

English V Guide

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Reported Speech

Reported speech is a way to convey what someone has said without using their exact words. It can be done using direct or indirect speech, and often involves using a reporting verb like "say", "tell", or "ask". The tense of the direct speech may also need to be changed, as well as other things like pronouns and adverbs of time and place. For example, "We went yesterday" might change to "She said they had been the day before"

Direct Speech	Reported Speech
Present Simple She always wears a coat. →	Past Simple He said (that) she always wore a coat.
Present Continuous I'm looking for my keys. →	Past Continuous She said (that) she was looking for her keys.
Present Perfect She has written three letters for her friend. →	Past Perfect He said (that) she had written three letters for her friend.
Past Simple My friend gave me a bar of chocolate. →	Past Perfect He said (that) his friend had given him a bar of chocolate.
WILL I will finish my report in two days. →	WOULD He said (that) he would finish his report in two days.
CAN I can speak English. →	COULD She said (that) she could speak English.
MAY I may invite them to dinner. →	MIGHT She said (that) they might invite them to the dinner.
MUST I must go to the bank and get some money. →	HAD TO She said (that) she had to go to the bank and get some money.
HAVE TO I have to submit this assignment by 3 pm tomorrow. →	HAD TO She said (that) she had to submit this assignment by 3 pm tomorrow.

- 1 'I work in a bank.' ⇒ He said that he _____ in a bank.
- 2 'I am working today.' ⇒ She told us she _____ that day.
- 3 'I'll lend you the money.' ⇒ He told me he _____ me the money.

Present perfect continuous

The present perfect continuous tense, also known as the present perfect progressive tense, is used to describe an action or situation that started in the past and is still happening in the present. The tense is often used to refer to an unspecified time between "before now" and "now". The speaker may be interested in both the process and the result of the action, which may still be ongoing.

Structure

- +) Subject + have/has + been + verb-ing + complement
-) Subject + haven't/hasn't + been + verb-ing + complement
- + ?) have/has + Subject + been + verb-ing + complement?
- ?) haven't/hasn't + Subject + been + verb-ing + complement?

- 1) She _____(work) here for five years.
- 2) I _____(study) all day.
- 3) You _____(eat) a lot recently.

Order of Adjectives

In English, adjectives generally follow a pattern called DOSA-SCOMP, which stands for Determiner, Opinion, Size, Age, Shape, Color, Origin, Material, and Purpose. For example, "My favorite big old square white French cotton gardening hat"

Opinion: Such as "ugly", "cute", or "precious"

Size: Such as "big", "small", or "tiny"

Age: Such as "young" or "old"

Shape: Such as "round", "square", or "rectangular"

Color: Such as "red", "pink", or "orange"

Origin: Such as "American", "South African", or "Korean"

Material: Such as "silk", "plastic", or "wooden"

Purpose or qualifier: Such as "wedding dress" or "travel journal"

If adjectives fall into the same category, you can separate them with commas in any order. For example, "A beautiful, mysterious song".

Using adjectives in the wrong order can make it confusing or ambiguous, especially when describing multiple attributes of a noun. For example, "brick house" is more specific than "old house" or "beautiful house". However, this theory doesn't always apply. For example, "small dog" and "black dog" are both specific descriptions.

- 1 A / Italian / sports / fantastic / Car
- 2 A / French / nice / old / Teacher
- 3 A / plastic / red / strange / Chair

Comparisons

More than just modifying nouns and pronouns, adjectives also express degrees of comparison. "Project A is easier than Project B, but Project C is the easiest among the three." Adjectives show the degree to which a noun has the quality being discussed and compared to another noun.

Rico has a louder voice than Alam.

Comparative adjectives are used to compare two things. To form the comparative degree of one- or two-syllable adjectives ending in -ly, add the suffix -er (or just -r for adjectives ending in letter e). For longer words, add more or less in front. Examples are: bigger, lovelier, simpler, more exciting, more beautiful, less expensive, less cheerful.

Comparative degree:

Sheena is more punctual than Jean.

Joshua looks younger than Paul.

Joyce seems better now. [implied comparison between then and now]

My workload is getting _____ (more lighter, lighter, lightest) each month.

She was _____ (least deserving, more deserving, deserving) of the award than Dana.

Why do I have to carry the _____ (more heavier, heavier) bag?

Futures: Continuous, Perfect & Perfect Continuous

The future continuous tense, also known as the future progressive tense, is a verb tense that describes an action that will be in progress at a specific time in the future. It can be used to refer to temporary actions or events, or to suggest that something is about to happen at an unspecified time. For example, "I will be studying at 3:00" or "He'll be staying with his parents for several months".

