**Lesson 1: Nouns**

**1. Overview**

Nouns are words that name people, places, things, or abstract ideas.  
Examples:

* book, teacher, happiness
* London, democracy, apple

**2. Types of Nouns**

**2.1 Proper Nouns**

Refer to specific names of people, places, or institutions; always capitalized.  
Examples:

* Alice, China, Christianity
* Shakespeare, Eiffel Tower, NATO

**2.2 Common Nouns**

General names for a class of items or concepts.  
Examples:

* table, city, idea
* student, flower, computer

**Individual Nouns**

Refer to a single person or item that can be counted.  
Examples:

* chair, pencil, teacher

**Collective Nouns**

Refer to groups considered as a single unit or individuals within a group.  
Examples:

* team, family, audience

**Material Nouns**

Refer to substances or materials not usually countable.  
Examples:

* water, gold, rice

**Abstract Nouns**

Refer to ideas, qualities, or states rather than concrete objects.  
Examples:

* freedom, beauty, love

**2.3 Countable and Uncountable Nouns**

Countable nouns can be counted (a pen, two pens); uncountable nouns cannot (water, information).  
Examples:

* apple (countable), bread (uncountable)
* dog (countable), traffic (uncountable)

**2.4 Nominalized Words**

Words from other categories (like adjectives or verbs) that are used as nouns.  
Examples:

* the rich (people), the unknown (something not known), the unemployed

**3. Plural Forms of Countable Nouns**

**3.1 Regular Plural Forms**

Add -s or -es to form the plural of most nouns.  
Examples:

* books, buses, dishes

**3.2 Irregular Plural Forms**

Change the word form completely or use -en.  
Examples:

* man → men, child → children, mouse → mice

**3.3 Same Form for Singular and Plural**

Some nouns have the same form for both singular and plural.  
Examples:

* sheep, deer, species

**3.4 Quantifiers/Modifiers of Quantity**

Words that describe the number or amount of nouns.  
Examples:

* many books, much water, several ideas

**4. Possessive Forms**

**4.1 ’s Possessive**

Used to show ownership or association, especially with people or animals.  
Examples:

* John's car, the dog’s bone, Mary’s house

**4.2 Of-Phrase Possessive**

Used more with inanimate objects or longer phrases.  
Examples:

* the roof of the house, the pages of the book, the color of the car

**4.3 Double and Multiple Possessives**

Combines both “of” and “’s”; often used for emphasis or clarity.  
Examples:

* a friend of Tom’s, a story of mine, a cousin of hers

**5. Grammatical Gender**

**5.1 Gender Types**

In English, nouns are typically neutral, but some show natural gender distinctions.  
Examples:

* man/woman, actor/actress, king/queen

**5.2 Gender Modifiers**

Words like "male," "female," "boy," or "girl" can clarify gender.  
Examples:

* a female doctor, a male lion, a girl student

**6. Word Formation**

**6.1 Derivation**

Creating nouns using suffixes.  
Examples:

* happiness (from happy), movement (from move), teacher (from teach)

**6.2 Compound Nouns**

Nouns formed by combining two or more words.  
Examples:

* toothpaste, basketball, mother-in-law

**6.3 Clipped Words**

Shortened forms of longer words.  
Examples:

* ad (advertisement), fridge (refrigerator), exam (examination)

**6.4 Blends**

Words formed by merging parts of two other words.  
Examples:

* brunch (breakfast + lunch), motel (motor + hotel), smog (smoke + fog)

**6.5 Abbreviations and Acronyms**

Short forms made from initial letters or syllables.  
Examples:

* NATO, WHO, TV

**7. Noun Transformations**

**7.1 Noun → Plural**

Examples:

* city → cities, knife → knives, tomato → tomatoes

**7.2 Noun → Adjective**

Examples:

* tradition → traditional, danger → dangerous, color → colorful

**7.3 Noun → Verb**

Examples:

* joy → enjoy, symbol → symbolize, power → empower

**7.4 Noun → Antonym**

Examples:

