative clauses

Relative clauses are used to give additional information about a noun without starting a new sentence. They help combine two sentences into one and provide more detail about the subject or object of the sentence.

### Types of Relative Clauses

- Defining Relative Clauses
- Non-defining Relative Clauses

### 1. Defining Relative Clauses

Defining relative clauses give essential information about the noun they describe. Without this information, the sentence wouldn't be complete or the meaning would be unclear.

Relative Pronouns:

Who/whom: for people

Which: for things

That: for people or things (more informal than "who" and "which")

Whose: for possession

Where: for places

When: for time



## Examples:

- People:
  - "The man who is standing over there is my teacher."
  - "She is the person that helped me."
- Things:
  - "This is the book which I was talking about."
  - "The car that he drives is very old."
- Possession:
  - "The girl whose dog is missing is very sad."
- Places:
  - "This is the house where I grew up."
- Time:
  - "Do you remember the day when we first met?"

## Omitting the Relative Pronoun:

In defining relative clauses, the relative pronoun can be omitted when it is the object of the clause.

- "The book (which) I borrowed was very interesting."
- "The person (who/that) I met was very friendly."





## 2. Non-defining Relative Clauses

Non-defining relative clauses provide extra information about the noun, which is not essential for the meaning of the sentence. They are always set off by commas.

Relative Pronouns:

Who: for people

Which: for things

Whose: for possession

Where: for places

When: for times



Examples:

- People:

- "My brother, who lives in Canada, is coming to visit."

- Things:

- "This painting, which was painted by Van Gogh, is worth millions."

- Possession:

- "Sarah, whose car broke down, took a taxi."

- Places:

- "Paris, where we spent our honeymoon, is beautiful."

- Time:

- "New Year's Eve, when we celebrate with fireworks, is exciting."



### **Important Rules:**

Do not omit the relative pronoun in non-defining clauses.

Do not use "that" in non-defining clauses.





## Important Notes:

1. "Which" and "whom" can be followed by a preposition (formal English)

eg: This is the man to whom she sent the letter.

The gun was the weapon with which he was murdered.

To sound less formal, the preposition can be used at the end of the sentence:

eg: This is the man who she sent the letter to.

The gun was the weapon which he was murdered with.

2. who / which + verb be => can both be omitted

eg: The man ~~who~~ is waiting in the queue is my brother.

The vase ~~which~~ was broken was my favourite.

EASY





Connectors (also known as linking words or conjunctions) are words or phrases used to link sentences and ideas together, helping to make your writing and speaking clearer and more cohesive. They can show relationships such as addition, contrast, cause and effect, and time.

### Types of Connectors

#### 1. Addition

These connectors add information or ideas.

- and: "She likes reading and writing."
- also: "She is a talented musician. She also paints beautifully."
- as well as: "He plays the guitar as well as the piano."
- moreover: "The project was successful. Moreover, it was completed ahead of schedule."
- in addition: "In addition to his job, he volunteers at a local shelter."
- furthermore (=What is more): "The team performed well. Furthermore, they won the championship."
- Not only...but also: "She is not only kind but also generous."



## 2. Contrast

These connectors show differences or contrasts between ideas.

- but: "I wanted to go out, but it started raining."
- however: "The movie was long. However, it was very entertaining."
- although: "Although it was cold, we went for a walk."
- though: "She smiled, though she was sad."
- even though: "Even though he was tired, he continued working."
- on the other hand: "I like coffee. On the other hand, my friend prefers tea."
- yet: "He studied hard, yet he didn't pass the exam."
- whereas: "He likes classical music, whereas she prefers rock."
- In spite of/Despite + -ing/noun/"the fact that": "In spite of the rain, we went out".



## 3. Cause and Effect

These connectors show the reason for something or the result of something.

- because: "She went to bed early because she was tired."
- since: "Since it was raining, we stayed indoors."
- as: "As it was getting late, we decided to go home."
- because of=due to: "Due to the rain, we stayed home."
- therefore: "She worked hard; therefore, she was promoted."
- thus: "He didn't study; thus, he failed the test."
- so: "It was late, so we left."
- consequently: "The weather was bad. Consequently, the flight was delayed."
- as a result: "The company cut costs. As a result, profits increased."

## 4. Time

These connectors show the timing of actions or events.

- when: "She was happy when she heard the news."
- while: "He was reading while she was cooking."
- as soon as: "Call me as soon as you arrive."
- before: "I will finish this before I go to bed."
- after: "After we ate, we went for a walk."
- until: "Wait here until I come back."
- since: "I haven't seen him since he moved away."
- by the time: "By the time we arrived, the show had already started."