+) Subject + will + be + verb-ing + complement

-) Subject + won't + be + verb-ing + complement

+?) Will + Subject + be + verb-ing + complement?

-?) Won't + Subject + be + verb-ing + complement?

The future perfect tense is for talking about an action that will be completed between now and some point in the future. Imagine that your friend Linda asks you to take care of her cat for a few days while she goes on a trip. She wants you to come over today at noon so she can show you where to find the cat food and how to mash it up in the bowl just right so that Fluffy will deign to eat it. But you're busy this afternoon, so you ask Linda if you can come at eight o'clock tonight instead.

- +) Subject + will + had + verb past participle + complement
-) Subject + won't + had + verb past participle + complement
- +?) Will + Subject + had + verb past participle + complement?
- ?) Won't + Subject + had + verb past participle + complement?

The future perfect continuous tense, also known as the future perfect progressive, is a verb tense that describes an action that will continue up to a point in the future. It's used to emphasize the length or duration of an activity or event when looking back at the past from a future point. For example, "In September, she will have been living in France for a year"

- +) Subject + will + had + been + verb-ing + complement
-) Subject + won't + had + been + verb-ing + complement
- +?) Will + Subject + had + been + verb-ing + complement?
- ?) Won't + Subject + had + been + verb-ing + complement?

- 1) By the end of the year, he _____ (*become*) a doctor.
- 2) John will be very tired tomorrow, he _____ (*work*) for more than 20 hours.
- 3) Next year, I _____ (study) maths at university score

Too / Enough

The words too and enough are used to modify adjectives, adverbs, and nouns to indicate degree:

Too

Means something is more than sufficient or more or less than necessary. For example, "It's too late to stop him". Too is often used in negative situations and comes before the adjective or adverb it's describing.

Enough

Means sufficient or the right amount of something. For example, "Your clothes are big enough to fit me". Enough is often used in positive situations and comes after the adjective or adverb, or before a noun.

- 1) Maria is clever _____ to take this decision.
- a) too much b) too many c) too d) enough

2) I am ____ old to understand this music.

a) too much b) too many c) too d) enough

3) I don't think it's ____ early to wake up.

a) too much b) too many c) too d) enough

Relative Pronouns

RELATIVE PRONOUN	USES	CLAUSE	EXAMPLES
WHO	<i>People</i> (Subjective Case)	Defining and Non-Defining	<ul style="list-style-type: none">We are talking about the scientist who was awarded the Nobel prize in chemistry.Cassy, who is a doctor, is really good at photography.
WHICH	<i>Things and Animals</i>	Defining and Non-Defining	<ul style="list-style-type: none">The picture which you are looking at was taken two centuries back.Mr. Johnson's cat, which was sick last week, won the best pet contest.
WHOM	<i>People</i> (Objective Case)	Defining and Non-Defining	<ul style="list-style-type: none">They invited the scientist whom the govt awarded the national award.She wants an autograph of Elon Musk, whom she considers her role model.
THAT	<i>People, Things and Animals</i>	Defining	<ul style="list-style-type: none">We are staying in the hotel that was once the fort of the king of Rajasthan.She will buy that blue colored dress.
WHOSE	<i>People and Things</i> (Possessive Case)	Defining and Non-Defining	<ul style="list-style-type: none">My mother helped the old lady whose wallet was lost on the bus.Paul is a famous writer whose books are very popular.
WHERE	<i>Place</i>	Defining and Non-Defining	<ul style="list-style-type: none">This is the hotel where we met for the first time.Porbandar is in Gujrat, where Gandhiji was born.
WHEN	<i>Time</i>	Defining	<ul style="list-style-type: none">I will call when I reach New York.She started dancing when she was five years old.

A relative pronoun is a pronoun that's used to introduce a relative clause. The main English relative pronouns are which, that, who, and whom. These words can also function as other parts of speech—they aren't exclusively used as relative pronouns.

A relative clause introduces further information about the preceding noun or noun phrase, either helping to identify what it refers to (in a restrictive clause) or just providing extra details (in a nonrestrictive clause).

The relative clause comes after a noun or noun phrase (called the antecedent) and gives some additional information about the thing or person in question. The relative pronoun represents the antecedent.

1. I talked to the girl who/ which / whose car had broken down in front of the shop.
2. Mr Richards, who / which / whose is a taxi driver, lives on the corner.
3. I live in a house in Norwich, who / which / whose is in East Anglia.
4. The Internet is a place _____ you can get cheap technology products.
5. E-mails _____ advertise things are called "spam".
6. A "technophobe" is someone _____ is scared of technology.

So do I / Neither / non / Either

I use 'so do I' to say that a positive sentence is also true for me, and I use 'neither do I' to say that a negative sentence is also true for me:

John: I hate mushrooms.