* advantage → disadvantage, comfort → discomfort, belief → disbelief

**7.5 Noun → Noun**

Examples:

* city → citizen, nation → nationality, friend → friendship

**7.6 Noun → Adjective → Adverb**

Examples:

* success → successful → successfully, care → careful → carefully

**7.7 Noun → Adjective → Superlative**

Examples:

* tradition → traditional → most traditional, beauty → beautiful → most beautiful

**Lesson 2: Articles**

**1. Overview of Articles**

Articles (a, an, the) are words placed before nouns to clarify definiteness.  
Examples:

* a car, an apple, the sun

**1.1 Pronunciation of "the"**

"The" is pronounced /ði/ before vowels and /ðə/ before consonants.  
Examples:

* the apple /ði ˈæpl/, the car /ðə kɑːr/, the idea /ði aɪˈdɪə/

**1.2 a/an Usage and Pronunciation**

"A" is used before consonant sounds; "an" before vowel sounds.  
Examples:

* a house, an hour, a university (consonant sound)

**2. Basic Meanings of Articles**

**2.1 a(n) vs. one**

"A(n)" means one but is used for general reference.  
Examples:

* I need a pen. (any pen), I saw a movie. (not specific)

**2.2 the vs. this/that**

"The" refers to specific things like "this/that" but without the deictic gesture.  
Examples:

* the book on the table = that book, the man you saw = this man

**2.3 Specific vs. Generic Reference**

"The" is for specific reference; "a(n)" can express generality.  
Examples:

* A tiger is a dangerous animal. (generic)
* The tiger in the zoo is sleeping. (specific)

**3. Uses of Indefinite Article**

**3.1 "One…"**

Used to mean a single unit of something.  
Examples:

* a cat, a drink, an idea

**3.2 Indefinite Specific Item**

Refers to a particular but unspecified member of a group.  
Examples:

* I met a teacher. (You don’t know which one)

**3.3 General Type or Category**

Refers to a whole category.  
Examples:

* A doctor must be patient, A lion is a wild animal, A smartphone is useful

**4. Uses of the Definite Article**

**4.1 Specific Reference**

Used when both speaker and listener know what is being referred to.  
Examples:

* the dog (we both know which dog), the keys on the table, the president

**4.2 Second Mention**

Used when a noun has already been introduced.  
Examples:

* I saw a cat. The cat was sleeping.

**4.3 Class or Type as a Whole**

Used to refer to an entire class.  
Examples:

* The computer has changed our lives, The elephant is an intelligent animal

**4.4 With Certain Groups**

Used to refer to groups of people.  
Examples:

* the elderly, the rich, the poor

**4.5 the + Adjective = a Class of People**

Used to refer to a group by characteristic.  
Examples:

* the blind, the unemployed, the young

**4.6 With Unique Entities**

Used with one-of-a-kind things.  
Examples:

* the sun, the moon, the earth

**4.7 With Musical Instruments**

Used before names of instruments.  
Examples:

* play the piano, play the guitar, the violin is difficult

**4.8 With Body Parts**

Sometimes used instead of possessives.  
Examples:

* He hurt the arm (instead of his arm), She washed the face, I broke the leg

**Lesson 3: Pronouns**

**1. Overview**

Pronouns are words used in place of nouns to avoid repetition.  
Examples:

* he, she, it
* this, that, who

**2. Types of Pronouns**

**2.1 Personal Pronouns**

Refer to specific people or things.  
Examples:

* I, you, he, she, it, we, they
* Give it to her. They are late.

**2.2 Reflexive Pronouns**

Used when the subject and object are the same.  
Examples:

* myself, yourself, themselves
* She hurt herself. I taught myself.

**2.3 Emphatic Pronouns**

Used to emphasize the subject.  
Examples:

* I myself saw it. He himself admitted it. She herself cooked the meal.

**2.4 Reciprocal Pronouns**

Show mutual action or relationship.  
Examples:

* each other, one another
* They hugged each other. We help one another.