## 5. Condition

These connectors show conditions under which something happens.

- if: "If it rains, we will stay inside."
- unless: "You won't succeed unless you try."
- provided that: "You can go out provided that you finish your homework."
- as long as: "You can stay here as long as you are quiet."
- in case: "Take an umbrella in case it rains."

such+(a/an)+adjective+noun

- He's such a good man that he's always kind
- They are such nice boys!

so+adjective/adverb

- It's so cold!
- She sing so well!





## 6. Purpose

These connectors show the purpose of an action.

- so that: "She studied hard so that she could pass the exam."
- in order to: "He took a day off in order to relax."
- for the purpose of: "The company invests in research for the purpose of innovation."
- to=in order to=so as to: "I'm saving money to buy a laptop".



## 7. Example/Illustration

These connectors introduce examples or illustrations.

- for example: "Many animals are nocturnal; for example, owls and bats."
- for instance: "There are many ways to save energy. For instance, you can turn off lights when not in use."
- such as: "He enjoys outdoor activities, such as hiking and biking."
- namely: "Three students, namely John, Sarah, and Kate, won awards."



## Unit 14

### Demonstratives-Determiners-Unreal past

*Demonstratives: specify the noun being referred to and indicate its proximity to the speaker*

- this →
  - these >>>
  - that →
  - those >>>>>
- close to the speaker
- far from the speaker

#### Examples:

This is my jacket.

These are my keys.

That is my hat over there.

Those are my boots over there



### Pronouns and Possessive Adjectives

#### Subject Pronouns:

I  
you  
he  
she  
it  
we  
you  
they

#### Object Pronouns

me  
you  
him  
her  
it  
us  
you  
them

#### Possessive Adjs

my  
your  
his  
her  
its  
our  
your  
their



## Possessive Pronouns

mine  
yours  
his  
hers  
-  
ours  
yours  
theirs



## Reflexive Pronouns

myself  
yourself  
himself  
herself  
itself  
ourselves  
yourselves  
themselves

### **Notes:**

1. Other ways to express possession:

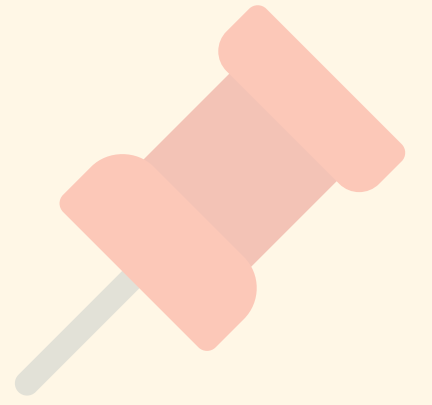
- 's after names / singular or irregular plural nouns
  - This is Kate's bike
  - We have the children's books
- ' after plural nouns
  - That is the boys' bikes
- For things we use "of the"
  - The leg of the chair is broken

2. Possessive adjectives are followed by noun (eg: 'this is my toy') whereas possessive pronouns are not followed by a noun (eg: "this house is ours)

3. Reflexive pronouns are used :

- when the subject and the object are the same
  - Kate cut herself while chopping an onion.
- to give emphasis to the subject or object
  - Tim did it himself!
- in phrases such as: make yourself at home/help yourself/ behave yourself
  - Help yourself some soup
- to mean help-on one's own
  - I fixed it by myself
- on my own=by myself

# Determiners



Determiners are words that come before nouns to clarify what the noun refers to. They help specify whether we are talking about something specific or general, how much or how many of something there is, and whose something is. Determiners are essential in providing context to nouns and are crucial for forming correct sentences. Here are some :

## 1. every

- for three or more
  - Every student in my class has been given a new bag

## 2. each

- for two or more
  - Each of you two have to help me out tonight!

## 3. all (of)

- with countable and uncountable nouns
  - I spent all morning cooking.

## 4. whole

- mainly with singular nouns / uncountable
  - He ate the whole pizza!

## 5. both

- for 2 things
  - Both of us love Italy.
  - Both me and you will be there.
  - Both hotels are nice.

## 6. either

- for two things
  - Either you or John will come tonight. (one of the two)
  - Take either of the two cars.

## 7. neither

- for two things-negative meaning
  - Neither John nor Mary appeared at the party
  - Neither of the twins loves basketball

## 8. none

- for three and more things-negative meaning
  - None of the guests liked the dessert.



