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Facultatea *Limbi și literaturi străine*

Catedra *Filologie engleză*

Program de studii: ***Limba și literatura engleză***

Limba și literatura engleză și franceză / germană / italiană

GRAMATICA LIMBII ENGLEZE

B1

Caiet de sarcini pentru lucrul individual

la cursul Gramatica contextuală (sem.2)

CHIŞINĂU-2024

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INTRODUCERE

Caietul de sarcini pentru lucrul individual ***Gramatica limbii engleze, B1*** este destinat studenților programelor de studii superioare de licență ***Limba și literatura engleză, Limba și literatura engleză și franceză / germană / italiană***, pentru unitatea de curs „Gramatica contextuală” care se propune în semestrul II pentru ambele programe și urmărește descrierea unităţilor şi categoriilor fundamentale ale gramaticii limbii engleze și însuşirea unor competențe lingivistice indispensabile pentru un viitor profesor de limbă engleză, cum ar aplicarea adecvată a cunoștințelor obținute la crearea unor mesaje scrise/orale corecte, coerente și receptarea eficientă a acestora.

Conținutul cursului are ca scop dezvoltarea deprinderilor de comunicare corectă din punct de vedere gramatical, scrierea, înțelegerea sistemului lingvistic, memorarea elementelor gramaticale și utilizarea lor în context, identificarea categoriilor gramaticale în texte și explicarea modului în care acestea funcționează, conform descriptorilor CECR.

Caietul de sarcini pentru lucrul individual are o structură coerentă și servește studenților parcurgerea conținutului cursulului în mod succinct și aplicarea cunoștințelor în mod integrat, interesant, oferind șansa de a exersa prin exerciții practice și sarcini aplicative. Fiecare unitate tematică este divizată în patru părți: prezentarea generală a conceptului gramatical, exerciții practice pentru studiu individual la tema dată, proiectul care poate conține una-două sarcini aplicativ-integrative pentru crearea produsului final, și resurse-web pentru studiu suplimentar.

În *Caietul de sarcini pentru lucrul individual* sarcinile derivă din și sunt structurate corespunzător unităților de învățare prevăzute în curriculumul unității de curs. Scopul acestei lucrări constă în integrarea competențelor dobândite de studenți anterior prin realizarea și exersarea de sarcini cu un caracter practic, la nivel de cunoaștere, aplicare și integrare, deseori prin valorificarea experiențelor personale și prin încurajarea reflecției asupra utilizării corecte și eficiente a gramaticii în diferite contexte.

Studiul individual este esențial pentru reușita și succesul Dvs!

Topic 1 Future Tenses: Future Continuous. Future Perfect.

Future Continuous

Form

\+ Subject + *will be* + *Present Participle (V-ing)*

– Subject + *won't be* + *Present Participle*

? *Will* + Subject + *Present Participle*?

Short Answer: Yes, Subject + *will.* / No, Subject + *won't.*

Use

- Actions that will be in progress at a definite time in the future.

e.g. *I **will be having** lunch with John at this time tomorrow.*

*Ann **will be doing** her homework at 8 p.m. tonight.*

Future Perfect

Form

\+ Subject + *will be* + *Past Participle*

– Subject + *won't be* + *Past Participle*

? *Will* + Subject + *Past Participle*?

Short Answer: Yes, Subject + *will.* / No, Subject + *won't.*

Use

Actions that will be finished before a definite time in the future

e.g. *I **will have finished** all my classes by this time tomorrow.*

*Ann **will have done** all her homework by 8 p.m. tonight.*

Practice exercises

Practice exercise 1

Complete the sentences with an appropriate future form. Choose between Future Simple, be going to *and* Future Continuous. *More than one answer may be correct.*

1. You look hungry; I _____ (make) you a sandwich.
2. John and I probably _____ (not / come) to the party because it looks like it _____ (rain).
3. I can't have lunch at 2:00 because I _____ (have) an operation at that time.
4. I hope this time next year, you _____ (celebrate) your birthday at a beautiful restaurant.
5. The class _____ (take) an exam at 9:00 tomorrow morning.
6. Promise me you _____ (not / call) before 10; I hate being woken up early!
7. Sarah and Frank _____ (go) to the gym after work today.
8. You guys _____ (have) a great time in the Bahamas!
9. I _____ (sleep) when you arrive so please try to be quiet.
10. When she arrives at the school tomorrow, Michael _____ (teach) the B2 class, Alex _____ (administer) a test to his group, and Denis _____ (probably, talk) to a new student.

Practice exercise 2

Complete the sentences with an appropriate future form. Choose between Future Perfect Simple, *and* Future Continuous.

1. _____ (you / retire) by the time you're 60?
2. Next year, I _____ (study) maths at university.
3. Hurry up! The film _____ (start) soon.
4. There won't be anyone in the office. Everyone _____ (go) home.
5. Julie _____ (not work) this time next week. She'll be on holiday!
6. I'm only halfway through my homework. I _____ (not finish) it before the teacher arrives.
7. Do you think that Les _____ (fix) the car by tomorrow?
8. Don't phone me before 8 o'clock, we_____ (have) dinner.
9. By the time you arrive I _____ (cook) something and dinner will be on the table waiting for you.
10. When you get off the train, we _____ (wait) for you on the platform.

My Grammar Project

Make a list of future predictions about yourself, your family and your country.

In ten years' time *I / my family / Moldova* ... will be + Present Participle ...

.....

.....

.....

.....

.....

.....

.....

.....

.....

By 2035 *I / my family / Moldova* ... will have + Past Participle ...

…….....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Further Practice Online

Rules and explanations

https://www.youtube.com/watch?v=H5UD03yKfVI

https://test-english.com/grammar-points/b1-b2/future-continuous-and-future-perfect/

Practice exercises

https://www.e-grammar.org/future-simple-continuous/test2-exercise1/

https://test-english.com/grammar-points/b1-b2/future-continuous-and-future-perfect/

https://www.liveworksheets.com/xi1738760zn

https://www.liveworksheets.com/db3325305me

https://www.liveworksheets.com/th1633778jk

Topic 2 Past Perfect Simple and Continuous

Past Perfect Simple

Form

\+ Subject + *had* + *Past Participle*

– Subject + *had* + *Past Participle*

? *Had* + Subject + *Past Participle*?

Short Answer: Yes, Subject + *had.* / No, Subject + *hadn't.*

Use

- for a past action that happened before another past action.

e.g. *When the ambulance arrived, the man* ***had died***. (he died before the ambulance arrived)

- for a past action that finished before a stated time in the past.

e.g. *We* ***had*** *already* ***had*** *dinner by 7 p.m.*

- as the past equivalent of Present Perfect.

e.g. *She* ***isn't*** *in the office. She* ***has*** *already* ***left****.*

She ***wasn't*** *in the office. She* ***had*** *already* ***left.***

- with superlatives (and "*ever*") and "*it was the first, second, etc"*

e.g. *It was the best meal I* ***had*** *ever* ***had.***

Past Perfect Continuous

Form

\+ Subject + *had been* + *Present Participle*

– Subject + *hadn't been* + *Present Participle*

? *Had* + Subject + *been* + *Present Participle*?

Short Answer: Yes, Subject + *had.* / No, Subject + *hadn't.*

Use

- for a past action that was happening in the past before another past action.

e.g. *When the ambulance arrived, they **had been trying** to help the man for twenty minutes*

- for a past action that lasted for a period of time before a stated time in the past.

e.g. *We **had been driving** for 5 hours by 7 p.m.*

- to explain past situations

e.g. *The streets were muddy. It **had been raining** for days.*

- as the past equivalent of Present Perfect Continuous.

e.g. *She **is** tired. She **has been cleaning** the flat all day.*

*She **was** tired. She **had been cleaning** the flat all day.*

Note!!!

Remember that with Past Perfect Simple we want to emphasize the **completion** of the action, while with Past Perfect Continuous we want to lay emphasis on the **duration** of the action.

As with other continuous verb forms, **state verbs** are normally not used in the Past Perfect Continuous.

Practice exercises

Practice exercise 1

Complete the sentences with an appropriate verb form. Use Past Simple, Past Continuous *or* Past Perfect Simple. *Sometimes you need to use the negative.*

It was Sunday afternoon. I **1)** _____ **(watch)** a cookery program on TV when I **2)** _____ **(realise)** how hungry I was. But of course, I was hungry; I **3)** _____ **(eat)** anything since lunch, and I **4)** _____ **(run)** a race in the morning. "Biscuits!" I **5)** _____ **(think)**. My mother **6)** _____ **(give)** me a jar of delicious homemade biscuits. I **7)** _____ **(go)** into the kitchen, **8)** _____ **(open)** the fridge and **9**) _____ **(pour)** some milk in a big glass. Then I **10)** _____ **(look)** for the kitchen chair but it **11)** _____ **(be)** there: somebody **12)** _____ **(take)** it away. And there were no biscuits in the biscuit jar: somebody **13)** _____ **(eat)** them all! I was sure I **14)** _____ **(put)** the jar there the previous day, and I **15)** _____ **(eat)** only one cookie. It was very strange.

A few minutes later, I **16)** _____ **(drink)** my glass of milk when I **17)** _____ **(hear)** a loud noise coming from the dining room. I **18)** _____ **(go)** there quickly and I **19)** _____ **(open)** the door. I couldn't believe my eyes. An enormous monkey **20)** _____ **(eat)** the biscuits excitedly on the kitchen chair.

Practice exercise 2

Combine the two sentences with **after / before / when** *using* Past Simple *and* Past Perfect

1. My mother took her umbrella. She went out.

…….

2. Frank called me. I went to school.

…….

3. I washed the dishes. I watched TV.

……

4. She washed her hands. She had lunch.

……

5. The boys bought a ball. They played football.

……

6. My mother made a cake. The guests came.

……

7. He put sugar in his tea. He drank it.

……

8. I got up. I had breakfast.
……
9. The children ran away. They broke the window.
……..
10. I fastened my seat belt. The plane took off.
……..

Practice exercise 3

Complete the sentences with Past Perfect Simple *or* Past Perfect Continuous.

1. Mandy borrowed my phone because hers _____ (stop) working.
2. Peter was Sally's best friend. She _____ (know) him all her life.
3. The children were wet because they _____ (play) football in the rain.
4. We were very hungry because we _____ (not / eat).
5. I was delighted when I found my keys. I _____ (look) for them for hours. 6. She was exhausted because she _____ (work) since eight o'clock that day.
7. Everything was white because it _____ (snow).
8. The passengers were cross because the airline _____ (lose) everyone's bags.
9. I _____ (not / see) Jacob for several years, but I recognised him immediately.
10. I didn't go to the class because I _____ (not / do) my homework.
11. When we arrived the film _____ (start).
12. She _____ (work) in that company for twenty years when she was made redundant.
13. I felt ill because I _____ (drink) six cups of coffee.
14. I _____ (study) all day, so I was tired.
15. How long _____ (you / live) in London when your daughter was born?
16. When I arrived at the airport, I realised I _____ (forget) my passport.
17. I _____ (break) my ankle, so I couldn't go skiing last year.
18. She _____ (study) English for three years when she took the exam.
19. I _____ (run), so I was hot and tired.
20. I couldn’t go to see the film with them, because I _____ (be invited) by Ann.

My Grammar Project

Preparation

Look at the pictures and think about what happened. Get ready to tell a story using the suggested language and ideas.

Think about: • people • place • weather • what happened • people's feeling

Use the phrases: light breeze blow, sun shine, fun at lake, skate over one hour, suddenly ice crack, fall in water, throw scarf, grab it, pull out, shiver and shake, get blankets, call emergency services, take to hospital, happy alive



It was a lovely winter's day so Dan and Martin decided to go skating on the lake near their cabin, etc.

Writing

Now imagine you are Dan. Use the information from the preparation stage and write a story about what happened. Use a variety of narrative tenses (different past tenses) and the suggested phrases. Write the story in about 200-250 words.

It was a lovely winter day. A light breeze was blowing and the sun was shining. My friend Martin and I .....

Further Practice Online

Rules and explanations

https://www.youtube.com/watch?v=10OQMBgwi5M

https://7esl.com/past-perfect-and-past-perfect-continuous/

https://dictionary.cambridge.org/grammar/british-grammar/past-perfect-simple-or-past-perfect-continuous

https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/past-perfect

Practice exercises

https://test-english.com/grammar-points/b1/past-simple-past-continuous-past-perfect/3/

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/past-perfect

https://www.perfect-english-grammar.com/past-perfect-continuous-past-simple-exercise-1.html

https://www.englishpage.com/verbpage/verbs13.htm

Topic 3 Direct and Indirect Speech

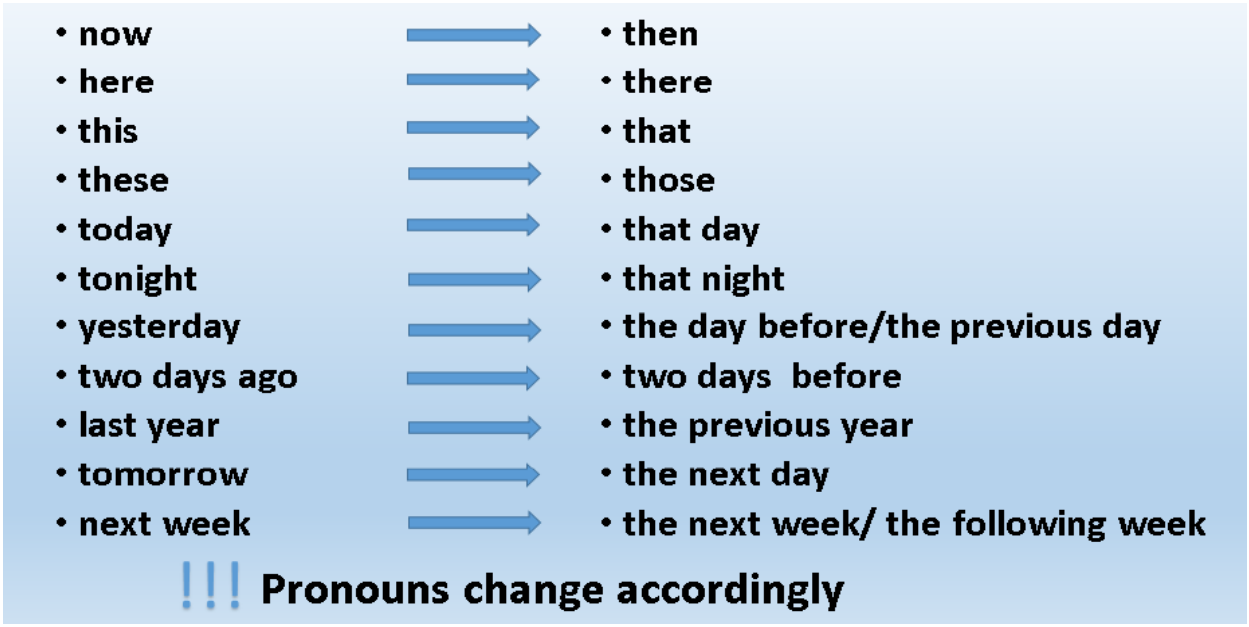
Changes from Direct to Indirect Speech

DIRECT SPEECH	INDIRECT SPEECH
• He said, *"I **am** feeling ill."*	He said that *he **was** feeling ill.* He told me *he **was** feeling ill.*
• He said, *"I **will** call you **tomorrow**."*	He said that he ***would** call the next day.*
• The students asked, *"When **will** the term **end?**"*	The students asked when *the term **would** **end.***
• The teacher asked, *"**Do** you **like** pizza?"*	The teacher asked *if we **liked** pizza.*
• He said, *"Do it!"*	He told me ***to do** it.*
• He said, *"Don't do it!"*	He told me ***not to do** it*