**2.5 Indefinite Pronouns**

Refer to non-specific people or things.  
Examples:

* someone, anybody, everything
* Somebody called. Everything is fine.

**2.6 Demonstrative Pronouns**

Point to specific things.  
Examples:

* this, that, these, those
* This is mine. I like those.

**2.7 Interrogative Pronouns**

Used to ask questions.  
Examples:

* who, what, which
* Who is there? What happened?

**2.8 Relative Pronouns**

Introduce relative clauses and relate to a noun.  
Examples:

* who, whom, which, that, whose
* The boy who won. The book that I like.

**2.9 Possessive Pronouns**

Show ownership.  
Examples:

* mine, yours, his, hers, ours, theirs
* This is mine. Is that yours?

**Lesson 4: Verbs**

**1. Overview**

Verbs express actions, occurrences, or states of being. Examples:

* run, seem, exist
* walk, become, is

**2. Types of Verbs**

**2.1 Action Verbs**

Show physical or mental actions. Examples:

* jump, write, think
* speak, decide, swim

**2.2 Linking Verbs**

Connect the subject with a subject complement. Examples:

* be, seem, become
* appear, feel, remain

**2.3 Auxiliary (Helping) Verbs**

Help form verb tenses, moods, or voices. Examples:

* is running, have eaten, can go
* will call, should study, might help

**3. Verb Forms**

**3.1 Base Form**

The dictionary form of a verb. Examples:

* eat, go, make

**3.2 Past Tense**

Shows completed action in the past. Examples:

* walked, studied, played

**3.3 Past Participle**

Used in perfect tenses or passive voice. Examples:

* eaten, gone, made

**3.4 Present Participle**

Used in continuous tenses. Examples:

* eating, going, making

**3.5 Gerund (–ing used as noun)**

Examples:

* Swimming is fun. I enjoy reading. Running is healthy.

**4. Verb Tense Overview**

**4.1 Present Simple**

Used for routines and facts. Examples:

* She works every day. Water boils at 100°C.

**4.2 Present Continuous**

Used for actions happening now. Examples:

* I am studying. She is talking.

**4.3 Past Simple**

Used for completed actions in the past. Examples:

* I visited Paris. He watched a movie.

**4.4 Past Continuous**

Used for ongoing past actions. Examples:

* I was reading. They were playing.

**4.5 Present Perfect**

Used for actions with present relevance. Examples:

* I have finished. She has gone.

**4.6 Past Perfect**

Used for actions before a past time. Examples:

* He had left. We had eaten.

**4.7 Future (will + base form)**

Used to express future actions. Examples:

* I will go. They will arrive.

**4.8 Future with Going to**

Used for planned actions. Examples:

* I’m going to visit London. She’s going to bake a cake.

**5. Voice**

**5.1 Active Voice**

Subject performs the action. Examples:

* The chef cooked dinner. She wrote a book.

**5.2 Passive Voice**

Subject receives the action. Examples:

* Dinner was cooked. A book was written.

**6. Mood**

**6.1 Indicative**

States facts or opinions. Examples:

* She is tired. They live here.

**6.2 Imperative**

Gives commands or requests. Examples:

* Sit down. Please open the window.

**6.3 Subjunctive**

Expresses wishes, demands, or hypothetical situations. Examples:

* I suggest he go. If I were you…

**7. Modal Verbs**

Express ability, possibility, permission, or obligation. Examples:

* can, could, may, might, shall, should, will, would, must
* You should study. She might come. I can swim.

**8. Phrasal Verbs**

Verbs combined with prepositions or adverbs. Examples:

* look up, get over, turn off
* He looked it up. She got over the flu. Turn off the light.

**Lesson 5: Verbals**

**1. Overview**

Verbals are words derived from verbs that function as nouns, adjectives, or adverbs. Types include gerunds, infinitives, and participles.

**2. Gerunds**

Gerunds are verbs ending in –ing that function as nouns. Examples:

* Reading is fun. I enjoy swimming. Running helps me relax.