### **Pairs to remember :**

- both...and...
- either...or...
- neither...nor...
- instead of
- each other
- one another
- each and every
- in comparison to/with
- with regards to
- contrary to
- rather than

### **Pairs to remember :**

- except for
- apart from
- in spite of
- not only...but also...

# Unreal Past



The "unreal past" is a grammatical concept in English that refers to situations that are hypothetical, imaginary, or contrary to reality. Even though we use past tense forms, we are actually talking about something that didn't happen or isn't true. Cases of unreal past are as follows:



## 1. Conditionals

- **Second Conditional:** Used to describe situations that are unlikely or impossible in the present or future. The past simple is used in the "if" clause, but it refers to the present or future.
  - If I had a car, I would drive to work. (But I don't have a car, so I can't drive to work.)
- **Third Conditional:** Used to talk about situations that did not happen in the past and their hypothetical consequences. The past perfect is used in the "if" clause.
  - If I had studied harder, I would have passed the exam. (But I didn't study harder, so I didn't pass the exam.)



## 2. Wishes

**Wish + Past Simple:** Used to express wishes about the present that are contrary to reality.

- I wish I knew how to swim. (But I don't know how to swim.)

**Wish + Past Perfect:** Used to express wishes about the past.

- I wish I had gone to the party. (But I didn't go to the party.)





## It's time

It's time + Past Simple: Used to suggest that someone should do something now or very soon.

- It's time we left. (We should leave now, even though we're still here.)

It's time to do sth: Used to say that the time has come to do something

- It's time to go now!

It's time for sb to do sth: Used to say that something is urgent

- It's time for us to leave as quickly as possible!

### Note:

"High" or "about" can be used before "time" for emphasis

## As if / as though

The phrases "as if" and "as though" are used to make comparisons or to describe situations that are hypothetical or unreal. They can be followed by different verb forms depending on whether the situation described is real or unreal.

LET'S  
TAKE A  
LOOK

## 1. As if / As though + Present Simple

This structure is used when the comparison is based on a situation that is true or likely to be true.

- She looks as if she knows the answer. (She probably knows the answer.)
- He talks as though he is the boss. (Maybe he is the boss, or he acts like it.)

## 2. As if / As though + Past Simple

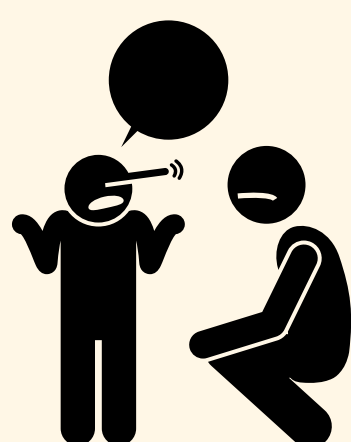
This structure is used when the comparison is based on a situation that is hypothetical, unlikely, or not true in the present.

- She acts as if she owned the place. (But she doesn't own the place.)
- He speaks as though he were a king. (But he isn't a king.)
  - Note: When using "as if" or "as though" with the verb "to be," "were" is used instead of "was" for all subjects (I, he, she, it, etc.) in formal English, although "was" is sometimes used in informal speech.
- He behaves as if he were in charge. (But he isn't in charge.)

## 3. As if / As though + Past Perfect

This structure is used when the comparison is based on a hypothetical situation in the past—something that didn't happen.

- She looked as if she had seen a ghost. (But she didn't see a ghost.)
- He acted as though he had never met her before. (But he has met her before.)



## Preference-Subjunctive

**A.** "Prefer" is used to express a general or specific preference. It can be followed by different structures depending on how the preference is being expressed. Here are the main structures:

### 1. Prefer + noun/gerund

- I prefer tea to coffee.
- She prefers reading to watching TV.



Note: When using "prefer" in this way, you can compare two activities or things, usually with **"to"** linking the two options.