How tenses change in Reported Speech

• Present Simple	→ • Past Simple
• Present Continuous	→ • Past Continuous
• Present Perfect	→ • Past Perfect
• Past Simple	→ • Past Perfect
• Past Continuous	→ • Past Continuous
• am/is/are going to	→ • was/were going to
• will/won't	→ • would/wouldn't
• can	→ • could/was able to
• must	→ • had to

Other changes in Reported Speech



Reporting Verbs

The pattern	Direct Speech	Indirect Speech
Reporting verb + infinitive		
agree ask claim decide demand offer propose promise refuse threaten	"Ok, I'll do it", he said "Shall I carry your bags?" "I won't do that," he said	He **agreed** *to do it.* He **offered** *to carry her bags.* He **refused** *to do that.*
Reporting verb + object + infinitive		
advise ask beg convince encourage forbid invite order persuade remind tell warn	"Don't forget to call Kath." "You'd better not mention it!"	He **reminded** me *to call Kath.* She **warned** them *not to mention it.*
Reporting verb + V-ing		
admit deny mention recommend report suggest	"Why don't we ask Kate?" "I didn't do it."	He **suggested** *asking Kate.* He **denied** *doing it.*

The pattern	Direct Speech	Indirect Speech
Reporting verb + preposition + V-ing		
apologise for **admit (to)** **insist on**	"Sorry, I broke it." "Let me help you, please."	He **apologised for** *breaking it.* He **insisted on** *helping me.*
Reporting verb + object + preposition + V-ing		
accuse smb of **apologise to smb for** **blame smb for** **complain to smb about** **congratulate smb on**	"You did it." "Congratulations! You won."	She **accused** me **of** *doing* it. He **congratulated** me **on** *winning.*
Reporting verb + that clause		
agree **complained** **deny** **explain** **exclaim** **remark** **promise** **suggest**	"Yes, it's a big house." "You're always lying to me.,, "I didn't take that book." "It was a difficult film to make." "That's ridiculous!" "Of course I'll stay with you." "You'd better see a doctor."	He **agreed** *that it was a big house* *He* **complained** *that I was always lying to him.* *He* **denied** *that he had taken the book.* *He* **explained** *that it was a difficult film to make.* *He* **exclaimed / remarked** *that it was ridiculous* *He* **promised** *that he would stay with me.* *He* **suggested** *that I (should) see a doctor.*

Practice exercises

Practice exercise 1

Change the sentences from direct *into* reported speech *using the suggested beginnings.*

1. “Where is the post office?” ⇒ He asked
2. “Are you going to the beach today?” ⇒ She inquired
3. “We saw this film twice last year. “⇒ He said
4. “Where were you last night?” ⇒ He asked
5. “I may not be ready next week.” ⇒ Tomas said
6. “I think Jack will do something stupid” ⇒ Suzan said
7. “You must tell Ted that I will be there.” ⇒ Sara told me
8. “Have you been here all this time?” ⇒ She asked me
9. “I’m going to stay with Sally tonight.” ⇒ She informed us
10. “I haven’t seen Barbara since last year.” ⇒ Brendan said
11. “This is the first time, I’ve tried frog legs!” ⇒ She exclaimed
12. “Where are you going tomorrow?” ⇒ Sandra asked them
13. “Can you give me a hand with the boxes?” ⇒ Peter
14. “I’ll buy you a new laptop if you get good grades.” ⇒ Mom
15. “Do you understand the rules of the game? =” ⇒ He
16. “When will I see you again, dad?” ⇒ He asked
17. “Wait until I get back.” ⇒ She told him
18. “He works in a bank.” ⇒ She said
19. “I'm coming tonight!” ⇒ She said
20. “I was waiting for the bus when he arrived.” ⇒ She told me
21. “I'd never been there before. ⇒ She said
22. “I didn't go to the party.” ⇒ She told me
23. “Lucy will come later.” ⇒ She said
24. “I can help you tomorrow.” ⇒ She said

Practice exercise 2

Turn the following dialogue into reported speech*:*

Sally: Have you applied for the job?
Diane: Yes, I had an interview yesterday.
Sally: How did it go?
Diane: Fine, but I'm wondering if I want the job because I will have to move to Manchester.
Sally: What will you do then?
Diane: If they offer me the job, I can't accept it.
Sally: That's a shame.

Sally asked Diane if she had applied for the job. Diane told her ……..

Practice exercise 3

Complete the gap with the correct form of the given verb. ***Add*** *extra words when necessary.*

1. She invited me _____ to her house for a drink after work. (go)
2. She offered _____ him some money. (lend)
3. They persuaded me _____ to London with them. (go)
4. He advised _____ more exercise. (do)
5. He begged me not _____ anybody about the accident. (tell)
6. He reminded _____ the car insurance. (renew)
7. She refused _____ the washing-up again. (do)
8. She apologised _____ me an angry text message. (send)
9. He admitted _____ the red wine on the sofa. (spill)
10. He suggested _____ on a cycling holiday next year. (go)
11. He denied _____ my car. (take)
12. She decided _____ the risotto. (have)
13. He threatened _____ my parents if I didn't tell him the truth. (tell)
14. She congratulated us _____ the competition. (win)

My Grammar Project

1. Reporting an interview

Imagine you are a reporter who has just interviewed a celebrity. On the basis of the interview that you had with a celebrity (sem. I, topic *Types of Questions)* write a short article for the magazine you work for using the information from the interview.

This week's interview is with ....., the famous ..... . I first asked .....

2. Writing a speech report.

Read the statement from a news conference held at an archaeological site. Then write a report of it using ten different reporting verbs and the shifting rules for reporting.

'Good morning everyone, my name is Julia Richmond, and I'm the director of this dig.Thank you for coming to this news conference. First I want to explain how we found this site, and what we've been doing here. I'm sure you have read the publicity handout, so you know something about this. It's important to give you the latest information. Then I'm going to give a description of some of the interesting discoveries we have made here. I'll give you a general account of the project, and I'll show some slides of the site. Then there will be a chance for all of you to look at some fascinating objects. We've brought some of the more spectacular finds. They are waiting for you in the room next door, and you will be able to take photographs. You've been very patient. So, now let's begin ... '

The conference started with Julia Richmond, the director of the site greeting the media and the other guests. .....

Further Practice Online

Rules and explanations

https://www.youtube.com/watch?v=cW3pdeTYFZc

https://www.youtube.com/watch?v=vh3Pu61uCuM

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/reported-speech-1-statements

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/reported-speech-2-questions

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/reported-speech-3-reporting-verbs

Practice exercises

https://www.youtube.com/watch?v=lx517QV1ttU

https://www.liveworksheets.com/sn2821643fn

https://elt.oup.com/student/solutions/upperint/grammar/grammar_07_012e?cc=global&selLanguage=en

https://www.english-grammar.at/online_exercises/reported-speech/reported-speech1.htm

https://www.english-grammar.at/online_exercises/reported-speech/rs002-reported-speech.htm

https://www.english-grammar.at/online_exercises/reported-speech/rs004-reported-speech.htm

https://www.english-grammar.at/online_exercises/reported-speech/rs003-reporting-verbs.htm

https://www.english-grammar.at/online_exercises/reported-speech/rs007-reporting-verbs.htm

Topic 4 Sequence of Tenses

Sequence of tenses is the relation between the tenses of the verbs in a passage that has more than one verb. Various sequences are possible.

When all the verbs in a sentence describe actions or states that occur at or about the same time, their tenses should be the same:

e.g. *Whenever the alarm clock **rings**, I **open** my eyes, **yawn** and **roll over** for another fifteen minutes of sleep.* (all present tense)

*When I **was** a child whenever the alarm clock **rang**, I **opened** my eyes and **rolled over** for another fifteen minutes of sleep*. (all past tense)

To maintain the sequence of tenses, we should conform to the following rules:

Rule 1. If the principal clause is in **present tense** then the subordinate clause can be in ***present continuous, present perfect, future*** or ***past tense***.

Examples:

Principal clause	Subordinate Clause
I **know**	what you **are thinking** right now
I **think**	he **has crossed** the line**.**
She **says**	that she **will think** about it.
I **hope**	you **made** the right choice.

Rule 2: If the principal clause is in **past tense** then the subordinate clause can be in past simple, past continuous or past perfect tense.

Examples:

Principal clause	Subordinate Clause
I **knew**	what you **were thinking.**
I **thought**	he **had crossed** the line**.**
She **said**	that she **liked** it.
I **hoped**	she **would think** about it.

Rule 3: If the principal clause is in **future tense** then the subordinate clause is **usually** in **present tense**.

Examples:

Principal clause	Subordinate Clause
I **will go** to play	when the rain **stops**.
He **will text** me	when the teacher **arrives**.
She **will call**	as soon as she **has finished** work.

Rule 4: When phrases like '**as if**', '**it is time/it is high time**', '**what if**, etc. are used, make sure you use the past/ past perfect form of the verb.

For example:

*She acted **as if** none of this **affected** her.*

***What if** you **had been given** another chance?*

*It **is high time** you **consulted** a doctor.*

. **Rule 5**: In case a subordinate clause starts with the conjunction '**that**' or '**so that**', you will have to use the modal verb 'can' 'may' if the verb in the principal clause is in the present tense and 'could' 'might' if it is in the past tense.

For example:

*We **work** hard so that we **may** prosper.*

*They **worked** hard so that they **might** not perish.*

Exception 1: In some cases, such as one in which the subordinate clause is a general fact, a routine action or a universal truth, the tense has to be present even if the principal clause has a past tense form of the verb.

For example:

*The teacher **taught** us today that the Earth **revolves** around the Sun.*

*Devi **told** me that she goes by bus every day.*

Exception 2: When a comparison is being made using 'than', there is no particular rule as to which tense should be used.

For example:

*I **missed** him more at the beginning than I **miss** him now.*

*I **will** surely **miss** you more than I ever **missed** anyone else.*

Exception 3: In compound sentences (those which consists of two or more independent clauses), the tenses of the verbs may be independent of each other:

For example:

*In the past, most Americans **wanted** big cars, but now many **drive** small ones.* (past and present)

*I **wanted** a big raise, but I **will be getting** a small one.* (past and future)

Practice exercises

Practice exercise 1

Choose the best option in the following sentences with reference to the sequence of tenses.

1. I didn't expect to see you here today. You said you _____ ill.
   a) are b) were c) was
2. I found it difficult to convince the ticket inspector that I _____ my ticket.
   a) lose b) have lost c) had lost
3. She promised to help me if I _____ the answer by myself.
   a) don't find b) won't find c) didn't find
4. What did you do with the money you _____ form me?
   a) borrow b) had borrowed c) have borrowed
5. I _____ that I would get the promotions, but it is getting a bit difficult now.
   a) hope b) have hoped c) hoped
6. Julia hoped she _____ enough money for a new bag.
   a) has b) will have c) would have
7. I thought Mandy _____ all her exams.
   a) has passed b) had passed c) passed
8. I will let my dad know that you called when he _____ back home.
   a) is b) will be c) would be
9. I asked him if he _____ his homework.
   a) has prepared b) prepared c) had prepared
10. When I saw her leave, I knew she _____ bad.
    a) feels b) is feeling c) was feeling

Practice exercise 2

Fill in the blanks with the right form of the verb given in brackets with reference to the sequence of tenses.

1. I wish you didn't act as if I _____ here. (be)
2. We missed the train since we _____ home late. (leave)
3. Priya says that she _____ the person properly. (not/see)

4. I was sure my brother _____ what he was sacrificing to get what he wanted. (understand)
5. They did not know why Paul _____ that way. (behave)
6. He _____ to go home only after he finishes all that has been assigned to him. (allow)
7. My parents acted as if they _____ anything about the accident. (not/know)
8. My parents decided that we _____ my birthday on Sunday. (celebrate)
9. The teacher taught us that the Sun _____ in the East. (rise)
10. Her mom thinks that it _____ a good idea. (be)
11. I wasn't able to do the translation because I _____ some of the terms. (not/know)
12. Mark hoped that his friend _____ with his car. (help)
13. The children were afraid of making noise – Mom _____. (sleep)
14. He gave all the money to me because he _____ me. (trust)
15. Unless you _____ what you feel (express), nobody _____ what is really going on with you. (know)
16. It's time you _____ (start) behaving like an adult.

Practice exercise 3

Decide if the sentences are correct. Correct one mistake in those that are incorrect.

1. I thought I can win the race.
2. Mr. Davis tried to finish his task but he found only part of the information that he needs.
3. Ann hasn't been informed that the exam will take place on Friday.
4. He said he has never been to Kiev before.
5. The teacher said that the Sun revolved round the Earth, but we spotted the mistake.
6. She closed the door and has hurried away.
7. As soon as the teacher entered the class I realized I left my copybook at home.
8. I knew he will be late again.
9. I was sure he was going to win the race.
10. In the past people thought that the Earth is flat.

My Grammar Project

Time Capsule Retelling

Imagine that you have found a time capsule from the past. The capsule includes five different notes from a teacher, a school head-master, a parent, a student, and an education official from 1990. Each note reflects a hope, fear, or prediction related to education. Use the information on these notes and retell what each person hoped, feared, or believed would happen in the future paying attention to sequence of tenses. Record yourself doing the narrative and add the audio /video file to Google Classroom.

"I hope that, by the year 2025, classrooms will have technology that lets us connect with schools around the world. I imagine students from different countries learning together, even if they're far apart."

"I worry that education is becoming too focused on tests and scores. I fear that students won't develop creativity or problem-solving skills if we only focus on grades. I hope future schools find a way to keep learning enjoyable and meaningful."

(school head-master, 1990)

"I regret that I didn't push my children to take school more seriously. I didn't help them build better study habits and always let them skip homework. I hope in the future parents realize how important it is to encourage children to make the most of

"I believe children in the future will have better educational opportunities than I do. I hope they'll be able to study whatever they want, and that schools will offer more practical subjects."

(student, 1990)

"I predict that by the 21st century, we will have better ways to understand how students learn. I hope that future teachers are going to make learning easier and more effective for all students, no matter their abilities."

(education official, 1990)

Further Practice Online

https://www.englishgrammar.org/sequence-tenses-grammar-exercise/

https://byjus.com/english/sequence-of-tenses/

https://www.guidetogrammar.org/grammar//sequence.htm

Topic 5 Modal Verbs. Must / Have to. Can / could / Be able to.

The **modal verbs** are: ***can, could, may, might, must, ought to, will, would, shall, should, have to, etc.***

They take no '-s' in the third person singular except for ***have to***.