**3. Infinitives**

Infinitives are the base form of a verb preceded by “to.” They can function as nouns, adjectives, or adverbs. Examples:

* To learn is important. I have a book to read. She came to help.

**4. Participles**

Participles function as adjectives and come in two forms: present (–ing) and past (–ed or irregular). Examples:

* The barking dog. The broken vase. The excited children.

**5. Differences in Function**

**5.1 Gerund vs. Infinitive**

Some verbs are followed by gerunds, others by infinitives. Examples:

* I enjoy reading. I want to read.
* He stopped smoking. He stopped to smoke.

**5.2 Gerund vs. Present Participle**

Same form (–ing), but different function. Examples:

* Reading helps (gerund). The reading boy (participle).

**5.3 Infinitive vs. Bare Infinitive**

Some structures use infinitives without “to.” Examples:

* She helped him (bare). She decided to help (with “to”).

**Lesson 6: Adjectives**

**1. Overview**

Adjectives describe or modify nouns and pronouns, giving more information about their qualities, quantity, or identity. Examples:

* a red apple, happy children, three dogs

**2. Types of Adjectives**

**2.1 Descriptive Adjectives**

Describe qualities of a noun. Examples:

* tall building, blue sky, clever boy

**2.2 Quantitative Adjectives**

Indicate quantity or amount. Examples:

* some milk, ten books, many people

**2.3 Demonstrative Adjectives**

Point to specific nouns. Examples:

* this car, that house, those shoes

**2.4 Interrogative Adjectives**

Used to ask questions about nouns. Examples:

* which book, what color, whose bag

**2.5 Possessive Adjectives**

Show ownership. Examples:

* my friend, your idea, their house

**3. Order of Adjectives**

When multiple adjectives appear before a noun, they usually follow this order: opinion, size, age, shape, color, origin, material, purpose. Examples:

* a lovely small old round brown French wooden dining table

**4. Comparative and Superlative Forms**

**4.1 Regular Forms**

Add -er/-est or use more/most. Examples:

* fast, faster, fastest; beautiful, more beautiful, most beautiful

**4.2 Irregular Forms**

Change form entirely. Examples:

* good, better, best; bad, worse, worst; far, farther, farthest

**5. Predicate Adjectives**

Follow linking verbs and describe the subject. Examples:

* The sky is blue. She seems tired. They became angry.

**6. Participial Adjectives**

Formed from verbs; –ed adjectives describe feelings, –ing adjectives describe characteristics. Examples:

* bored student vs. boring lecture; interested child vs. interesting story

**Lesson 7: Adverbs**

**1. Overview**

Adverbs modify verbs, adjectives, or other adverbs. They often answer questions like how, when, where, and to what extent. Examples:

* She runs quickly. They arrived late. He spoke very softly.

**2. Types of Adverbs**

**2.1 Manner**

Describe how something happens. Examples:

* quietly, angrily, carefully

**2.2 Time**

Describe when something happens. Examples:

* now, later, yesterday

**2.3 Place**

Describe where something happens. Examples:

* here, everywhere, outside

**2.4 Frequency**

Describe how often something happens. Examples:

* always, often, rarely

**2.5 Degree**

Describe intensity or extent. Examples:

* very, too, quite

**3. Formation of Adverbs**

**3.1 Regular Adverbs**

Often formed by adding -ly to adjectives. Examples:

* slow → slowly, happy → happily, loud → loudly

**3.2 Irregular Adverbs**

Do not follow regular formation rules. Examples:

* good → well, fast → fast, hard → hard

**4. Comparison of Adverbs**

**4.1 Regular Comparison**

Formed with more/most or -er/-est (for short adverbs). Examples:

* quickly, more quickly, most quickly; fast, faster, fastest

**4.2 Irregular Comparison**

Adverbs with unique comparative forms. Examples:

* well, better, best; badly, worse, worst

**5. Position of Adverbs**

Adverbs can appear in various positions depending on what they modify. Examples:

* She always eats breakfast. They are often late. He quickly ran away.