### 2. Prefer + infinitive

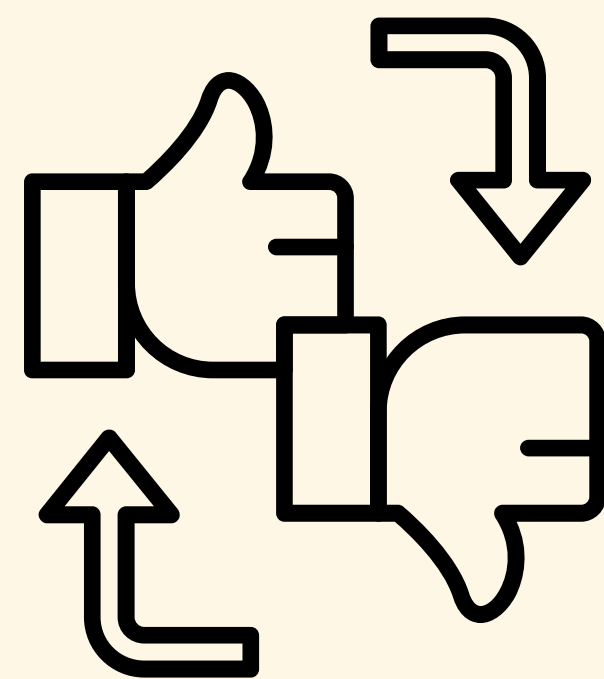
- I prefer to drive rather than fly.
- They prefer to eat at home rather than go out.

Note: **"Rather than"** is often used when contrasting two actions, with the second action in the bare infinitive form (without "to").

### 3. Prefer + that + subject + verb (subjunctive)

- I prefer that she come early.
- They prefer that we not discuss it now.

Note: This structure is more formal and is less commonly used in everyday English. It expresses a preference about what someone else should do.



## **B. Would prefer to**

### **1. Would prefer + to + infinitive**

This structure is used to express a preference for doing something.

- I would prefer to stay home tonight.
- She would prefer to eat Italian food.

### **2. Would prefer + to + infinitive + rather than + infinitive (without "to")**

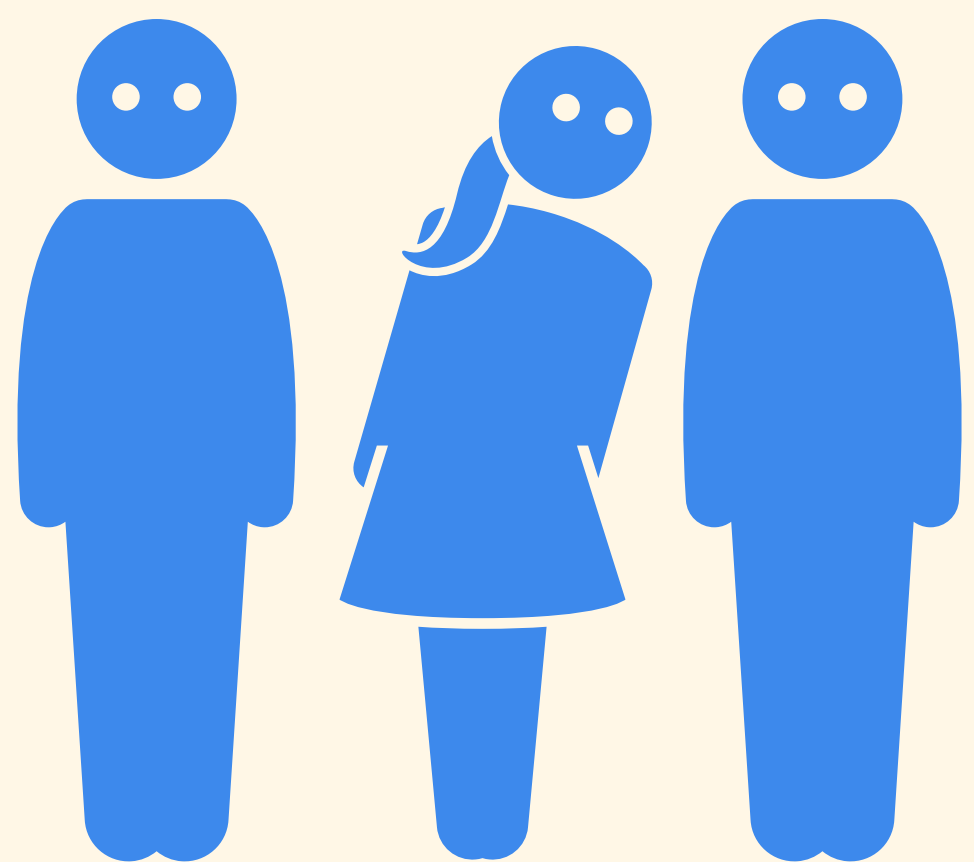
This is used to express a preference for one action over another.

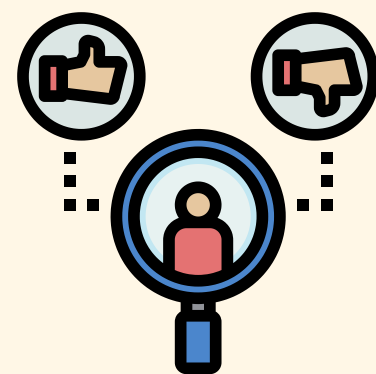
- I would prefer to walk rather than drive.
- She would prefer to relax rather than work on the weekend.