They come before the subject in questions and are followed by 'not' in negations. ***Have to*** uses auxiliary verbs for questions and negative sentences.

Except for ***ought to*** and ***have to,*** modal verbs are followed by a 'bare infinitive' (the infinitive without 'to').

e.g. *Sorry, I **can't come**. I **have to meet** Pam.*

Modal verbs are used to express: *ability, possibility, probability, permission, logical assumptions, requests, offers, suggestions, advice, criticism, obligation, prohibition* or *necessity*.

Must

Form

\+ Subject + *must* + *Verb*

– Subject + *mustn't* + *Verb*

? *Must* + Subject + *Verb*?

Short Answer: Yes, Subject + *must.* / No, Subject + *mustn't.*
No, Subject + *don't have to / needn't.*

Use:

- We use ***must* + Verb** to speak about **rules** and **obligations**, or to say that it is necessary to do something:

e.g. *You **must stop** at a red light.*
*You can wear what you like, but you **must look** neat and tidy.*

- We use ***must not/ mustn't* + *Verb*** to say that something is **prohibited**, not allowed, or against the rules:

e.g. *You **mustn't make** any noise in the library.*
*You **mustn't say** anything to her. It's a surprise.*

Have to

Form

\+ Subject + *have/has to + Verb*

– Subject + *don't/doesn't have to + Verb*

? *Do/does* + Subject + *have to + Verb*?

Short Answer: Yes, Subject + *do/does.* / No, Subject + *don't / doesn't / needn't.*

Use:

- We use ***have to/has to + Verb*** to speak about **rules** and **obligations**, or to say that it is necessary to do something:

e.g. *My boss is very strict about deadlines, so I have to finish this report by tomorrow.*

Note!!!

Have to and **must** have a very similar meaning and either form can usually be used. ***Have to*** is more common for general, external obligations, for example, rules and laws. ***Must*** is more common for specific (i.e. on one occasion) or personal obligations.

e.g. *I **have to wear** a shirt and tie at work.* (= it's the rule in this company)
*I **must buy** a new shirt - this one is too old now.* (= it's my own decision)

- We use ***don't/doesn't have to + Verb*** to say that something is not necessary:

e.g. *We **don't have to leave** yet. We've got plenty of time.*
*She **doesn't have to go** to office on Fridays. She can work from home.*

Note!!!

Although h**ave to** and **must** are almost the same in the positive form, expressing an obligation, they are completely different in the negative, with **mustn't** expressing **prohibition** and ***don't/doesn't have to*** expressing **lack of necessity**.

Have to, unlike **must**, has past and future forms.

e.g. *I **had to wear** my uniform daily when I was at school.*
*I **will have to take** them there personally.*

Practice exercises

Practice exercise 1

Fill in the blanks with the correct form of must *or* have to *(positive, negative, or question form). Use the context to help you.*

1. You _____ stop at a red light.
2. She _____ wear a uniform to school every day.
3. You _____ speak during the exam.
4. We _____ get up early on Sunday. We can lay in bed as long as we want.
5. _____ you _____ finish the report by tomorrow?
6. _____ they _____ clean the classroom after school?
7. You _____ return your library books on time.
8. She _____ bring her own lunch; the cafeteria is open.
9. _____ I _____ complete this form to apply for the job?
10. He _____ tell anyone about this surprise party.
11. The students _____ attend the assembly at 10 AM.
12. We _____ take an umbrella today. It's sunny outside.
13. You _____ forget what I told you. It's very important.
14. We _____ leave yet. We've got plenty of time.
15. Ann was feeling ill last night. She_____ leave the party early

Practice exercise 2

Rewrite the following sentences using must *or* have to *in the appropriate form, according to the given context.*

1. It's a rule in the library. You can't talk loudly.
    - _____
2. It's not necessary to pay for the entry. You can enter for free.
    - _____
3. It's our school rule. All students need to be in uniform.
    - _____
4. You can't smoke here. It's forbidden in this area.
    - _____
5. She needs to travel a lot for her job.
    - _____
6. You need to be here before 9 AM. It's an obligation.
    - _____
7. It's not required to bring lunch; food is provided.
    - _____
8. It's necessary to sign the form to participate.
    - _____
9. This meeting is not obligatory. You don't need to attend the meeting if you don't want to.
    - _____
10. Wearing safety equipment is required in the lab.
    - _____

Can

Form

+	Subject + *can* + *Verb*	–	Subject + *can't* + *Verb*
?	*Can* + Subject + *Verb*?	Short Answer: Yes, Subject + *can.* /No, Subject + *can't.*	

Note!!!

Cannot is the long form for ***can't*** and is always spelt as one word

Use:

- We use **can** + **Verb** to express mental or physical **ability** or **possibility**:

e.g. *He **can speak** three languages.*
*We **can see** the mountains from here.*
*You **can take** my car if you need to drive downtown.*

- We use **can't / cannot** + **Verb** to express **inability** or **impossibility**.
  We also use the negative to express **lack of permission.**

e.g. *I **can't lift** this heavy box.*
*He **cannot be** at two places at once.*
*You **cannot** park here.*

- We use **Can** + Subject + Verb? to ask about **ability** or **possibility**.
  We use **Can** + Subject + Verb? to ask for **permission**.

e.g. ***Can** Ann **speak** any foreign languages?*
***Can** you **come** and pick me up?*
***Can** I **borrow** your pen?*

- We use **Can** + I/we/you + Verb in **offers** and **polite requests**:

e.g. ***Can** I **help** you?*
***Can** you **help** me?*

Could

Form

\+ Subject + *could* + *Verb* – Subject + *couldn't* + *Verb*

? *Could* + Subject + *Verb*? Short Answer: Yes, Subject + *could.* / No, Subject + *couldn't.*

Could is the past form of *can* and is used in various ways not only to talk about the past.

Use:

- We use **could** + **Verb** to express **general ability in the past.*** *Could* indicates that someone was able to do something at a previous time:

e.g. *She **could swim** when she was very young.*
*They **could solve** difficult math problems easily.*

* When you want to speak about ability in the past on a specific occasion you cannot use ***could.*** Use ***be able to, manage to*** or ***succeed in + V-ing*** instead.

e.g. *The problem was difficult, but in the end, I **was able / managed to solve** it.*

- We use **couldn't** + **Verb** to express **general** and **specific ability in the past**:

e.g. *She **couldn't swim** when she was very young.*
*The problem was difficult and he **couldn't solve** it.*

- We use **could** + **Verb** to express **possibility in the present or future** (less certain than *can*):

e.g. *We **could visit** the museum tomorrow if it doesn't rain.*
*He **could** still **be** at work, but I'm not sure.*

- We use **could +** Subject + Verb? to make **polite requests** or **offers**:

e.g. ***Could** you **lend** me a pen, please?*
***Could** I **help** you with that?*

- We use **could + Verb** to make **suggestions**:

e.g. ***We could try** a different restaurant tonight.*

- We use **could + Verb** to express **permission in the past**:

e.g. *As a teenager, I **could stay** out late on weekends.*

Be able to

Form

\+ Subject + *am /is /are able + Verb*

– Subject + *am not / isn't / aren't able to + Verb*

? *Am / Is / Are able to* + Subject + *Verb*?

Short Answer: Yes, Subject + *am/ is/ are.* / No, Subject + *am not/ isn't/ aren't.*

Use:

- We use **be able to** + **Verb** to express **ability** in various tenses or when specific forms of "can" are not available:

e.g. *I **might be able to** attend the conference today.*
*He **was able to** solve the puzzle.*
*They **will be able to** join the event.*

- **be able to** is also preferred when we want to be more specific about an ability and in more formal contexts:

e.g. *Unfortunately, we **are not able to** process your request.*

- We also use **be able to** when something is surprising or requires some effort:

e.g. *It's amazing - some animals **are able to** sleep standing up!*
*Because of her illness, Alice **isn't able to** see visitors.*

Practice exercises

Practice exercise 1

Rewrite the following sentences using can, could, be able to *in the appropriate form. Give two variants when possible.*

1. She is capable of solving the puzzle now.

   _____

2. He managed to pass the exam last year.

   _____

3. We are allowed to travel next month.

   _____

4. She didn't have the ability to lift the box by herself.

   _____

5. It's not possible for him to speak at the moment.

   _____

6. We have the potential to finish the project next week.

   _____

7. He succeeded in finishing the project on time last week.

   _____

8. I didn't have the opportunity to visit the museum last weekend.

   _____

9. It's impossible for her to call right now.

   _____

10. They might manage to go to the concert if they finish their work.

    _____

Practice exercise 2

Complete the sentences using can, could, be able to *in the appropriate form.*

How Technology Changed Our Lives

Technology has transformed how we live in countless ways. In the past, people _____ only communicate by letters or landline phones. Now, we _____ to stay in touch instantly through smartphones, video calls, and social media. We _____ imagine getting information so quickly before the internet. Today, we _____ access almost any fact or news within seconds.

Another huge change is in education. People _____ only study in a classroom two decades ago, but now anyone _____ take online courses from home. Last year, during a strike in my town, I _____ join my class using my phone's mobile data. With the help of technology, we _____ do things that once seemed impossible. It has given us opportunities our grandparents _____ dream about! But even with these advances, there are still things technology _____ to do in the near future, like replace human feelings and compassion.

My Grammar Project

1. Choose a country that you know very well, one that you have always wanted to visit, one that you have friends and/or relatives in, or one whose language you are studying as your second major. Think about the laws, rules, customs and cultural *do's and don'ts* of that country. Make an e-book or a poster with these rules using *must, mustn't, have to, don't have to, can, can't, should, shouldn't.* List at least 10 different things. Add pictures, photos, etc to make your project more attractive and interactive. Add your work to Google Classroom.



(*model poster on a similar task by former student Beatricie Munteanu)

2. Write two short texts (each in no more than 100 words) in which you speak about some skills that you have learned, something you were not able to do very well in the past and now can. Write one text about yourself and one about a friend or relative whom you know very well. Use at least five examples of modal verbs of ability in each text: *can/could, be able to* and *managed to.* Use the model we had in one class activity.

_____
_____
_____
_____
_____
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_____

Further Practice Online

Rules and explanations

https://www.lsi.edu/en/must-and-have-to

https://www.youtube.com/watch?v=hxVub8cWhzE

https://www.youtube.com/watch?v=MdUnlTFLh0Y

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/past-ability

https://www.youtube.com/watch?v=IyPH-lHuMTc

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/modals-permission-obligation

Practice exercises

https://test-english.com/grammar-points/a2/have-to-dont-have-to-must-mustnt/

https://clasejoseangel.wordpress.com/wp-content/uploads/2010/11/must.pdf

https://www.grammarbank.com/must-vs-have-to-exercise-2.html#google_vignette

https://elt.oup.com/student/result/engint/a_grammar/unit08/8a_2?cc=global&selLanguage=en

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/past-ability

https://www.esl-lounge.com/student/grammar/3g1-can-be-able.php#google_vignette

Topic 6 Conditional One and Conditional Two

Conditionals describe the result of a certain condition. They are made of two parts: **an *if-clause*** and ***the main clause.***
The *if*-clause tells you the condition (*If you study hard*) and the main clause tells you the result (*you will pass your exams*).

Conditional 1 (Real Conditional)

Form

If + Present Simple, / Subject + will + infinitive

If + Present Simple, / Subject + can/might + infinitive

If + Present Simple, / Imperative

Use

We use ***the first conditional*** when we talk about future situations we believe are real or possible.

e.g. *If you **work** hard, you **will succeed.***

*If he **arrives** before ten, **let** me know.*

*If the weather **is** fine this weekend, we **can have** the dinner party in our garden.*

It is also common to use this conditional structure with *unless* (= *if not)*, *as long as, as soon as* or *in case* instead of *if*.

e.g. *I don't want to stay in London unless I get a well-paid job.*

I'll give you a key in case I'm not at home.

You can go to the party, as long as you're back by midnight.

Note!!!
We can change the order of the clauses in a conditional sentence. However, the meaning is the same.
e.g. *If he **gets** home earlier today, we **will cook** together.* (Comma (,) is required)

*We **will cook** together if he **gets** home earlier today.* (No comma (,) needed!)

Conditional 2 (Half-Real Conditional)

Form

If + Past Simple, / Subject + would + infinitive

If + Past Simple, / Subject + could/might + infinitive

Use

- We use ***the second conditional*** to talk about a hypothetical / imaginary present or future situation and its consequence. It is usually something that is unlikely to happen.

e.g. *If I **had** a job, I **would be** financially secure.* (= I don't have a job, I'm imagining it)

*If I **were** free, I **could go** there with you.*

When *if* is followed by the verb *be,* it is grammatically correct to say *if I were*, *if he were*, *if she were* and *if it were*. However, it is also common to hear these structures with *was*.

e.g. *If she **was** prime minister, she **would invest** more money in schools.*

*He **would travel** more if he **was** younger.*

- We often use second conditional beginning *If I were you, I'd ...* to give advice. In this case we should always use *were* instead of *was*

e.g. *If I **were** you, I'**d see** a doctor immediately.*

Note!!!

Choosing between the first or second conditional

Using a first or second conditional usually depends on how probable you think it is that something will happen.

e. g *If I **have** time, I'**ll help** you.* (= this is a real situation, it's very possible that I will have time - first conditional)

*If I **had** time, I'**d help** you*. (= this is a hypothetical / imaginary situation, *I don't have time* - second conditional)

Practice exercises

Practice exercise 1

Do you believe in superstitions? *Match columns A and B to create some common superstitions from around the world.*

A	*B*
1. If you break a mirror,	*a. if you knock on wood.*
2. If you find a four-leaf clover,	*b. you will bring bad luck to all the people in the house.*
3. You will have an argument with someone	*c. you will have seven years of bad luck.*
4. You will prevent something bad from happening	*d. if it crosses the street in front of you.*
5. If you open an umbrella indoors,	*e. you will be the next person to get married.*
6. A black cat will bring you bad luck	*f. if you spill black pepper.*
7. If you catch the bride's bouquet at a wedding.	*g. you will be very lucky.*

Practice exercise 2

*Complete the **First Conditional** sentences with the* Present Simple *or the* Future Simple *of the given verbs.*

1. If I fail my exams, I_____ them again next year. (take)
2. Don't write anything unless you _____ sure of the answer. (be)
3. Gary will be expelled if his behaviour _____. (not improve)
4. If you give in your homework late, the teacher _____ it. (not mark)
5 They'll be late for school unless they _____. (hurry)
6. Ask me if you _____ what to do. (not know)
7. Johnny will be punished if the teacher _____ his parents again. (call)
8. My sister _____ me out tonight if she passes all her exams. (take)
9. I _____ tonight unless I finish my homework quickly. (not go out)
10. If you _____ some help with your project, just give me a call. (need)

Practice exercise 3

*Write **Second Conditional** sentences.*

1. Nick _____ to commute every day if he _____ from home. (not have, work)
2. If they _____ such a noisy dog, they _____ better with their neighbours. (not have, get on)
3. I _____ that bike if I it _____ so expensive. (buy, not be)
4. We _____ our house if somebody _____ us enough money. (may sell, offer)
5. If my mother-in-law _____ with us, we _____ divorced. (live, get)
6. _____ you _____ a flat with me if I _____ half the rent? (share, pay)
7. If my sister _____ her room more often, it _____ such a mess. (tidy, not be)
8. You _____ me like this if you really _____ me. (not treat, love)
9. If we _____ the kitchen white, _____ it _____ bigger? (paint, look)
10. I _____ a house with a garden if I _____ gardening so much. (not buy, not enjoy)

Practice exercise 4

Underline the correct form of the verb.