**6. Adverb vs. Adjective Confusion**

Be careful not to confuse adverbs and adjectives. Examples:

* He is a fast runner (adjective). He runs fast (adverb).

**Lesson 8: Prepositions**

**1. Overview**

Prepositions are words that show relationships between nouns (or pronouns) and other words in a sentence. They usually indicate direction, location, time, or method. Examples:

* on the table, after dinner, by car

**2. Types of Prepositions**

**2.1 Prepositions of Time**

Show when something happens. Examples:

* at noon, on Monday, in July

**2.2 Prepositions of Place**

Show where something happens. Examples:

* under the bed, beside the house, between the chairs

**2.3 Prepositions of Direction**

Show movement from one place to another. Examples:

* to the park, into the room, out of the building

**2.4 Prepositions of Manner, Agent, or Instrument**

Describe how something happens, who did it, or what was used. Examples:

* by train, with a pen, through effort

**3. Prepositional Phrases**

A preposition followed by its object (a noun or pronoun), forming a phrase that acts as an adjective or adverb. Examples:

* in the morning, with her friends, at high speed

**4. Common Preposition Collocations**

Certain verbs, adjectives, or nouns often go with specific prepositions. Examples:

* interested in, depend on, proud of, afraid of

**5. Prepositions vs. Conjunctions vs. Adverbs**

Some words can serve as different parts of speech depending on use. Examples:

* after (prep): after lunch
* after (conj): after he arrived
* after (adv): He went in, and I went after

**6. Ending a Sentence with a Preposition**

Usually avoided in formal writing, but accepted in spoken or informal English. Examples:

* Who are you talking to? That’s the book I told you about.

**Lesson 9: Conjunctions**

**1. Overview**

Conjunctions connect words, phrases, or clauses. They help form compound or complex sentences. Examples:

* I like tea and coffee. She is tired but happy. He left because it was late.

**2. Types of Conjunctions**

**2.1 Coordinating Conjunctions**

Join words, phrases, or independent clauses of equal rank. Common ones: for, and, nor, but, or, yet, so (FANBOYS). Examples:

* He tried hard, but he failed. You can have tea or coffee. She is kind and smart.

**2.2 Subordinating Conjunctions**

Join dependent clauses to independent clauses. Show time, cause, condition, etc. Examples:

* because, although, while, if, when
* I stayed because it rained. She left before I arrived.

**2.3 Correlative Conjunctions**

Work in pairs to join balanced elements. Examples:

* both...and, either...or, neither...nor
* Both the teacher and the students were excited. Either you go or I go.

**3. Punctuation with Conjunctions**

Use commas before coordinating conjunctions when they join two independent clauses. Examples:

* I wanted to go, but it was raining. She sings, and he dances.

**4. Conjunctions vs. Relative Pronouns**

Conjunctions link clauses, while relative pronouns introduce adjective clauses. Examples:

* I know that he’s right (conjunction).
* The book that she gave me is great (relative pronoun).

**Lesson 10: Interjections**

**1. Overview**

Interjections are words or phrases used to express strong emotions or sudden bursts of feeling. They are often set off by commas or exclamation points and do not affect sentence structure. Examples:

* Wow! That’s amazing. Oh, I didn’t see you there. Ouch! That hurt.

**2. Common Interjections**

Used to convey various emotions such as surprise, joy, pain, hesitation, or greeting. Examples:

* Hey! Hello! Yikes! Hmm, well...
* Bravo! Oh no! Uh-oh!

**3. Formality and Usage**

Most interjections are informal and used primarily in speech or casual writing. In formal contexts, they are usually avoided or toned down. Examples:

* Informal: Yay! We won!
* Formal: We are pleased with the result.

**4. Punctuation**

Interjections followed by an exclamation point convey strong emotion, while a comma suggests a milder tone. Examples:

* Wow! You did it!
* Well, let’s get started.