### **3. Would prefer + that + subject + verb (infinitive)**

This structure is used when you want someone else to do something, though it's more formal.

- I would prefer that he stay here.
- They would prefer that we leave early.





## C. Would rather

"Would rather" is used to express a preference for one action or situation over another, often in a more casual or conversational context.

Affirmative: Subject + would rather + bare infinitive (without "to")

- I would rather stay home tonight.

Negative: Subject + would rather not + bare infinitive

- He would rather not eat out tonight.

Comparison between two actions: Subject + would rather + bare infinitive + **than** + bare infinitive

- I would rather walk than take the bus.

**Preference involving another person: Subject + would rather + sb else + past simple. (present)**

- I would rather you stayed here.
- She would rather he didn't go tonight.

**Preference involving another person: Subject + would rather + sb else + past perfect. (past)**

- I would rather you had told me the truth last night.

### Note:

"Would sooner" is similar to "would rather" but a little stronger and it indicates a rejection of a suggestion/an idea.

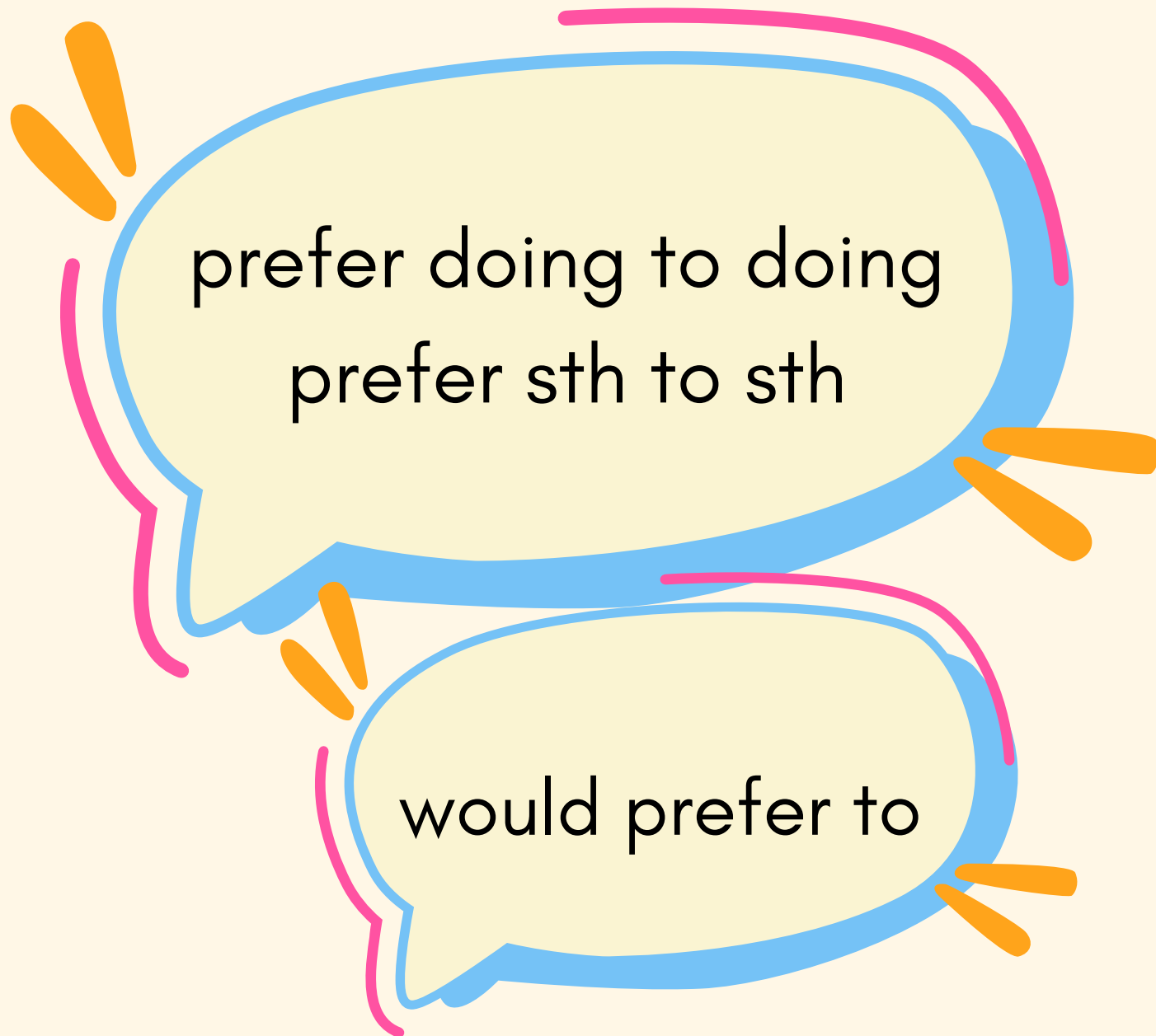
- Will you date Tim? – No, I'd sooner stay single all my life!"