1. The teacher will be very angry if you *don't do / didn't do* your homework.
2. If he *tells / told* me, I could help him.
3. If you don't water the flowers, they *will die / would die*.
4. I *will come / would come* if I had time.
5. I wouldn't say it if I *were / would be* in your shoes.
6. If you don't hurry, you *will miss / 'd miss* the bus.
7. If I were you, I *won't buy / wouldn't buy* that car.
8. He will play tennis if the weather *is / was* good.
9. I would be very happy if she *was / would be* my sister.
10. She *could win / can win* the race if she tried harder
11. If he *would go / went* to bed early, he will get up early.
12. What will you do if you *get / got* a bad mark for this test?
13. If she *wears / wore* a necklace, her dress would look better.
14. Bodrum *was / would be* ideal for a holiday if it weren't so crowded.
15. If she *reads / read* the book carefully, she will understand it.

My Grammar Project

Write an eight-line (or longer) poem using the structures of *the First* *and* *Second Conditionals*

If + Present Simple, will + infinitive and/ or *If + Past Simple, would + infinitive*

-
-
-
-
-
-
-
-

If I play a game,
You will do the same.
If I sing a song,
You will do it along.
If you misbehave,
I'll be calm and brave.
If you didn't exist,
I'd not be half at least.
Love you so, my son!
You and me are one!

** Model poem on the task by student Macit Irina*

Further Practice Online

Rules and explanations

https://test-english.com/grammar-points/b1/first-and-second-conditionals/

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/conditionals-zero-first-second

https://www.youtube.com/watch?v=RB8cDdvj5uc

Practice exercises

https://www.studypro.eu/english-grammar/1st-and-2nd-conditionals-test-a.html

https://test-english.com/grammar-points/b1/first-and-second-conditionals/

https://www.esl-lounge.com/student/grammar/3g18-first-second-conditional-exercise.php

https://speakspeak.com/english-grammar-exercises/intermediate/first-versus-second-conditional

https://www.youtube.com/watch?v=9favEiahoTo

Topic 7 Conditional Three

Conditional 3 (Unreal Past Conditional)

Form

If + Past Perfect, / Subject + would have + Past Participle

If + Past Perfect, / Subject + could/might have + Past Participle

Use

- We use ***the third conditional*** when we talk about a hypothetical / imaginary past situation and its possible consequence. It's often used to express regret of something that happened or imagine a different result.

e.g. *If I **had studied** harder, I **would have passed** the exam.*

*If they **had left** earlier, they **would have caught** the bus.*

We use **the Third Conditional:**

- to express regrets or missed opportunities:

e.g. *If I **had known** about the party, I **would have gone**.*

- to imagine a different past outcome:

e.g. *If we **had taken** the other road, we **would have arrived** earlier.*

- to express hypothetical criticism:

e.g. *If you **had listened**, you **would have understood** the instructions.*

Note!!!

Could or ***might*** can replace *would* in the main clause to indicate possibility.

e.g. *They **might** have made it to my party if they **had stopped** to ask for directions.*

*If I**'d finished** reading the book, I **could have helped** you write your book report.*

Practice exercises

Practice exercise 1

Match the first part of the sentence on the left with the best ending on the right.

Each choice can only be used once.

Column A	***Column B***
1. I would have said hello ...	a) if I hadn't looked at my calendar.
2. I would have mailed the letter ...	b) if the roads hadn't been so slippery.
3. If I had seen the accident, ...	c) if I had known the baby was sleeping.
4. If I had planned a trip to France, ...	d) if I had seen you.
5. I would have forgotten your birthday ...	e) I would have gone swimming.
6. The accident wouldn't have happened ...	f) if I had had some stamps.
7. I would have cleaned my apartment ...	g) if I hadn't washed it in hot water.
8. If I had brought my bathing suit, ...	h) I would have tried to learn some French.
9. My sweater wouldn't have shrunk ...	i) if I had known they were coming.
10. I would have been much quieter ...	j) I would have called an ambulance.

Practice exercise 2

*Look at these real past events. Rewrite the sentences using the **Third Conditional** structure to imagine a different outcome.*

1. You didn't tell me you needed help, so I didn't assist you.

   If you _____ (tell) me, I _____ (help) you.

2. They didn't invite us, so we didn't attend the party.

   If they _____ (invite) us, we _____ (go).

3. She didn't train hard, and because of that, she lost the competition.

   She _____ (win) the game if she _____ (train) harder.

4. I missed the bus because I woke up late.

   If I _____ (wake up) earlier, I _____ (catch) the bus.

5. We didn't check the weather, so we got caught in the rain during our picnic.

   If we _____ (check) the weather, we _____ (bring) an umbrella.

6. The meeting was cancelled because we didn't confirm the reservation in time.

   If we _____ (confirm) the reservation earlier, the meeting _____ (happen).

7. He didn't lock the door, so the thief entered the house.

   If he _____ (lock) the door, the thief _____ (not enter) the house.

8. I didn't study for the test, and that's why I failed.

   If I _____ (study), I _____ (pass) the test.

9. She wasn't careful, so she made a mistake.

   If she _____ (be) more careful, she _____ (not make) a mistake.

10. I didn't see the email, so I didn't reply.

    If I _____ (see) the email, I _____ (reply).

Exercise 3

*Each of the following sentences contains mistakes in the **Third Conditional** structure. Find and correct the errors.*

1. If he had studied, he will have passed the test. **Correction:** _____
2. If I would have known, I'd have told you. **Correction:** _____
3. If they invited us, we would have gone to the party. **Correction:** _____
4. She could have won the race if she trained harder. **Correction:** _____
5. If I had woke up on time, I would catch the train. **Correction:** _____
6. If you would tell me, I could have helped you. **Correction:** _____
7. If they hadn't forgotten to bring the tickets, they would not missed the concert. **Correction:** _____
8. If we left earlier, we wouldn't miss the bus. **Correction:** _____

My Grammar Project

1. Use the text attached bellow and change it into a chain story using Conditional 3 beginning as suggested.

There was a family who was very poor so they lived in a little house. One day the children were hungry so the mother went to the market. On the way she crossed a bridge and saw something in the river. She leant over the bridge and her purse fell into the water. It sank to the bottom of the river so she couldn't reach it. A fish swam by and swallowed it. She had no money so she went home. There was no food in the house so she went fishing. She caught a big fish so she had something to cook. She cut the fish open and found her purse inside with all the money still in it.

e.g. *If they hadn't been poor, they wouldn't have lived in a little house.*
If the children hadn't been hungry, the mother wouldn't have gone to the market.

2. Write a chain story of your own with at least 8 conditional sentences.

Further Practice Online

Rules and explanations

https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/third-conditional

https://www.youtube.com/watch?v=ve4Tk78j6Nc

https://test-english.com/grammar-points/b1/third-conditional-past-unreal-situations/

Practice exercises

https://test-english.com/grammar-points/b1/third-conditional-past-unreal-situations/

https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/third-conditional

https://www.perfect-english-grammar.com/third-conditional-exercise-1.html

https://www.grammar-quizzes.com/condition3a.html

https://www.examenglish.com/grammar/B1_3rd_conditional.htm

https://english-practice.net/english-grammar-exercises-for-b1-third-conditional/

Topic 8 Wishes

Expressing wishes in English

We often use the structures ***I wish / If only*** to express a wish in English. *Wishes* describe a desire or hope for something to be different in the present, past, or future. They are used with specific tenses depending on the type of the wish.

Structure 1

I wish / If only + Past Simple / Continuous

- Use this structure when you want a situation in present or future to be different:

e.g. ***I wish I spoke*** *Italian. (I don't speak Italian)*
I wish I was / were *on a beach. (I am at home)*
I wish I had *a big, modern house. (I live in a flat)*
I wish it was / were *Sunday tomorrow. (It's only Saturday)*

Structure 2

I wish / If only + could + bare infinitive

- Use this pattern for a wish or regret in the present concerning lack of ability:

e.g. ***I wish I could*** *learn faster.* (I am a slow learner)
If only I could *swim.* (I cannot swim)

Structure 3

I wish / If only + Past Perfect

- Use this pattern to express a regret about the past, and when you want a situation in the past to be different:

e.g. ***I wish I had studied*** *Italian.* (I didn't study Italian)
I wish I had known *all this when I was younger.* (I didn't know it)

Structure 4

I wish / If only + Subject + would + bare infinitive

- Use this structure when you want to complain about a present situation you cannot change or somebody's behaviour that you disapprove of.

In this structure the subject after *I wish* is always somebody else, or a situation. (we never say: ~~*I wish I would*~~)

e. g. *That dog barks all the time. I wish that dog* ***would be*** *quiet.*
You are always late. I wish you ***would arrive*** *on time.*
It has been raining a lot lately. I wish it ***would stop*** *raining!*

Note!

• *If only* means the same as 'I wish' but it is more emphatic.

e.g. ***I wish*** *he could help me =* ***If only*** *he could help me*. (stronger, more emphatic)

• After *I wish* we may use *were* instead of *was* in all persons.

e. g. ***I wish I was*** *rich =* ***I wish I were*** *rich.*

Practice exercises

Practice exercise 1

*Read the sentences and rewrite the sentences, expressing **wishes**.*

1. **Wishes for the present.**

a. I don't have enough money to travel. → I wish I _____.

b. He isn't here with me. → I wish he _____.

c. I live in a small village. → I wish I _____.

d. They are living in a small house. → I wish they _____.

2. **regret about the past.**

a. I didn't go to the party last night. → I wish I _____.

b. She didn't tell me the truth. → I wish she _____.

c. We didn't start the project earlier. → I wish we _____.

d. I misbehaved in class and my teacher wrote a note to my parents. → I wish I _____. I wish the teacher _____.

3.wishes for the future.

a. It is raining now, and I want it to stop. → I wish it _____.

b. They always arrive late, and I want them to arrive on time. → I wish they _____.

c. He keeps interrupting me, and I want him to stop. → I wish he _____.

d. My parents don't give me enough pocket money. → I wish my parents _____.

Practice exercise 2

*Read the situations below and complete the sentences with the correct form of the verb to express **wishes** for the present, past, or future.*

1. It's very cold outside, and I don't like it. → I wish it _____ warmer. (be)
2. I didn't study enough for my exam, and I regret it. → If only I _____ more for the exam. (prepare)
3. He is always late to meetings, and it annoys me. → I wish he _____ on time. (arrive)

4. She missed the concert because she didn't buy tickets in advance. → She wishes she _____ tickets earlier. (buy)
5. We are stuck in traffic, and we might be late for the movie. → I wish we _____ the train instead. (take)
6. The neighbours are very noisy, and I want them to stop. → I wish they _____ quieter. (be)
7. I don't have any plans for the weekend, but I want to do something fun. → I wish I _____ something exciting to do this weekend. (have)
8. I cannot swim, so I can't join the fun. → If only I _____ (swim).
9. You didn't come to my party last night, and I'm disappointed. → I wish you _____ to my party. (come)
10. I can speak English, but I can't speak German. → I wish I _____ (speak) both.

Practice exercise 3

Read this letter with regrets from a student. Choose the correct options.

Dear X,

I can't tell you how much I regret my decisions lately. If only I (1) *didn't waste / hadn't wasted* so much time watching TV before my exams, things would be different now. Of course, I wish I (2) *studied / had studied* more seriously throughout the year, but I also wish I (3) *wouldn't skip / hadn't skipped* so many classes.

I'm stuck now, trying to catch up, and I just wish I (4) *were / would be* more organized. If only you (5) *can / could* help me with math like you used to, maybe I wouldn't feel so overwhelmed.

Things aren't all bad. I know I can still make progress, but I wish my teachers (6) *will / would* give us more feedback on our work. And I really wish I (7) *could / would* get better grades this semester. It's going to be tough, but I'll keep trying.

I'd better get back to studying now. I really appreciate your support, and I wish you (8) would *come / have come* study with me soon. I wish (9) *to see / I could see* you after finals, and I wish (10) you *didn't tell / not to tell* anyone about my struggles—it's a bit embarrassing.

Love, Y

My Grammar Project

1. Look at the letter attached below. Rewrite it using Wishes.

Dear Sarah,
I am having a terrible holiday. I shouldn't have chosen to stay on this island; I should have gone to Greece instead. The weather is awful. Yesterday it even rained! I really want to get a suntan but it's not possible because the sun never comes out. The hotel isn't very nice either and the staff are very impolite. I would like to complain to the manager but he is never here. I really miss my friends and my family and I feel like going home tomorrow!
Yours,

2. Write a list of regrets that you personally have and rewrite the list using Wishes. Write at least 10 different wishes using all 4 structures.
(**e.g.** I live in a small town - I wish I didn't live in this boring town.
I entered a new Master program and now I have very little time for myself - I wish I hadn't applied for that Master degree program.
I have never studied how to play chess. - I wish I could play it. etc)

Further Practice Online

Rules and explanations

https://test-english.com/grammar-points/b1-b2/wishes-regrets/

https://www.baamboozle.com/game/813738

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/wishes-wish-if-only

Practice exercises

https://test-english.com/grammar-points/b1-b2/wishes-regrets/

https://speakspeak.com/english-grammar-exercises/intermediate/wish

https://wordwall.net/resource/60720663/b1-wishes-and-regrets

http://www.english-practice.at/b1/grammar/if-clauses/if007-i-wish.pdf

Topic 9 Questions

There are several types of questions in English:

- General questions (= Yes/ No questions)
- Special questions (= Wh-questions)
- Disjunctive questions (= Tag-questions)
- Alternative questions (questions with ***or***)

Special Subject and Object Questions

In English there are two types of Special questions:

- Object questions
- Subject questions

1. When we learn how to make a question, we normally learn about **Object questions**, because they are the most common type of questions. Usually, when we ask a question, we want to know *when, how, where, what, etc.* the subject did, so we ask a question to the object.

e.g. *What did you lose? I lost my purse.*
Who did John meet? John met Lucy.

Questions to the Object use the inverted word order and add the auxiliary verb 'do', 'does' or 'did'.

Question word **+ auxiliary verb + subject + main verb +** (complements)**?**

Where	did	we	go?	
Who	does	he	admire?	
When	did	they	arrive	home?
How long	have	you	known	him?

2. Subject questions are questions we ask when we want information about the Subject of a sentence. The subject of a sentence is the person or thing that performs the action.

We use Subject questions to ask *who*, *what* or *which* person or thing does something.