**Lesson 11: Articles**

**1. Overview**

Articles are words used before nouns to define them as specific or unspecific. In English, the articles are "a," "an," and "the." Examples:

* a dog, an apple, the sun

**2. Indefinite Articles**

"A" and "an" refer to any general member of a group. Examples:

* a cat, an orange, a house

**3. Definite Article**

"The" refers to a specific member of a group. Examples:

* the moon, the teacher, the answer

**4. Zero Article**

Sometimes no article is used, especially before plural or uncountable nouns used in a general sense. Examples:

* I like dogs. She drinks water. Books are useful.

**Lesson 12: Sentence Structure**

**1. Overview**

Sentence structure refers to the way words and phrases are arranged to form a sentence. Examples:

* She reads every day. The boy ran quickly. They are watching a movie.

**2. Types of Sentences by Structure**

**2.1 Simple Sentences**

Contain one independent clause. Examples:

* He slept. She likes pizza. The sun is shining.

**2.2 Compound Sentences**

Contain two or more independent clauses joined by a coordinating conjunction or semicolon. Examples:

* I wanted to go, but it was late. She plays the piano, and he sings.

**2.3 Complex Sentences**

Contain one independent clause and at least one dependent clause. Examples:

* Because it was raining, we stayed inside. I’ll call you when I arrive.

**2.4 Compound-Complex Sentences**

Contain at least two independent clauses and one or more dependent clauses. Examples:

* Although he was tired, he finished his homework, and he went to bed.

**3. Sentence Elements**

Subjects, predicates, objects, complements, modifiers. Examples:

* The girl (subject) is reading (predicate).
* He gave her a gift (subject + verb + indirect object + direct object).

**Lesson 13: Clauses**

**1. Overview**

A clause is a group of words with a subject and a verb. It can be independent or dependent. Examples:

* I went home. (independent)
* Although she was tired (dependent)

**2. Independent Clauses**

Can stand alone as a sentence. Examples:

* She danced. He laughed. They are eating.

**3. Dependent Clauses**

Cannot stand alone; begin with subordinating conjunctions or relative pronouns. Examples:

* because he was late, when she arrived, that I know

**4. Types of Dependent Clauses**

**4.1 Adjective Clauses**

Modify nouns or pronouns; begin with relative pronouns. Examples:

* The girl who sings well is my sister. The book that I borrowed was great.

**4.2 Adverb Clauses**

Modify verbs, adjectives, or adverbs; begin with subordinating conjunctions. Examples:

* I’ll call you when I get home. Because it was cold, we stayed inside.

**4.3 Noun Clauses**

Function as a subject, object, or complement. Examples:

* What you said surprised me. I don’t know where he is. That she won is amazing.

**Lesson 14: Phrases**

**1. Overview**

A phrase is a group of related words that does not contain a subject and verb. It acts as a single part of speech. Examples:

* in the morning, to run fast, the tall man

**2. Types of Phrases**

**2.1 Noun Phrases**

Consist of a noun and its modifiers. Examples:

* the big red ball, a glass of water, my best friend

**2.2 Verb Phrases**

Include the main verb and helping verbs. Examples:

* is sleeping, has been working, will go

**2.3 Prepositional Phrases**

Begin with a preposition and end with a noun or pronoun. Examples:

* under the table, by the river, after lunch

**2.4 Gerund Phrases**

Start with a gerund and include modifiers or objects. Examples:

* swimming in the ocean, reading a good book, studying all night

**2.5 Infinitive Phrases**

Begin with an infinitive and include objects or modifiers. Examples:

* to eat dinner, to win the game, to understand grammar

**2.6 Participial Phrases**

Start with a present or past participle and include modifiers. Examples:

* running through the park, exhausted from work, broken by the wind

**Lesson 15: Sentence Types by Purpose**

**1. Overview**

Sentences can be classified based on their function or purpose.

**2. Declarative Sentences**

Make a statement. Examples:

* I like ice cream. She is tired. They have arrived.

**3. Interrogative Sentences**

Ask a question. Examples:

* Are you ready? What time is it? Did she call?

**4. Imperative Sentences**

Give a command or request. Examples:

* Close the door. Please sit down. Don’t touch that.