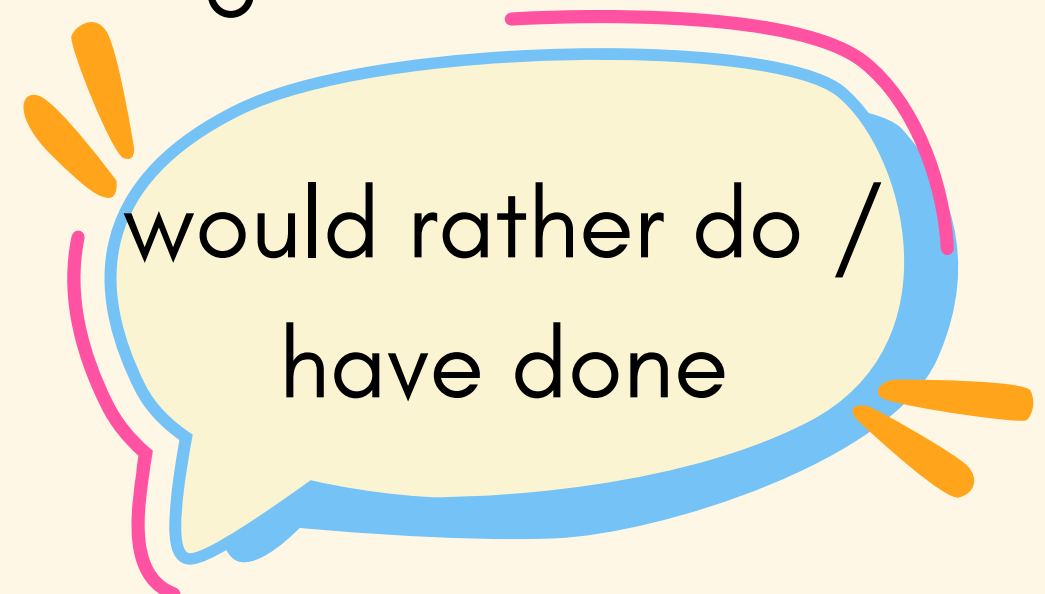


## Summary:

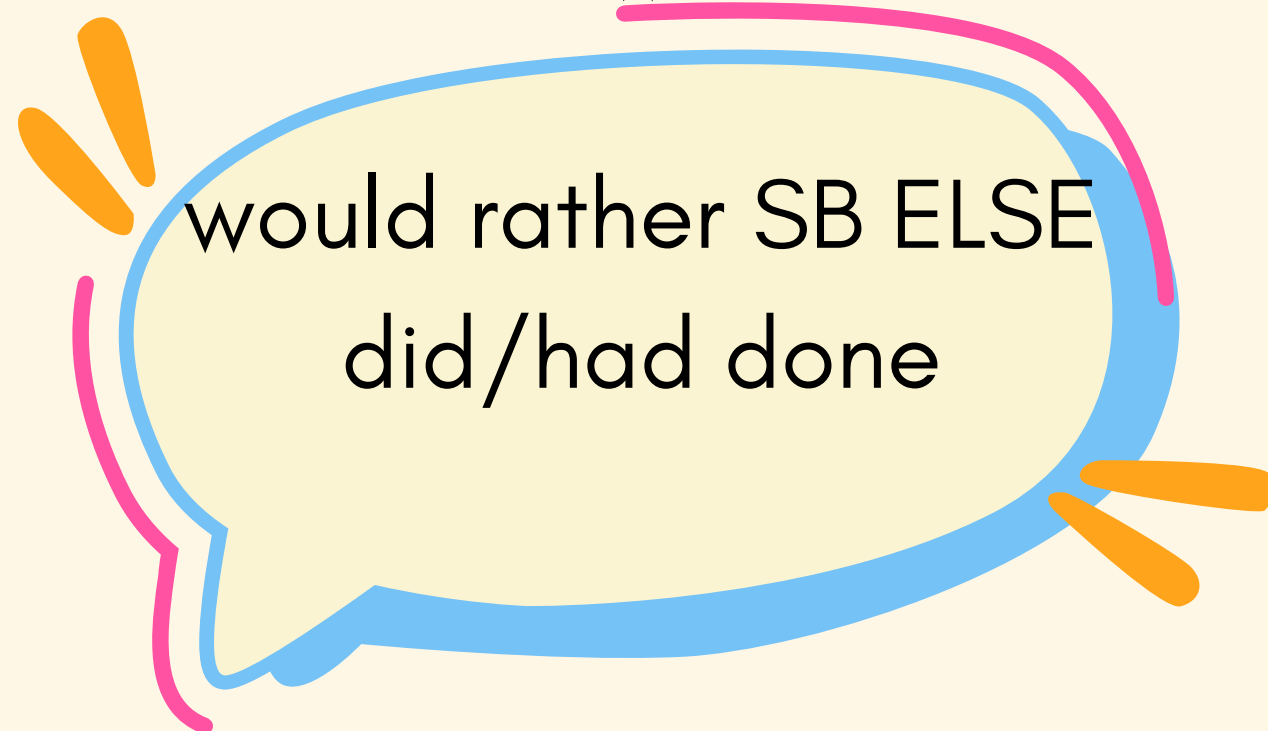
1. I prefer eating to drinking.
2. I prefer tea to coffee.