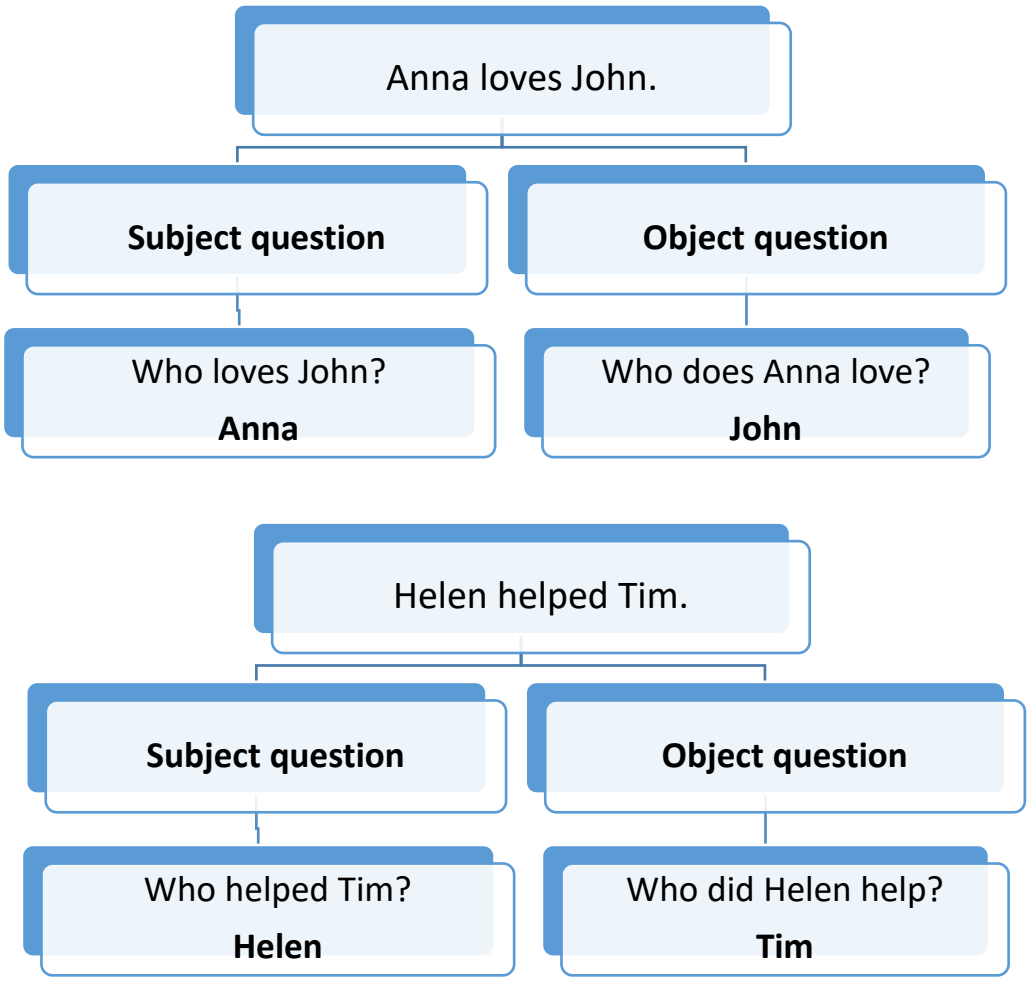
e.g. *Who lost the purse? Ann lost her purse.*
Which fruits make the best juice? Oranges make the best juice.

Questions to the Subject use the direct word order and do not add the auxiliary verb 'do', 'does' or 'did' with Present Simple or Past Simple, though with other tenses we will still use it. In **Subject questions** we simply replace the Subject of the sentence with the question word.

Question word **+ verb +** (complements)**?**

Who	arrived	first?	
Who	admires	Lady Gaga?	
Which fruits	make	the best juice?	
What	happened	to you	yesterday?
How many people	are coming	to the party?	

Compare:



Indirect Questions

The term **Indirect questions** often refers to questions that begin with a polite introductory phrase. An indirect question is a question embedded inside a statement, an order, or another question.

Direct question: *Do you like pasta?*

Indirect question: Tell me, please, if *you like pasta.*
Can I ask you *if you like pasta?*
I'd like to know *if you like pasta.*

When you add an introductory phrase* to a direct question your question becomes a statement, so it no longer follows the inverted word order for questions. An indirect question has the direct word order. You will neither use the auxiliary verbs **do, does, did** for question in Present or Past simple.

Direct questions

(Wh-word) + Aux. Verb + Subject + Verb?

Indirect questions

Indirect words + Wh-word + **Subj. + (Aux. Verb) + Verb**

Indirect words + if/whether + **Subj. + (Aux. Verb) + Verb**

For **general** (Yes/No) questions you will use ***if***, or ***whether*** to introduce the question.

e.g. *Do you like pasta?* → I wonder **if** *you like pasta.*

Have you ever been there? → I'd like to know ***whether*** *you have ever been there.*

For **special** (Wh-) questions you will use the ***Wh-word*** to introduce the question.

e.g. *What food do you like?* → I wonder ***what*** *food you like.*

How long have you stayed there? → I'd like to know ***how long*** *you have stayed.*

* Most commonly used introductory phrases for indirect questions are:

I wonder … *I'd like to know …* *I don't know …*	*Can / Could you tell me …?* *Can I ask you …?* *Who knows …?* *Would/ Do you mind telling/showing me …*

Practice exercises

Practice exercise 1

Look at the sentences and for each of them make up one question to the subject (S. Q.) *and one question to the object* (Obj. Q.).

1. James broke my CD.

S.Q. _____?

Obj. Q. _____?

2. The class will read the book next month.

S.Q. _____?

Obj. Q. _____?

3. Ann's dog found the missing child.

S.Q. _____?

Obj. Q. _____?

4. The students like the new teacher.

S.Q. _____?

Obj. Q. _____?

5. Ten people attended the seminar.

S.Q. _____?

Obj. Q. _____?

Practice exercise 2

Write questions to which the words in bold are the answers.

1. **Sam** first met Julie in Paris.
2. Roger spoke **to Jean**.
3. Ella phoned **Stuart**.
4. **Ella** phoned Stuart last night.
5. **Jenny** will see Rosie.
6. Steve has left a message for **Jim**.
7. Ted doesn't like **Sue**.
8. **Pam** will visit Tom in hospital.
9. Pam will visit Tom **in hospital**.
10. **Jim** is playing with Richard.

Practice exercise 3

Make these questions more polite by adding an introductory phrase and making the necessary changes.

1. Where is 5th Avenue?
2. Has the game started yet?
3. Are you coming with us?
4. Who is Anna waiting for?
5. Did you finish the report yesterday?
6. What is the dress code in the office?
7. Does the boss want us in the meeting?
8. Would you like to join me?
9. Can he spell it correctly?
10. When will they finish it?

Practice exercise 4

Unjumble the following sentences and identify what type of question each one is.

1. dog / bit / who / the / ?
2. she / films / does / what / like / type / of ?
3. do / coffee / prefer / you / or / tea / ?
4. me / tell / you / if / have / the / could / you / schedule / details / of / ?
5. ate / who / the / last / cake / piece / of / ?
6. want / what / do / to / watch / movie / you / ?
7. you / wonder / would / like / water / some / or / juice / I / if
8. me / would / telling / you / time / the / mind / ?
9. you / completed / you / haven't / the / project / yet / , / have ?
10. knows / who / is / answer / the / correct / what ?
11. where / do / the / they / for / trip / plan / to / go / ?
12. results / which / do / you / think / show / best / will / group / the / ?
13. will / attend / they/ everyone / the / meeting / , / won't /?
14. what / do / time / you / know / we / class /tomorrow / have / the / ?

My Grammar Project

Imagine that you are going to interview somebody who has applied for a job within your company. Look at some information from the person's CV and think about other things that you would like to know (applicant's future plans, expectations, etc.) and prepare a set of 10 indirect questions for them.

Candidate's Name: Alex Carter
Position Applied For: Marketing Coordinator
Profile Summary:
Recent graduate with experience in digital marketing, social media strategy, and customer engagement. Motivated to contribute fresh ideas to a growing company.

Education

- **Bachelor's Degree in Marketing** - State University, 2022
- **Certificate in Digital Marketing** - Online Academy, 2023

Work Experience

- **Marketing Intern** - Creative Solutions Agency (2022-2023)
  - Assisted in managing social media accounts.
  - Worked with the team to develop a campaign that increased online engagement by 20%.
- **Sales Associate** - Tech Retail Store (2021-2022)
  - Provided customer service and support, which helped build strong client relationships.
  - Recognized for consistently meeting monthly sales targets.

Skills

- Proficient in Adobe Creative Suite and social media analytics.
- Excellent communication and presentation skills.

Volunteer Experience

- **Event Organizer** - Annual Charity Run (2021)
  - Coordinated volunteers and collaborated with sponsors for a successful event.

Further Practice Online

Rules and explanations

Subject and object questions

https://www.gramatica-inglesa.com/en/units/asking-questions/subject-and-object-questions

https://www.perfect-english-grammar.com/subject-questions.html

https://learningenglish.voanews.com/a/forming-questions-part-1-subject-questions/4550920.html

https://www.bbc.co.uk/learningenglish/course/lower-intermediate/unit-18/tab/grammar

Indirect questions

https://www.gramatica-inglesa.com/en/units/asking-questions/indirect-questions

https://test-english.com/grammar-points/b1-b2/indirect-questions/

https://www.bbc.co.uk/learningenglish/course/lower-intermediate/unit-21/tab/grammar

https://www.perfect-english-grammar.com/indirect-questions.html

Practice exercises

Subject and object questions

https://www.perfect-english-grammar.com/subject-questions-exercise-1.html

https://www.espressoenglish.net/subject-and-object-questions-in-english/

Indirect questions

https://test-english.com/grammar-points/b1-b2/indirect-questions/

https://www.perfect-english-grammar.com/indirect-questions.html

Topic 10 Relative Pronouns. Relative Clauses.

Relative pronouns

Relative Pronouns (***who, whose, whom, which, that***) introduce relative clauses. They are used to put together two simple sentences into a complex one with a relative clause.

e.g. *This is the teacher. She is helping me with my grammar.* - *This is the teacher* ***who*** *is helping me with my grammar.*

This is the book. I told you about yesterday. - *This is the book* ***which*** *I told you about yesterday.*

Here's the girl. Her car got stolen last night. – Here's the girl ***whose*** *car got stolen last night.*

Use:

We use ***who/ whom/ that*** to refer to people.

We use ***which/ that*** to refer to things.

We use ***whose*** to show possession for both, people and things.

When the relative pronoun is the subject of the verb in the relative clause, we cannot omit it.

e.g. This is the teacher ***who*** *is helping me with my grammar.* In this sentence the relative pronoun ***who*** is the subject of the verb in the relative clause. In this case it is absolutely necessary to have it.

When the relative pronoun is the object of the verb in the relative clause, we can, and often, omit it.

e.g. This is the book ***which*** *I told you about yesterday.* In this sentence the relative pronoun ***which*** is the object of the verb in the relative clause (the subject is "***I***"). In this case the relative pronoun is not necessary, so we normally say: *This is the book I told you about yesterday.*

When we show possession the relative pronoun ***whose*** can never be omitted.

Relative Clauses

Defining Relative Clauses

Defining relative clauses (also called *identifying relative clauses* or *restrictive relative clauses*) give us detailed information, defining a general term or expression. It tells us exactly which person, or thing.

e.g. *Do you know the girl **who** is talking to Tom?*

In our example *"... **who** is talking to Tom"* is a defining relative clause. It tells us which girl exactly and implies that there are other girls in the room and we ask about the one "who is talking to Tom".

Defining relative clauses are not put in commas.

Defining relative clauses are often used in definitions.

e.g. *A seaman is someone **who** works on a ship.*

Object relative pronouns in defining relative clauses can be dropped.

e.g. *The boy (**who/whom**) we met yesterday is very nice.*

Note: In defining relative clauses, ***who/which*** may be replaced with *that*.

Non-Defining Relative Clauses

Non-defining relative clauses (also called *non-identifying relative clauses* or *non-restrictive relative clauses*) give additional information on something, but do not define it.

e.g. *Do you know the girl, **who** is talking to Tom?*

In our example *"..., **who** is talking to Tom"* is a non-defining relative clause and that would imply that Tom is in a room with only one girl and it is obvious which woman we mean and we only want to add some extra information about her.

Defining relative clauses are put between commas.

e.g. *Do you like this cake, **which** I baked yesterday?*

Object pronouns in non-defining relative clauses must be used.

e.g. *Jim, **who/whom** we met yesterday, is very nice.*

Note: In non-defining relative clauses, ***who/which*** may not be replaced with that.

Practice exercises

Practice exercise 1

*Complete the text with an appropriate relative pronoun. Provide **both** pronouns when possible. When the pronoun **can be omitted** add it between brackets ().*

Lena's First Day at School

Lena was a young teacher _____ (1) had just finished her studies. She was very excited to start her first job at a primary school _____ (2) was close to her home. The school head-master, _____ (3) Lena had met during the interview, was very kind and supportive. He introduced her to the other teachers, _____ (4) welcomed her heartily.

The classroom _____ (5) she was assigned to was bright and cheerful. The students, _____ (6) names she quickly learned, were very curious about their new teacher. They gave her a small welcome gift, _____ they made with their Arts & Crafts teacher. Lena felt a bit nervous but confident in the skills _____ (8) she had worked hard to develop.

During the first lesson, Lena taught the children about animals, a topic _____ (9) they were really interested in. The students listened carefully and answered the questions _____ (10) she asked. There was one boy, _____ (11) didn't like to sit still, but Lisa managed to keep him focused.

At the end of the day, Lisa went home feeling happy and tired. It was a day_____ (12) she would never forget. The experience, _____ (13) was both challenging and rewarding, made her realize how much she loved teaching.

Practice exercise 2

Combine the two sentences by using who/which/whose/ that/ when/ where. *Provide both pronouns when this is possible. When the pronoun can be omitted add it between brackets (). Add commas where necessary.*

1. The police arrested the man. He murdered his wife.

_____ .

2. Where are the shoes? I bought them yesterday.

_____ .

3. The book is very interesting. I borrowed it from the library.

_____ .

4. This is the man. His dog bit me.

_____ .

5. The pupils missed the test. They came late.

_____ .

6. That man is a politician. I forgot his name.

_____ .

7. The actor is very famous. I met him a few days ago.

_____ .

8. I have a new camera. I bought it last week.

_____ .

9. My friend invited many people. His house is huge.

_____ .

10. John belongs to an ONG. They send food packages to Africa.

_____ .

Practice exercise 3

Choose which of these sentences is correct. Should we use a defining relative clause *or a* non-defining relative clause*? For each question you have a clue.*

1. You have two houses.
a) My house which is in Miami is very expensive.
b) My house, which is in Miami, is very expensive.

2. You have only one sister.
a) My sister, who works in a hotel, got a promotion at work.
b) My sister who works for a hotel got a promotion at work.

3. You are telling somebody that it is your car.
a) The car that is outside the house is mine.
b) The car, which is outside the house, is mine.

4. You have many pairs of shoes.
a) The pair of shoes, which I bought yesterday, is my favourite.
b) The pair of shoes I bought yesterday is my favourite.

5. There are several jackets in the room.
a) The jacket, which is on the coat stand, is mine.
b) The jacket which is on the coat stand is mine.

6. There are thousands of museums around the world.
a) The museum which we visited on holiday is very interesting.
b) The museum, which we visited on holiday, is very interesting.