**5. Exclamatory Sentences**

Express strong emotion. Examples:

* What a beautiful day! That’s amazing! I can’t believe it!

**Lesson 16: Subject-Verb Agreement**

**1. Overview**

Subjects and verbs must agree in number: singular subjects take singular verbs, and plural subjects take plural verbs. Examples:

* He runs. They run. The cat is sleeping.

**2. Special Cases**

**2.1 Indefinite Pronouns**

Some are singular, some plural, and some depend on context. Examples:

* Everyone is here. Few are missing. All of it is gone.

**2.2 Compound Subjects**

Usually take a plural verb. Examples:

* Jack and Jill are coming. The dog and the cat sleep together.

**2.3 Collective Nouns**

Can be singular or plural depending on meaning. Examples:

* The team is winning. The team are arguing.

**2.4 Inverted Sentences**

Subject follows the verb. Examples:

* There is a book. Here are the answers.

**2.5 Titles and Distances**

Use singular verbs. Examples:

* "The Lord of the Rings" is popular. Ten kilometers is far.

**Lesson 17: Verb Tenses**

**1. Overview**

Verb tenses indicate the time of action or state of being. They help clarify when something happens. Examples:

* She walks. She walked. She will walk.

**2. Simple Tenses**

Present, past, and future forms of basic actions. Examples:

* I eat (present). I ate (past). I will eat (future).

**3. Progressive (Continuous) Tenses**

Show ongoing actions. Examples:

* I am eating. I was eating. I will be eating.

**4. Perfect Tenses**

Show completed actions. Examples:

* I have eaten. I had eaten. I will have eaten.

**5. Perfect Progressive Tenses**

Show duration of actions up to a point. Examples:

* I have been eating. I had been eating. I will have been eating.

**Lesson 18: Modal Verbs**

**1. Overview**

Modal verbs express necessity, possibility, permission, or ability. Examples:

* can, could, may, might, must, shall, should, will, would

**2. Uses of Modal Verbs**

Examples:

* You must stop. She can dance. They should study.

**3. Modal + Have + Past Participle**

Used to express past possibilities, obligations, or deductions. Examples:

* She must have left. He could have helped. They should have called.

**Lesson 19: Passive Voice**

**1. Overview**

In passive voice, the subject receives the action. Examples:

* The book was read by her. A cake was baked.

**2. Forming the Passive**

Be + past participle. Examples:

* is eaten, was written, will be done

**3. When to Use Passive Voice**

Used when the doer is unknown, unimportant, or obvious. Examples:

* The window was broken. He was promoted.

**Lesson 20: Reported Speech**

**1. Overview**

Reported speech conveys what someone else said without quoting them directly. Examples:

* He said that he was tired. She told me she had seen it.

**2. Shifting Tenses**

When reporting, the verb tense usually shifts back one step. Examples:

* Direct: “I am happy.” → Reported: He said he was happy.
* Direct: “We have finished.” → Reported: They said they had finished.

**3. Pronoun and Time Changes**

Adjust pronouns and time expressions to match the reporting context. Examples:

* “I’ll see you tomorrow.” → She said she would see me the next day.
* “This is my book.” → He said that was his book.

**4. Reporting Questions**

Use if/whether for yes-no questions; word order changes. Examples:

* “Do you like it?” → He asked if I liked it.
* “Where are you going?” → She asked where I was going.

**Lesson 21: Conditional Sentences**

**1. Overview**

Conditionals express hypothetical situations and their consequences. Examples:

* If it rains, we’ll stay inside. If I had known, I would have helped.

**2. Zero Conditional**

General truths or laws. Examples:

* If you heat water, it boils. If you mix red and blue, you get purple.

**3. First Conditional**

Real future possibilities. Examples:

* If I see her, I’ll tell her. If you study, you’ll pass.

**4. Second Conditional**

Unreal present/future. Examples:

* If I were rich, I would travel. If he studied, he’d pass.