1. I would prefer to have a snack.
2. I would prefer to stay home rather than go out.



1. I would rather stay home tonight.
2. I would rather I have visited the museum last week.



1. I would rather you told me the truth now!
2. I would rather you had told me the truth last night!

# Subjunctive



The subjunctive mood in English is used to express wishes, suggestions, demands, or hypothetical situations. It follows verbs and expressions meaning desire / necessity / urgency / recommendation.

## Common verbs and phrases followed by subjunctive :

- It is important/crucial/necessary/essential
- It is recommended/suggested/advisable
- I demand/ suggest/recommend
- I advise / I insist



(that) sb (should) do sth

## When to Use the Subjunctive

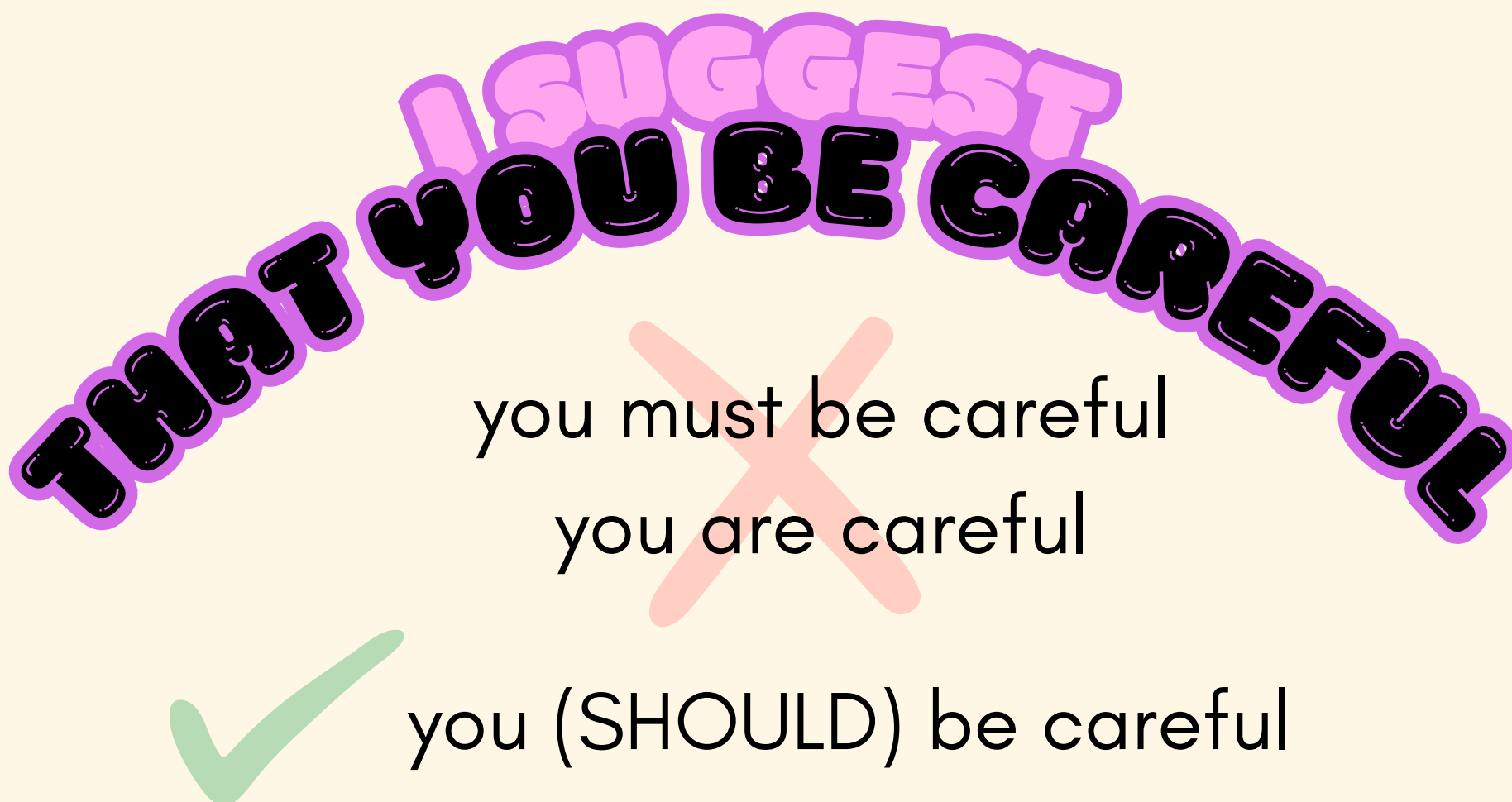
- Formal Recommendations:
  - I recommend that he be on the team.
- Necessity or Urgency:
  - It is necessary that she take the medication.
- Suggestions and Wishes:
  - I suggest that you study harder for the exam.