7. You are talking about one room in your house.
a) My living room which is the largest room in my house is at the front of the house.
b) My living room, which is the largest room in my house, is at the front of the house.

8. There are several houses in the street.
a) The house which is at the end of the street is my friend's.
b) The house, which is at the end of the street, is my friend's.

9. There are two bags on the table, one is red and one is brown.
a) The bag which is red is mine.
b) The bag, which is red, is mine.

10. You are talking about a town.
a) The town, which I live in, is very big.
b) The town which I live in is very big.

11. There are three pictures on the wall.
a) The picture which has mountains was painted by me.
b) The picture, which has mountains, was painted by me.

12. You name the building.
a) The Round Building, which we went to yesterday, is in London.
b) The Round Building which we went to yesterday is in London.

13. You talk about your father.
a) My father who is very tall lives in the country.
b) My father, who is very tall, lives in the country.

14. There are two televisions in your house.
a) The television which is in the bedroom is a widescreen.
b) The television, which is in the bedroom, is a widescreen.

15. Everyone in the room owns keys.
a) The keys, which are on the table, are mine.
b) The keys which are on the table are mine.

16. You have only one mobile phone.
a) My mobile phone, which was very cheap, is very good.
b) My mobile phone which was very cheap is very good.

17. You have many friends.
a) My friend who lives in Barcelona is named Sam.
b) My friend, who lives in Barcelona, is named Sam.

My Grammar Project

Look at the text in the first exercise and write a similar narrative composition about your first experience as a university student. Use at least 10 relative pronouns in both types of relative clauses.

My First Day at Uni

It was September, the 1st, a lovely autumn day.

Further Practice Online

Rules and explanations

https://www.youtube.com/watch?v=j25CFx-4g0I

https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/relative-pronouns-relative-clauses

https://test-english.com/grammar-points/b1/defining-and-non-defining-relative-clauses/

https://www.ego4u.com/en/cram-up/grammar/relative-clauses

Practice exercises

https://learnenglish.britishcouncil.org/grammar/english-grammar-reference/relative-pronouns-relative-clauses

https://test-english.com/grammar-points/b1/defining-and-non-defining-relative-clauses/

https://www.ego4u.com/en/cram-up/grammar/relative-clauses#exercises

https://agendaweb.org/grammar/relatives-pronouns-worksheets-resources.html

Topic 11 Word Order in English

Word order refers to the order or arrangement of words in a phrase, clause, or sentence. In many languages, including English, word order plays an important part.

Word Order in Positive Sentences

A normal sentence in English usually contains at least three elements: **subject**, **verb**, and **object**. In positive sentences the subject always comes before the verb:

Subject	verb(s)	object
I	speak	English.
I	can speak	English.

To make a sentence more complex we can add **place** and **time**:

Subject	verb(s)	indirect object	direct object	place	time
I	will tell	you	the story	at school	tomorrow.

The **indirect object** can also come after the **direct** object, in which case it should be accompanied by a preposition:

Subject	verb(s)	direct object	indirect object	place	time
I	will tell	the story	to you	at school	tomorrow.

Sometimes for emphatic reasons you can put **time** and/or **place** in front of the sentence as well:

time	Place	subject	verb(s)	indirect object	direct object
Tomorrow	at school	I	will tell	you	the story.

Word Order in Negative Sentences

The word order in negative sentences is the same as in affirmative sentences only that in negative sentences we usually need an auxiliary verb:

Subject	verb(s)	indirect object	direct object	place	time
I	won't tell	you	the story	at school	tomorrow.
He	wasn't			there	yesterday.

Word Order in Interrogative Sentences

In questions, the direct word order: *subject-verbs-object* is inverted. You usually put the verb before the subject. When you need an auxiliary verb, you will put it before the subject, and the main verb after the subject,

Interrogative (Wh-) words or auxiliary verbs come at the beginning of the sentences:

Wh-words	auxiliary	Subject	verb(s)	indirect object	direct object	place	time
When	will	you	tell	me	the story?		
	Was	he				there	yesterday?
How often	do	you	have		a party	at home?	

Position of Adverbs

Adverbs of Manner *(e.g.: slowly, carefully, awfully)*
These adverbs are put after the direct object (or after the verb if there's no direct object).

Subject	verb(s)	direct object	adverb
He	drove	the car	carefully.
He	drove		carefully.

Adverbs of Place *(e.g.: here, there, behind, above)*

Like adverbs of manner, these adverbs are put after the direct object or the verb.

Subject	verb(s)	direct object	adverb
I	didn't see	him	here.
He	stayed		behind.

Adverbs of Time *(e.g.: recently, now, then, yesterday, tomorrow)*

Adverbs of time are usually put at the end of the sentence.

Subject	verb(s)	indirect object	direct object	time
I	will tell	you	the story	tomorrow.

If you want to put emphasis on the time, you can also put the adverb of time at the beginning of the sentence.

Time	subject	verb(s)	indirect object	direct object
Tomorrow	I	will tell	you	the story.

Adverbs of Frequency ***(e.g.: always, never, seldom, usually)***

Adverbs of frequency are put directly before the main verb. If 'be' is the main verb and adverbs of frequency are put after 'be'. If there is an auxiliary verb, however, adverbs of frequency are placed after 'be'.

Subject	auxiliary/be	adverb	main verb	object	place or time
I		often	go swimming		in the evening.
He	doesn't	always	play	tennis.	
We	are	usually			here in summer.
They	will	never	be		there in the summer.

Order of Adjectives

When more than one adjective is used to describe a noun, they follow a specific order. The general order of adjectives is:

Quantity → Opinion → Size →Age → Shape → Colour → Origin →Material → Purpose → Noun

	quantity	opinion	size	age	shape	colour	origin	material	purpose	
She has	two	lovely	small	old	round	brown	French	wooden	dining	**chairs**

Practice exercises

Practice exercise 1

Arrange the sentences in the correct order.

1. to / like /talk / I / you/ to/
2. badly / French / I / speak /
3. our holiday / will / at home / we / not / spend / next year
4. they / night / song / a / sing / every
5. 8'o clock / sell / flowers / we / till /
6. anytime / see / me / you / can /want / you
7. the / buy / milk / he / for / wants / to / baby
8. feed / you / my / cat / can?
9. the / did / you / tell / he / not / this / truth / morning
10. now / must / the book / read / you / carefully
11. go / now / home / will / I
12. give / the present / tomorrow / we / him / shall?
13. her / met / last night / at / we / the station
14. was / last week / he / in hospital
15. in / Greece / spend / I / will / next year / my holiday
16. must /at five o'clock / leave / we / the house
17. the library / take / you / the book / will / today / to?
18. my mum / breakfast / in the morning / made
19. tonight / want / to the cinema / to go / you / do?
20. wrote / last week / they / at school / a test
21. hates / they /noise / when / people / he / make
22. sister / has / my / a (an) / got / ugly / dog / dangerous

Practice exercise 2

Rewrite the sentences and put the adverbs in the correct place.

1. I have been to London. (often)
2. Have you been to Boston? (ever)
3. We were in London. (last week)
4. He plays golf on Sundays. (sometimes)
5. Your bedroom is. (upstairs)
6. The weather is bad in November. (always)

7. It rains in California. (never)
8. We don't go skiing. (in summer)
9. We have fish for dinner. (seldom)
10. I have seen that film. (never) / (before)
11. She will see him. (rarely)
12. I saw him yesterday. (there)
13. Peter doesn't get up before seven. (usually)
14. They do not play tennis on Sundays. (always)
15. He walks his dog. (rarely)
16. Cats can hear noise. (well)
17. The girl speaks English. (fluently)

Practice exercise 3

Read the text about Elon Musk and find seven more places where you can improve the word order.

in South Africa in



Elon Musk is one of the most influential people in the tech world. He was born in 1971 in South Africa**,** but moved in 1989 to Canada to attend university. Musk showed in adolescence interest in technology and business, and became successful after founding multiple companies. One of his best-known achievements is *Tesla*, a company that produces electric amazing cars. Under his leadership, *Tesla* has become incredibly successful and is now one of the most valuable car companies in the world.

Musk co-founded *SpaceX* in 2002 also, a company that private space exploration focuses on. *SpaceX* has made headlines by launching reusable rockets and partnering with NASA to transport to the International Space Station astronauts. In recent years, Musk has talked about colonizing Mars and making space travel affordable for everyone**.**

Besides his work in space and automotive industries, Musk has also been involved in other areas such as artificial intelligence and high-speed transportation systems, like *Hyperloop*, which aims to revolutionize travel. Musk's vision for the future appears both bold and optimistic, earning both admiration and criticism him.

My Grammar Project

Creating Online games

Do more practice on word order with these online exercises. Create a similar word order exercise using an online tool, such as *Wordwall, LearningApps, Educatieintercativa.md, etc* Add the link to Google Classroom.

https://wordwall.net/resource/11433467/english/word-order-sentence-structure-2

https://www.grammar.cl/english-games/adjective-word-order-basic.htm

https://www.grammar.cl/Games/Adverbs_of_Frequency.htm

Further Practice Online

Rules and explanations

https://test-english.com/explanation/a1/basic-word-order-in-english/

https://test-english.com/grammar-points/a2/verbs-with-two-objects/

https://www.boldvoice.com/blog/word-order-in-english

https://www.youtube.com/watch?v=LWigoLHN9WU

Practice exercises

https://test-english.com/grammar-points/a1/basic-word-order-in-english/

https://test-english.com/grammar-points/a2/verbs-with-two-objects/

https://www.ego4u.com/en/cram-up/grammar/word-order

Topic 12 Linking Words

Linking words show the logical relationship between sentences or parts of a sentence. They have different functions:

• **Addition**, for example **and, both ... and, too, moreover, in addition, also, as well as (this/ that), etc.**

e.g. *He plays the guitar **and** sings.*

*He plays the guitar really well. **Moreover**, he is a great singer.*

• **Contrast**, for example: **but, although, in spite of, despite, while, whereas, even though, however, nevertheless, etc.**

e.g. *She is hard-working **but** not very' creative.*

***Although** he likes watching sports, he doesn't do any.*

***Despite** his love for watching sports he doesn't do any.*

• **Giving examples: such as, for example, especially, particularly, etc.**

e.g. *Everyone is excited about the trip, **especially** Mandy.*

• **Cause / Reason**, for example: **as, because, since, due to, etc.**

e.g. *I took a taxi **because** I was late.*

• **Condition**, for example: **if, in case, provided (that), providing (that), unless, as long as, or, etc**.

e.g. *Take an umbrella with you **in case** it rains.*

• **Purpose**, for example: **to, so that, so as (not) to, in order (not) to, in case,** etc.

e.g. *They left early **so that** they wouldn't miss their flight.*

• **Effect / Result**, for example: **such / so ... that, so, as a result, etc.**

e.g. *He speaks **so** quickly **that** no one can understand him.*

• **Time**, for example: **when, whenever, as soon as, while, before, until, after, since, etc.**

e.g. *I'll wait for you **until / till** you are ready.*

• **Listing Points / Events**, for example:

- To begin: **first, at first, first of all, etc.**

e.g. ***First of all,** melt the butter in a pan.*

- To continue: **secondly, second, then, after that, next, etc.**

e.g. ***Then**, beat the eggs, salt and water together.*

- To conclude: **finally, in the end, etc.**

e.g. ***Finally**, pour the mixture into a pan and cook for five minutes.*

• **Summarising**, for example: **in conclusion, in summary, to sum up, etc.**

e.g. ***To sum up**, the film is very entertaining and is sure to be one of the year's biggest hits.*

Practice exercises

Practice exercise 1

Choose and underline the best linking word *to complete each of these sentences.*

1. It was raining. *However, / Although / Despite* we still went to the park.
2. *However / Although / Despite* the rain, we still went to the park.
3. *However / Although / Despite* it was raining, we still went to the park.
4. John bought the watch, *however / although / despite* it being so expensive.
5. John bough the watch. *However, / Although / Despite* it was expensive.
6. *However / Although / Despite* it was expensive, John bought the watch.
7. I finished the homework. It, *however / although / despite,* wasn't easy.
8. I finished the homework, *however / although / despite* it wasn't easy.
9. *However / Although / Despite* the fact that it wasn't easy, I finished the homework.
10. She went for a long walk, *however / although / despite* being cold.
11. *However / Although / Despite* she was cold, she went for a long walk.
12. She was cold. She went for a long walk, *however / although / despite*.
13. The restaurant has a good reputation. *However, / Although / Despite* the food was terrible.
14. *However / Although / Despite* the restaurant's good reputation, the food was terrible.
15. *However, / Although / Despite* the restaurant has a good reputation, the food was terrible.

Practice exercise 2

Join or transform these sentences so that they contain a linking word.

1. She is a very good English speaker. You would think it was her native language.
_____ (so)
2. There were too people in the room. We couldn't move.
_____ (so… that)
3. We missed the film. There was a lot of traffic.
_____ (because)
4. We lost the match. But we were the better team.
_____ (despite)
5. I haven’t eaten for 24 hours. I didn't feel hungry.
_____ (even though)
6. The price of basic foods rose in January. They rose in February too.
_____ (both … and)

7. He was sitting on the beach when the sun rose.

_____ (as)

8. When he arrives, we'll go.

_____ (as soon as)

9. He wore a coat. It was cold outside.

_____ (as)

10. Greg likes tennis. Sam likes golf.

_____ (whereas)

11. He likes fish. He likes seafood too.

_____ (and)

12. I'll drive you to school. You're ready on time.

_____ (provided)

Practice exercise 3

Complete the following letter with a suitable linking word.

Dear Jane,

It's wonderful to hear from you. Of course I remember you, _____ it's been over ten years since our last meeting. Who gave you my address? It was great to learn a bit about you and your family. You asked what I'm doing at the moment, _____ here's some of my news.

First of all - I married John! I know you never liked him very much, _____ you'll probably be pleased to hear that we're now divorced. _____, we still see each other a lot _____ we have two children. The twins are now six and they're good boys, _____ of course, they're sometimes a bit difficult to handle.

We moved from Birmingham _____ I didn't want the boys to grow up in a big city. Now, we live in an old farmhouse in Wales. It's really beautiful _____ it's expensive to look after _____ it's so old. _____ John still lives in the city, he often visits and the boys always spend part of their holidays with him.

I know you're busy _____ I'd love to see you again. Maybe you can come over and meet my new husband. Yes, I'm married again. Do you remember Harry King? _____ I could never get on with him when we were young, we somehow fell in love. We got married a year ago.

I can't wait to hear more of your news, _____ write very soon.

My Grammar Project

1. Look at the letter in Exercise 3. Imagine you are Jane and write an answer to it. Use at least 10 linking words with different functions. Write in about 200 words.

Dear Ann,

I'm so happy you wrote back.

_____
_____
_____
_____
_____
_____
_____

2. Continue the story using the linking words and ideas from the list as well as your own ideas. Write about 150 words.

• and (x2) • when • but • however • as soon as • although • so • to

go camping, find place by river, put up tent, look for branches, start fire, get dark, get lost, find cabin, stay for night, next morning, follow river, back to camp, scared, adventure

Henry and his friend Sam decided to go camping in the woods.