Me: So do I (=I also hate mushrooms).

Lucy: I don't live in London.

Me: Neither do I (=I also don't live in London. For example, maybe Lucy and I both live in Paris).

This is often used as a reply to someone else in a conversation, but both sentences can also be said by the same person, and even joined together:

Me: Elizabeth loves coffee. So do I.

Me: Harry doesn't play the piano and neither do I.

- 1) Jenny: I have to study this weekend.
- 2) Jenny: Dan lives in Madrid.
- 3) Jenny: She doesn't have any brothers or sisters.

Need + ing

"Need + ing" is a form of the verb "need" that can be used to indicate that something is necessary for someone to do, without specifying who will do it. For example, "Dusty needs untacking" could mean "The horse needs to be untacked by you, Ellie". Here are some other examples of "need + ing" in a sentence: "This studio needs tidying, "My hair needs cutting, and "My shirt needs washing.

1. I need _____ interface (to work) harder if I want to pass the exam.
2. You don't need _____ (to come) to the meeting, I'll be there.
3. The grass needs _____ (to cut) because it's very high.

Conditionals 0, 1, 2

Zero conditional

We use the zero conditional to talk about things that are generally true, especially for laws and rules.

If I drink too much coffee, I can't sleep at night.

Ice melts if you heat it.

When the sun goes down, it gets dark.

The structure is: if/when + present simple >> present simple.

First conditional

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

If it doesn't rain tomorrow, we'll go to the beach.

Arsenal will be top of the league if they win.

When I finish work, I'll call you.

In first conditional sentences, the structure is usually: if/when + present simple >> will + infinitive.

It is also common to use this structure with unless, as long as, as soon as or in case instead of if.

I'll leave as soon as the babysitter arrives.

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.

Second conditional

The second conditional is used to imagine present or future situations that are impossible or unlikely in reality.

If we had a garden, we could have a cat.

If I won a lot of money, I'd buy a big house in the country.

I wouldn't worry if I were you.

The structure is usually: if + past simple >> + would + infinitive.

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, especially in the he/she form.

If I were you, I wouldn't mention it.

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

He would travel more if he was younger.

What would you do differently if you _____ to do this again?

If I _____ the more expensive bike, I won't have enough money to pay my rent.

When I look at a computer screen for too long, I _____ a headache.

Third Conditional

The third conditional is a grammatical structure used to discuss a hypothetical past situation and its possible outcome. It's often used to express regret or to complain about something. For example, "If I had studied harder, he would have passed the exam".

1. If you _____ (ask) me, I _____ (help) you.
2. If we _____ (go) to the cinema, we _____ (see) my friend Jacob.
3. If you _____ (speak) English, she _____ (understand).

Past Tenses: Simple, Continuous, Perfect & Perfect Continuous

We use past tenses to talk about the past. We can use them to tell a story or to describe past events, including personal anecdotes.

When I lived on the island, I enjoyed walking on the beach in the early morning with Bonnie - my best friend and my dog.

Britain declared war on Germany on 3 September 1939 after Germany had attacked Poland two days earlier. Britain had been trying to negotiate a peaceful settlement.

The four narrative tenses are the past simple, past continuous, past perfect and past perfect continuous and one or more of these can be used in a sentence.

We were walking as usual one day, when all of a sudden, Bonnie shot off. She started to bark furiously. I saw a man sleeping face down on the sand. Bonnie continued to bark, but the man didn't wake up. He wasn't sleeping; he was dead. It was clear that the storm had washed up the body.

Past simple

Verb to be, Conditions/Adjectives/Locations

- +) Subject + was/were + complement
-) Subject + wasn't/weren't + complement
- +?) Was/were + Subject + complement?
- ?) Wasn't/weren't + Subject + complement?

Did Actions

- +) Subject + verb past simple + complement
-) Subject + didn't + verb present simple + complement
- +?) did + subject + verb present simple + complement?
- ?) didn't + subject + verb present simple + complement?

Past continuous

- +) Subject + was/were + verb-ing + complement

-) Subject + wasn't/weren't + verb-ing + complement

+?) Was/were + Subject + verb-ing + complement?

-?) Wasn't/weren't + Subject + verb-ing + complement?

Past perfect

+) Subject + had + verb past participle + complement

-) Subject + hadn't + verb past participle + complement

+?) had + Subject + verb past participle + complement?

-?) hadn't + Subject + verb past participle + complement?

Past perfect continuous

+) Subject + had + been + verb-ing + complement

-) Subject + hadn't + been + verb-ing + complement

+?) had + Subject + been + verb-ing + complement?

-?) hadn't + Subject + been + verb-ing + complement?