## Subjunctive without "should":

- The teacher demanded that the student submit the assignment by tomorrow.

## Subjunctive with "should":

- The teacher demanded that the student should submit the assignment by tomorrow.





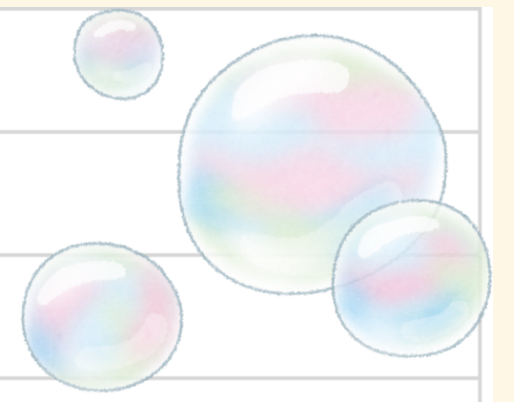
# Irregular verbs



Base Form	Past Simple	Past Participle
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	borne/born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken

breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt

<b>dig</b>	dug	dug
<b>do</b>	did	done
<b>draw</b>	drew	drawn
<b>dream</b>	dreamt/dreamed	dreamt/dreamed
<b>drink</b>	drank	drunk
<b>drive</b>	drove	driven
<b>eat</b>	ate	eaten
<b>fall</b>	fell	fallen
<b>feed</b>	fed	fed
<b>feel</b>	felt	felt
<b>fight</b>	fought	fought
<b>find</b>	found	found
<b>flee</b>	fled	fled
<b>fly</b>	flew	flown
<b>forbid</b>	forbade	forbidden



<b>forget</b>	forgot	forgotten
<b>forgive</b>	forgave	forgiven
<b>freeze</b>	froze	frozen
<b>get</b>	got	got/gotten
<b>give</b>	gave	given
<b>go</b>	went	gone
<b>grind</b>	ground	ground
<b>grow</b>	grew	grown
<b>hang</b>	hung	hung
<b>have</b>	had	had
<b>hear</b>	heard	heard
<b>hide</b>	hid	hidden
<b>hit</b>	hit	hit
<b>hold</b>	held	held
<b>hurt</b>	hurt	hurt



keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
leap	leapt/leaped	leapt/leaped
learn	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
mean	meant	meant

meet	met	met
mow	mowed	mown/mowed
pay	paid	paid
plead	pled/pleaded	pled/pleaded
prove	proved	proven/proved
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said

see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk

sit	sat	sat
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
speak	spoke	spoken
speed	sped/speeded	sped/speeded
spend	spent	spent
spin	spun	spun
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen

stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck/stricken
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood



wake	woke/waked	woken/waked
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
write	wrote	written





THANK YOU  
SO MUCH