_____
_____
_____
_____
_____

Further Practice Online

Rules and explanations

https://www.youtube.com/watch?v=CVbofRSAKbM

https://www.youtube.com/watch?v=P0B0k4HS8zI

https://test-english.com/grammar-points/b1/clauses-contrast-purpose-reason/

https://www.youtube.com/watch?v=ZYd3whIRpik

https://www.grammarly.com/blog/grammar/linking-words/

Practice exercises

https://www.englisch-hilfen.de/en/exercises/word_order/conjunctions3.htm

https://www.english-grammar.at/online_exercises/connectives/connectives-index.htm

https://test-english.com/grammar-points/b1/clauses-contrast-purpose-reason/

https://test-english.com/grammar-points/b1/clauses-contrast-purpose-reason/2/

https://www.curso-ingles.com/en/practice/exercises/linking-words

https://www.youtube.com/watch?v=s72p273v-9g

Topic 13 Non-finite Forms of Verbs. Infinitive and Gerund.

The Infinitive

The ***to-infinitive*** is used:

• to express **purpose**, e.g. *She went out **to buy** some milk.*

• after certain **verbs** (advise, agree, appear, arrange, attempt, choose, claim, decide, expect, fail, hope, intend, learn, manage, plan, pretend, prefer, promise, refuse, threaten, want etc.), e.g. *He promised **to be** back at 10 o'clock.*

• after certain **adjectives** (angry, happy, lucky, glad, etc.) e.g. *She was glad **to see** him.*

• after **question words** (where, how, what, who, which, but not after why), e.g. *Has she told you where **to meet** them?* BUT *I don't know why he left so early.*

• after **would like / would love / would prefer**. e.g. *I'd love **to go** for a walk.*

• after **nouns**, e.g. *It's a pleasure **to work** with you.*

• after **too/enough** constructions, e.g. *He's **too** short **to reach** the top shelf. He isn't tall **enough to reach** the top shelf.*

• with **it + be + adjective** (+ of + object), e.g. *It was nice of him **to remember** my name.*

• with '**only**' to express unsatisfactory results, e.g. *He called me only **to say** that he'd be late.*

The **bare infinitive** (infinitive without "to") is used:

• after **modal verbs** (must, can, will, etc.), e.g. *You must **be** back at 12 o'clock.*

• after **had better / would rather**, e.g. *I'd rather **have stayed** in last night.*

• after the verbs **make / let / see / hear / feel** followed by **object**, e.g. *Mum let me **watch** TV. I made him **apologise**.* BUT in the passive form: be made / heard / seen + to- infinitive, e.g. *He was made **to apologise**.*

Note!!!

The verb ***help*** is followed by a **to-infinitive** or **a bare infinitive**, e.g. *She helped me **(to) wash** the dishes.*

The Gerund

The **V-ing** form is used:

• as a **noun**, e.g. ***Swimming*** *is good for your health.*

• after certain **verbs** (admit (to), avoid, consider, continue, delay, deny, enjoy, escape, excuse, fancy, finish, forgive, imagine, insist on, involve, keep (= continue), look forward to, mention, mind, miss, object to, postpone, practise, prevent, report, resist, risk, save, stand, suggest, understand, etc.), e.g. *He admitted (to)* ***stealing*** *the painting.*

• after *love, like, dislike, hate, enjoy, prefer* (to express general preference), e.g. *He likes* ***cooking*** *(in general).*

• after the phrases: I'm busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point (in), can't stand, be/get used to, be/get accustomed to, have difficulty (in), etc., e.g. *It's no use* ***complaining.***

• after the verb **go** for physical activities, e.g. *They go* ***skiing*** *every winter.*

• after **spend / waste time**, e.g. *He wasted his time* ***playing*** *video games.*

• after **prepositions**, e.g. *He entered the room without* ***knocking***.

Note!!!

After the verbs **see, hear, listen, watch** to express an incomplete action, an action in progress or a long action use V-ing, e.g. *I saw Kate* ***painting*** *the kitchen.* (I saw Kate in the middle of painting. I saw part of the action in progress. I didn't wait until she had finished.)

BUT After **see, hear, listen, watch**, use the **bare infinitive** to express a complete action, something that one saw or heard from beginning to end, e.g. *I watched Kate* ***paint*** *the kitchen. It took her two hours.* (I saw the whole action from beginning to end.)

Verbs followed by Infinitive and / or Gerund

Some English verbs can be followed by both an Infinitive or a Gerund.

- In some of these the meaning is the same, for example: **begin, start, continue, prefer, hate.**

e.g. *He began/started* ***talking****. = He began/ started* ***to talk****.*
He continued ***talking*** *for hours. = He continued* ***to talk****.*
Do you hate ***working*** *on Saturdays? = Do you hate* ***to work*** *on Saturdays?*

- In other cases, the meaning of the verb will be fully dependent on the form of the verb it is followed by.

Verbs followed by V-ing or Infinitive with a difference in meaning	
stop	
Stop* + *V-ing means the action is not happening any more. (We were doing something and then stopped doing it) e.g. *I've **stopped going** to the gym because my health weakened.* *We **stopped playing** football as it started to rain.*	***Stop* + *to infinitive*** means that someone or something stops an activity so that they can do something else instead. (stop from something in order to do something else) e.g. *He **stopped** the video **to ask** the students some questions.* *We were tired so we **stopped to have** a rest.*
Remember / forget	
Remember* + *V-ing* / *forget* + *V-ing refer to having (or not having) a memory of something in the past. (We remember/ forget how we did a thing) e.g. *I **remember watching** this film before.* *I'll never **forget meeting** you for the first time in this café.*	***Remember* + *to infinitive* / *forget* + *infinitive*** refer to doing or failing to do something that was necessary to do. e.g. *Please **remember to buy** some milk on the way home.* *He **forgot to lock** the door when he went out.*
Try	
Try* + *V-ing means that you are trying something as an experiment, especially as a possible solution to a problem, to see if it works or not. e.g. *Have you **tried turning** the computer off and on again?* *We **tried pouring** some water onto it, we **tried covering** it with a blanket, ...*	***Try* + *to infinitive*** means that something is difficult but you are making an effort to do it. e.g. *I'm trying **to learn Japanese** but it's very difficult.* *We **tried to put out** the fire by ourselves, but we didn't manage, so we called the fire brigade*
Regret	
regret* + *V-ing form = have second thoughts about smth one has already done e.g. *I **regret buying** this dress; it doesn't look nice on me.*	***regret* + *to infinitive*** = feel sorry to do smth e.g. I ***regret to tell** you that there is no money left in your account*
Mean	
mean* + *V-ing = involve e.g. *Finding a job* **means attending** *many interviews* *Does it **mean being** here 24/7?*	***mean* + *to infinitive*** = *intend to* *e.g. He **means to find** a job abroad.* *Did he **mean to say** I was childish?*

Go on	
go on* + *V-ing = keep on doing (sth) e.g. *She went on **talking** for hours.*	***go on* + *to infinitive*** = finish doing sth and start doing sth else e.g. *After finishing drafting the report, she went **on to type** it.*

Forms of the Infinitive

	Active	Passive
Simple infinitive	*(to) write*	*(to) be written*
Continuous infinitive	*(to) be writing*	
Perfect infinitive	*(to) have written*	*(to) have been written*
Perfect continuous infinitive	*(to) have been writing*	

The **Simple Infinitive** refers to the present or future, e.g. *I'd like **to go** for a walk.*
The **Continuous Infinitive** is used with ***appear, claim, seem, pretend, must, can't, happen, should, would***, etc. to describe an action happening now, e.g. *He must **be working** in the garden now.*
The **Perfect Infinitive** is used with ***appear, happen, pretend, seem, believe, claim*** *and* ***the modal verbs*** to show that the action of the infinitive happened before the action of the verb, e.g. *He claims **to have met** the Queen.* (First he met the Queen, then he claimed he had met her.)
The **Perfect Continuous Infinitive** is used with ***appear, seem, pretend, etc.*** *and* ***the modal verbs*** to put emphasis on the duration of the action of the infinitive, which happened before the action of the verb, e.g. *She looks tired. She seems **to have been working** all morning.*

Forms of the Gerund

	Active	Passive
Simple Gerund	*Writing*	*being written*
Perfect Gerund	*having written*	*having been written*

The **Simple Gerund** form refers to the present or future, e.g. *She enjoys **dancing.***
The **Perfect Gerund** form shows that the action of the -ing form has happened before the action of the verb. We can use the simple form instead of the perfect form without a difference in meaning, e.g. *She denied **having stolen** the money. or He denied **stealing** the money.*

Practice exercises

Practice exercise 1

Fill in the gaps with the Gerund *or* Infinitive *form of the verb (with or without to).*

1. She seems _____ (like) her new job.
2. I wanted _____ (go) alone, but Joe insisted on _____ (go) with me.
3. Do you mind _____ (stay) away from your family all the time?
4. Have you ever learned how _____ (use) such a machine?
5. Eventually she managed _____ (repair) the bike.
6. Tom offered _____ (take) me home.
7. Our neighbours apologized for _____ (make) so much noise.
8. I'm lazy. I don't feel like _____ (work) any more.
9. How about _____ (spend) a week in Scotland?
10. Have they already started _____ (play) tennis?
11. The pupils hope _____ (pass) the exam.
12. After the break they went on _____ (paint) the walls.
13. Would you like _____ (drink) a cup of coffee?
14. She hates _____ (get) up so early.
15. Don't forget _____ (post) the letter.
16. Are you interested in _____ (work) for us?
17. Mum never stops _____ (talk).
18. He promised _____ (visit) us soon.
19. He saw the robber _____ (jump) out of the window.
20. He is famous for always _____ (be) late.
21. There's no sense in _____ (write) any further. You can't finish in time.
22. She did not know what _____ (expect) from them.

Practice exercise 2

Can you remember any proverbs or sayings that contain Gerunds *and* Infinitives*? Look at some examples and complete the gap with the appropriate form.*

1. Be slow in _____ (choose) a friend, and slower in changing him.
2. You can lead a horse to water, but you can't make him _____ (drink) it.
3. He who likes_____ (borrow) dislikes paying.
4. By _____ (do) nothing we learn _____ (do) ill.
5. Think twice before _____ (speak).
6. _____ (Say) is one thing and _____ (do) is another.
7. It's no use _____ (cry) over the spilt milk.
8. Learn _____ (walk) before you run.

9. Appetite comes with _____ (eat).
10. You can't _____ (make) an omelette without breaking eggs.
11. It's better _____ (be) safe than sorry.
12. _____ (Pour) water on the fire is not the way to quench it.
13. People who live in glass houses shouldn't _____ (throw) stones at others.
14. It's never too late _____ (mend).
15. A watched pot is long in _____ (boil).
16. It takes two _____ (make) a quarrel.
17. Let sleeping dogs _____ (lie).
18. A thief passes for a gentleman when _____ (steal) has made him rich.
19. _____ (Know) the road ahead, ask those coming back.
20. Fools grow without _____ (water).

Practice exercise 3

Complete the gaps with the appropriate form of the Infinitive *or* Gerund.

1. - I'm not going to Elizabeth's party! - She'll be very disappointed. You know she expects _____ (see) you there.
2. - Frank appears _____ (study) hard all day. - Yes, he hasn't even stopped _____ (have) lunch.
3. Henry apologised for _____ (interrupt) their conversation in the morning.
4. She complained of _____ (stalk) by a stranger and filed a police report.
5. The boys' clothes are all dirty. They must _____ (play) in the garden.
6. - I like the DJ. This music is so good! - B: Yes, everybody seems _____ (have) a good time.
7. - When was the car stolen? - It appears _____ (steal) during the night.
8. - Did you read the front page of today's paper? - Yes, isn't it amazing! Scientists claim
_____ (find) a cure for cancer!
9. They love _____ (invite) to parties, but never invite anyone themselves.
10. - Why is Gregory's face so red? - He seems _____ (be) upset with John.
11. _____ (Say) that she quickly left the house.
12. - When do you want the report? - It needs _____ (finish) by tonight.

My Grammar Project

Choose one of the proverbs in *Practice exercise 2.* Illustrate it with a short story/ anecdote. Use at least 15 verbs in non-finite forms: gerund and infinitive. Make sure you have them in different tenses and different functions.



Further Practice Online

Rules and explanations

https://test-english.com/grammar-points/b1-b2/gerund-or-infinitive/

https://www.engvid.com/english-resource/verbs-followed-by-gerunds-and-infinitives/

https://www.englishpage.com/gerunds/index.htm

https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/verbs-followed-ing-or-infinitive

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/verbs-followed-ing-or-infinitive-change-meaning

Practice exercises

https://www.englishpage.com/gerunds/index.htm

https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/verbs-followed-ing-or-infinitive

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/verbs-followed-ing-or-infinitive-change-meaning

https://www.englisch-hilfen.de/en/exercises_list/gerund_infinitiv.htm

https://www.perfect-english-grammar.com/gerunds-and-infinitives-exercises.html

https://test-english.com/grammar-points/b1-b2/gerund-or-infinitive/

https://www.english-grammar.at/online_exercises/gerund-infinitive/gerund-infinitive-index.htm

Topic 14 The Passive voice

Changes of Verb forms

ACTIVE

- **present simple**

e.g. *We **write** letters every day.*

- **present continuous**

e.g. *We **are writing** a letter now.*

- **past simple**

e.g. *We **wrote** two letters yesterday.*

- **past continuous**

*We **were writing** a letter when you came.*

- **present perfect**

e.g. *I **have written** two letters so far.*

- **past perfect**

e.g. *I **had written** two letters before 7pm.*

- **future simple**

e.g. *I **will write** the letter later.*

- **future perfect**

e.g. *I **will have written** the letter by 8 p.m.*

- **future with "be going to"**

e.g. *I **am going to write** the letter later.*

- **gerund**

Verb+ -ing

e.g. *I like **inviting** people to parties*

- **infinitive**

to + Verb

e.g. *We want **to send** the letters today .*

modal verbs

- ✓ can
- ✓ could
- ✓ must **+ Verb**
- ✓ may
- ✓ have to

PASSIVE

- **present simple**

e.g. *Letters **are written** every day.*

- **present continuous**

e.g. *A letter **is being written** now.*

- **past simple**

e.g. *Two letters **were written** yesterday.*

- **past continuous**

e.g. *It **was being written** when you came.*

- **present perfect**

e.g. *Two letters **have been written** so far.*

- **past perfect**

e.g. *Two letters **had been written** by 7pm.*

- **future simple**

e.g. *The letter **will be written** later.*

- **future perfect**

e.g. *The letter **will have been written** by 8 pm*

- **future with "be going to"**

e.g. *The letter **is going to be written** later*

- **passive gerund**

being + Past Participle

*e.g. I like **being invited** to parties*

- **passive infinitive**

to + be + Past Participle

*e.g. We expect the letters **to be sent** today.*

- **modal verbs**

- ✓ can
- ✓ could
- ✓ must **+ be + Past Participle**
- ✓ may
- ✓ have to

Have + Object + Past Participle

Use ***causative have*** ("have something done"):

- to describe a service that somebody does for us. We do not usually say who performed the action unless this is important.
e.g. *I'm going* ***to have my photograph taken****.* (by a photographer)

- for unfortunate events, such as accident, fire, theft etc.
e.g. *Sally* ***has had her car stolen.***

Get + Object + Past Participle

Use ***get something done***:

- instead of ***have*** in everyday speech, e.g. *I* ***get my hair cut*** *once a month.*

- when you mean "manage to do something", e.g. *Did you* ***get your project done****?*

- for unfortunate events when there is no agent, e.g. *They* ***got their bags stolen****.*

Note!!!