**5. Third Conditional**

Unreal past. Examples:

* If you had called, I would have come. If we had left earlier, we wouldn’t have missed it.

**Lesson 22: Question Formation**

**1. Yes/No Questions**

Formed by auxiliary + subject + verb. Examples:

* Are you coming? Did she call? Have they eaten?

**2. Wh- Questions**

Begin with a question word. Examples:

* What are you doing? Where do you live? Why did you leave?

**3. Subject Questions**

When the question word is the subject. Examples:

* Who broke the vase? What happened?

**4. Question Tags**

Short questions added to the end of statements. Examples:

* It’s cold, isn’t it? You’re coming, aren’t you?

**Lesson 23: Negation**

**1. Using "Not"**

Place “not” after auxiliary verbs. Examples:

* She is not happy. They do not know. I will not go.

**2. No, None, Nothing, Nobody**

Used to express absence. Examples:

* I have no money. None of them came. Nobody answered.

**3. Double Negatives**

Usually incorrect in formal English. Examples:

* I don’t need no help (nonstandard). → I don’t need any help.

**Lesson 24: Emphasis**

**1. Cleft Sentences**

Structure used for emphasis. Examples:

* It was John who called. What I need is rest.

**2. Emphatic "Do"**

Use “do/does/did” to add emphasis. Examples:

* I do like it. She does care. He did call.

**3. Inversion**

Changing word order for emphasis. Examples:

* Never have I seen such beauty. Rarely does he speak.

**Lesson 25: Parallel Structure**

**1. Overview**

Using the same pattern of words to show equal importance. Examples:

* She likes hiking, swimming, and biking.
* He wants to win, to succeed, and to grow.
* The job requires patience, precision, and consistency.

**Lesson 26: Ellipsis**

**1. Overview**

Ellipsis is the omission of words that are understood from context. Examples:

* She likes pizza; he, pasta. (omits "likes")
* I went to the park, and she to the store.

**2. Types of Ellipsis**

Used in both coordination and subordination to avoid repetition. Examples:

* He can sing, and she can too. (verb omitted)
* They were happy, we sad. (verb "were" omitted)

**Lesson 27: Substitution**

**1. Overview**

Substitution replaces a word or phrase with another to avoid repetition. Examples:

* I need a pen. Do you have one?
* He likes jazz, and so do I.

**2. Common Substitutes**

Use of "one," "do," "so," "neither." Examples:

* I prefer the blue shirt. I’ll take that one.
* I enjoyed it. So did she.

**Lesson 28: Determiners**

**1. Overview**

Determiners introduce nouns and express quantity, ownership, or specificity. Examples:

* this book, some water, my friend

**2. Types of Determiners**

**2.1 Articles**

Examples:

* a, an, the

**2.2 Demonstratives**

Examples:

* this, that, these, those

**2.3 Possessives**

Examples:

* my, your, his, her, its, our, their

**2.4 Quantifiers**

Examples:

* some, many, much, few, several

**2.5 Numbers**

Examples:

* one, two, three

**Lesson 29: Word Order**

**1. Overview**

Word order in English follows a typical Subject–Verb–Object pattern. Examples:

* She (S) eats (V) apples (O). He (S) opened (V) the door (O).

**2. Adverb Placement**

Adverbs can go at the beginning, middle, or end. Examples:

* Usually, I go early. I often read. I read slowly.

**3. Questions and Negation**

Auxiliary verbs change standard order. Examples:

* Do you like it? She does not agree.

**Lesson 30: Common Errors**

**1. Subject-Verb Agreement Errors**

Examples:

* Incorrect: He go to school. → Correct: He goes to school.
* Incorrect: The team are winning. → Correct: The team is winning.

**2. Misplaced Modifiers**

Examples:

* Incorrect: She almost drove her kids to school every day. → Correct: She drove her kids to school almost every day.

**3. Run-on Sentences and Fragments**

Examples:

* Incorrect: I went home he stayed. → Correct: I went home, and he stayed.
* Incorrect: When I arrived. → Correct: When I arrived, he was gone.