We can also use **get** instead of **be** in the passive in everyday speech with verbs such as *invite, offer, choose, take, send* etc.
e.g. *We* ***got invited*** *to Jim's house. She* ***got sent*** *to France on a course.*

Passive Report Structures

The verbs ***believe, expect, feel, hope, know, report, say, think***, etc. can be used in the following passive patterns:

a) **It + passive + that-clause** (impersonal construction)

e.g. *People say* ***she is rich****. - It is said that* ***she is rich****.*

b) **subject (person) + passive + to infinitive** (personal construction),

e.g. *People say* ***she is rich****. - She is said* ***to be*** *rich.*
People say ***she was rich****. - She is said* ***to have been*** *rich.*

Practice exercises

Practice exercise 1

Complete the text with the verbs in brackets in the correct tense (in active *or* passive voice*).*

Wine 1) _____ (produce) for thousands of years. The earliest known evidence of wine 2) _____ (come) from Georgia (Caucasus), where 8000-year-old wine jars 3) _____ (find) in 2008. Wine 4) _____ (reach) the Balkans before 4500 BC and 5) _____ (consume) in ancient Greece, Thrace and Rome. Throughout history, wine 6) _____ (consume) for its intoxicating effects, which are evident at normal serving sizes.

Wine 7) _____ (also/play) an important role in religion for centuries. Red wine 8) _____ (associate) with blood by the ancient Egyptians and 9) _____ (use) by both the Greek cult of Dionysus and the Romans in their Bacchanalia. Nowadays, both Judaism and Christianity 10) _____ (incorporate) wine in their religious rituals.

Wine production in Moldova 11) _____ (have) a long-standing tradition. Moldova 12) _____ (consider) one of the world's oldest wine-producing regions, with vineyards dating back to ancient times. The country's unique climate and soil conditions allow for a variety of grapes 13) _____ (cultivate), resulting in distinct wines that 14) _____ (recognize) internationally. Today, Moldova exports wine to numerous countries and 15) _____ (become) known for its high-quality, affordable wines that attract enthusiasts from around the world.

Practice exercise 2

Change these examples into causative passive *structures* using 'have/get + object + past participle'

e.g. *I cleaned my kitchen (have) → I had my kitchen cleaned.*

1. I washed my car. (have) → _____
2. I cut my hair every month. (get) → _____
3. I have typed the documents. (have) → _____
4. I fixed my washing machine. (get) → _____
5. I'm going to cut my grass. (have) → _____
6. Ann painted her bedroom. (get) → _____
7. Dad repaired his fridge. (have) → _____
8. Mom has tidied the garden. (get) → _____

9. We edited the article. (have) → _____

10. I will clean the carpets. (get) → _____

11. I am printing the photo. (have) → _____

12. He checks his teeth. (have) → _____

Practice exercise

Fill in the gaps with a passive structure *using the passive form of the underlined reporting verbs.*

e.g. : People think he is guilty. - He is thought to be guilty.
It is thought that he is guilty.

1. People believe that the dolphins have died due to water pollution.
   a) The dolphins _____ due to water pollution.
   b) It _____ due to water pollution.
2. People think she is in Wales.
   a) She _____ in Wales.
   b) It _____ in Wales.
3. The police say that he is hiding in the city.
   a) He _____ in the city.
   b) It _____ in the city.
4. People know the suspect is dealing with drugs.
   a) The suspect _____ with drugs.
   b) It _____ with drugs.
5. People considered the government had spent too much.
   a) The government _____ too much.
   b) It _____ too much.
6. People thought he was a hero.
   a) He _____ a hero.
   b) It _____a hero.

My Grammar Project

Imagine you are a news editor and are writing the news bulletin for your television station. Look at the notes below and write your bulletin using the given ideas. Add one current local piece of news.

1. El Salvador / hit / large hurricane / yesterday. It / report / over 120 people / lose lives / so far. Government / fear / many more victims / find / when rescue workers / reach areas / most affected / storm.
2. Last night / football match / between Chelsea & Arsenal / win / Chelsea. Arsenal / defeat / 2-1. Chelsea / continue play / to high standard / expect / win / championship.
3. A new drug, PBOX-15 / can kill leukaemia / discover / UK and Italian scientists. However, despite discovery, it / believe / it may take another 5 years / before drug can / use / safely in patients.
4. The fifteenth Eurovision song contest / host / Norway this year / since Alexander Rybak, the Norwegian singer / vote for / millions of viewers / last May. The popular event / broadcast / live on television and radio / the country's capital, Oslo.
5. your idea

EI Salvador was hit by a large hurricane yesterday. It is reported that

Further Practice Online

Rules and explanations

https://www.youtube.com/watch?v=N7uvEllP5Jg

https://www.youtube.com/watch?v=t3LaKJilF-E

https://www.youtube.com/watch?v=dpOzi5GSYPo

https://test-english.com/grammar-points/b1/active-passive-voice/

https://test-english.com/explanation/b1-2/passive-reporting-verbs/

Practice exercises

https://www.ego4u.com/en/cram-up/grammar/passive

https://test-english.com/grammar-points/b1/active-passive-voice/

https://www.englisch-hilfen.de/en/exercises_list/passiv.htm

https://agendaweb.org/verbs/passive-voice-exercises.html

https://www.perfect-english-grammar.com/passive-exercises.html

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https://www.english-grammar.at/

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https://www.esl-lounge.com/

https://www.ego4u.com/

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https://www.engvid.com/english-resources

https://agendaweb.org/grammar

https://www.grammar-quizzes.com/

ANEXA

Curriculum disciplinei

Denumirea programului de studii	Limba și literatura engleză și franceză/germană/italiană
Ciclul	I/Licență
Denumirea cursului	Gramatica Contextuală (1)
Facultatea/catedra responsabilă de curs	Facultatea Limbi străine/ Catedra Filologie engleză
Titular de curs	Nazaru C., asistent univ.
Cadre didactice implicate	Nazaru C., Mardari A., Lașcu T., Golubovschi O.
e-mail	catedra.filengl@upsc.md nazaru.cristina@upsc.md
Actualizat și aprobat	decembrie, 2023

Codul cursului	**Număr de credite ECTS**	**Anul**	**Semestrul**	**Total ore**	**Total ore**	
					contact direct	**Studiu individual**
S.02.O.015	4	I	Sem. II	150	75	75

Descriere succintă a integrării cursului în programul de studii

Gramatica contextuală 1 se încadrează în seria unităţilor de curs de specialitate, oferită în regim obligatoriu și continuă seria cursurilor destinate descrierii unităţilor şi categoriilor fundamentale ale gramaticii limbii engleze: părțile de vorbire, categoriile gramaticale ale acestora, sistemul de timpuri ale limbii engleze, propoziția, etc. Se preconizează însuşirea unor competențe indispensabile pentru un viitor profesor de limbă engleză, cum ar aplicarea adecvată a cunoștințelor obținute la crearea unor mesaje scrise/orale corecte, coerente și receptarea eficientă a acestora.

Conținutul cursului are ca scop dezvoltarea deprinderilor de comunicare corectă din punct de vedere gramatical, scrierea, înțelegerea sistemului lingvistic, memorarea elementelor gramaticale și utilizarea lor în context, identificarea categoriilor gramaticale în texte și explicarea modului în care funcționează, rezolvarea testelor gramaticale conform descriptorilor CECR.

Rezultatele învățării urmează a fi valorificate în cadrul următoarelor unități de curs: Gramatica contextuală (2), Limba engleză: lexic şi comunicare (3), Probleme de teorie și practică a gramaticii, practica pedagogică, practica de cercetare, etc.

Competenţe dezvoltate în cadrul cursului
CT-1 Autonomie și responsabilitate. Executarea responsabilă a sarcinilor profesionale în condiții de autonomie; CT -2 Dezvoltarea personală și profesională. Conștientizarea nevoii de formare continuă, utilizare eficientă a resurselor și tehnicilor de învătare pentru dezvoltarea personală și profesională. CPG-1. Valorificarea cadrului normativ reglatorii și a politicilor educaționale, din perspectiva asigurării calității educației, demonstrând corectitudine, spirit critic, responsabilitate; CPG-2. Crearea unui parteneriat educațional eficient, în baza potențialului formativ al diverșilor factori educaționali, demonstrând deschidere și implicare; CPG-3.Gestionarea dezvoltării profesionale continue, în corespundere cu tendințele evoluției reperelor teoretice și a practicii educaționale, dând dovadă de motivație și responsabilitate. CPS-1. Utilizarea/valorificarea cadrului normativ reglatoriu și a politicilor educațional, din perspectiva asigurării calității educației în învățământul gimnazial, la disciplina școlară Limba engleză; CPS-2. Comunicarea unui mesaj educațional relevant legităților și principiilor de dezvoltare a domeniilor științifice conexe, concepției disciplinelor studiate, obiectivelor învățământului gimnazial, și particularităților de vârstă ale elevului ciclului gimnazial; CPS-3. Gestionarea dezvoltării profesionale continue în corespundere cu tendințele evoluției reperelor teoretice și a practicii educaționale în general și a teoriei și metodologiei învățământului gimnazial în special, dând dovadă de motivație și responsabilitate; CPS-4. Identificarea și descoperirea a unui spectru larg de structuri și forme gramaticale simple în diferite contexte în Limba engleză;; CPS-5. Utilizarea corectă a unui spectru larg de structuri și forme gramaticale simple în Limba engleză; CPS-6. Realizarea diferitor tipuri de texte orale şi scrise în limba engleză prin utilizarea corectă a fenomenelor gramaticale în Limba engleză; CPS-7. Identificarea și corectarea greşelilor proprii și a celor comise de colegi în procesul lansării mesajului oral şi scris în Limba engleză; CPS-8. Compararea fenomenelor gramaticale și categoriilor morfologice în limbile română și engleză;
Rezultate ale învățării
R - 1. Recunoaște și delimitează diferite fenomene și categorii gramaticale în mesaje scrise/orale; R - 2. Formulează și redactează mesaje fluente şi coerente în diverse situaţii comunicative; R - 3. Integrează elementele gramaticii în actul comunicativ; R - 4. Operează cu fenomene gramaticale și clişee verbale adecvate situaţiei de comunicare; R - 5. Recunoaște și redactează greșelile gramaticale în mesaje scrise sau/și orale. R - 6. Conștientizează principiile fundamentale ale comunicării; R - 7. Aplică cunoștințele de gramatică pentru realizarea mesajelor corecte și coerente

Precondiţii

Nr. d/o	Unități de conținut	Total ore	Ore de contact direct			Ore de lucru indiv.
			Curs	Seminar	Laborator / Lectii practice	
1.	**Topic 1** Future Tenses. Future Continuous. Future Perfect.	12			6	6
2.	**Topic 2** Past Perfect Simple and Continuous	8			4	4
3.	**Topic 3** Direct and Indirect Speech	12			6	6
4.	**Topic 4** Sequence of Tenses	8			4	4
5.	**Topic 5** Modal Verbs. Must/have to. Shall/will. Can/be able	12			6	6
6.	**Topic 6** First and Second Conditionals	8			4	4
7.	**Topic 7** Third Conditional	8			4	4
8.	Revision exercises	6			2	4
9.	Evaluation Test 1	2			2	
10.	**Topic 8** Wishes	8			4	4
11.	**Topic 9** Subject and Object questions. Polite questions	8			4	4
12.	**Topic 10** Relative Pronouns. Relative Clauses	12			6	6
13.	**Topic 11** Word Order in Sentences	8			4	4
14.	**Topic 12** Linking Words	8			4	4
15.	**Topic 13** Non-finite Forms of Verbs. Gerunds and Infinitives	12			6	6
16.	**Topic 14** Passive Voice. Passive Constructions	10			5	5
17.	Revision exercises	6			2	4
18.	Evalaution Test 2	2			2	
	TOTAL	**150**			**75**	**75**

Repartizarea orelor de curs

Studenții au o bună înțelegere a fenomenelor de limbă, maternă și străină. Competența lingvistică în limba engleză la nivelul CERL A2.2 precum și competențe căpătate în cursul Gramatica limbii engleze (sem. I)

Strategii de evaluare

Evaluare formativă curentă se va realiza prin diverse strategii: oral şi în scris, prezentări, proiecte video, postere, participarea la discuţii, crearea de portofolii, teste, jocuri de rol, realizarea exerciţiilor, etc.

Evaluare formativ-sumativa 1. Exerciții de completare, parafrazare și substituire. Alcătuirea unui mesaj scurt în scris.

Evaluare formativ-sumativă 2. Exerciții de completare, parafrazare și substituire. Alcătuirea unui mesaj scurt în scris.

Evaluarea lucrului individual se va realiza prin analiza sarcinilor pentru lucrul individual și acordarea unei note medii pentru toate sarcinile realizate.

Evaluare finală. Probă combinată: scris și oral cu însărcinări la nivel de cunoaștere, aplicare și integrare.

Nota finală se constituie din următoarele componente: 40% - nota la examenul final; 60% - nota medie de la evaluările formative, inclusiv nota medie pentru lucrul individual.

Lucrul individual

Nr	Unități de conținut	Ore lucru individual	Subiectul	Produsul preconizat	Modalități de evaluare
1.	Future Tenses. Future Continuous. Future Perfect.	6		practice exercises writing predictions	portfolio analysis
2.	Past Perfect Simple and Continuous.	4		practice exercises writing a story	portfolio analysis
3.	Direct and Indirect Speech. Reporting Verbs	6		interviewing people writing reports	portfolio analysis
4.	Sequence of Tenses.	4		practice exercises writing a narrative	portfolio analysis
5.	Modal Verbs. Must/have to. Shall/will. Can/be able	6		practice exercises writing rules writing a manual	portfolio analysis
6.	First and Second Conditionals.	4		practice exercises writing an „If ...” poem	portfolio analysis
7.	Third Conditionals	4		practice exercises writing chain stories	portfolio analysis
8.	Wishes	4		practice exercises writing a wish-list	portfolio analysis
9.	Subject and Object Questions. Polite Questions	4		practice exercises writing a report	portfolio analysis
10.	Relative Pronouns. Relative Clauses.	6		practice exercises writing compositions sentence transformations	portfolio analysis
11.	Word Order in English	4		practice exercises creating online games	portfolio analysis
12.	Linking Words	4		writing a letter writing an essay sentence transformations	portfolio analysis
13.	Non-finite Forms of Verbs. Gerunds and Infinitives	6		practice exercises proverb illustrations	portfolio analysis
14.	Passive Voice - all tenses. Passive Constructions	5		practice exercises transformations	portfolio analysis
15.	Revision exercises	4		practice exercises	portfolio analysis

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