1 I told John not to drive because he _____ all night.

a.drank

b.was drinking

c.had drunk

d.had been drinking

2 Why did you change the channel? I _____ that movie.

a.watched

b.was watching

c.had watched

d.had been watching

3 When I _____ out of the shower, the lights _____.

a. got / were getting off

b. had got / were getting off

c. was getting / went off

d. had been getting / had got off

Gerunds vs infinitives

We use gerunds (verb + ing):

After certain verbs - I enjoy singing

After prepositions - I drank a cup of coffee before leaving

As the subject or object of a sentence - Swimming is good exercise

We use 'to' + infinitive:

After certain verbs - We decided to leave

After many adjectives - It's difficult to get up early

To show purpose - I came to London to study English

We use the bare infinitive (the infinitive without 'to'):

After modal verbs - I can meet you at six o'clock

After 'let', 'make' and (sometimes) 'help' - The teacher let us leave early

After some verbs of perception (see, watch, hear, notice, feel, sense) - I watched her walk away

After expressions with 'why' - why go out the night before an exam?

1) We decided _____ (buy) a new car.

- 2) They've got some work _____ (do).
3) Peter gave up _____ (smoke).

Causative form: Get & Have

In English, the causative form is a grammatical construction that expresses when one person or thing causes another to perform an action. It usually involves two verbs: a causative verb, such as "make", "have", or "get", and an action verb. The main components of the causative form are subject, causative verb, agent, and action.

Passive Causative

Passive

Subject + Be/Get + Past Participle

Causative

Subject + have/let/make + Object + Base Verb

Passive Causative

Subject + Have/Get + Object + Past Participle

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1) I washed my car. (have)

2) I cut my hair. (get)

3) I typed the documents. (have)

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CAUSATIVE VERBS

HAVE and GET

HAVE SOMEONE DO SOMETHING

To ask someone to do something for us.

We use have + person + infinitive when we talk about someone doing something for us which we ask or instruct them to do. It **emphasises the person** who does something rather than the process/action:

- We are having a mechanic look into the problem.
- I will have my secretary send you the email tomorrow.

GET SOMEONE TO DO SOMETHING

To cause someone to do something by asking, persuading, or telling them to do it.

This structure *is often used when there is a sense of difficulty*. It **emphasises the person** who does something rather than the process/action:

- I'll have to get John to do this report. I won't be able to finish it in time.
- I can't get the children to sleep at bed-time. They never seem to be tired!

HAVE SOMETHING DONE (by someone)

We use have + object + past participle when we talk about someone doing something for us which we ask or instruct them to do.

It **emphasises the process/action** rather than who performs it:

- I've just had my hair cut.
- We are having our house done up (by a decorator).

GET SOMETHING DONE (by someone)

To convince or encourage somebody to do something.

This structure **emphasises the process/action** rather than who performs it:

- I got my suit cleaned yesterday.
- He had his car serviced (by his local garage).

SOMEONE AFFECTED BY AN ACTION THEY DID NOT CAUSE

HAVE SOMETHING DONE

- They had their car stolen.
- They had their homes destroyed by the hurricane.
- I had my leg broken in a football match.

GET SOMETHING DONE

- He got his heart broken.
- I got my finger caught in the door.
- I got my email account hacked.

TALKING ABOUT AN EXPERIENCE

HAVE SOMEONE DO SOMETHING

- We had a man singing to us as we sat in the restaurant having our meal.
- I had an old woman push in the queue in front of me at the supermarket checkout.
- All my life, I've had people tell me that I don't look my age.

DOING SOMETHING YOURSELF

GET SOMETHING DONE (AS OPPOSED TO DO SOMETHING) : FOCUSES ON THE RESULT

- I want to get my assignment finished on time.
- I want to get the house cleaned before the guests arrive.

ALTERNATIVE TO THE PASSIVE VOICE

The causative construction is sometimes used as an alternative to the passive voice.

Compare the following:

- He had his car serviced regularly so it never broke down.
- His car was serviced regularly so it never broke down.

Sequence connectors

Sequence connectors are words that link ideas to make stories more coherent and to indicate the order of events. They can be used to introduce ideas, sequence actions, and describe order. For example, "First, beat the eggs in a bowl" or "She talked about the agenda then she began her presentation".

In the beginning

First.

Firstly.

Once.

Once upon a time.

One day.

To begin with.

Interruptions

All of sudden.

But then.

Suddenly.

Unexpectedly.

In the middle

After.

After a while.

After that.

Afterward.

Also.

And.

As.

As soon as.

Before.

Later.

Moreover.

Next.

The moment.

Then.

When.

Simultaneously

After all.

At last.

At the end.

By the end.

Eventually.

In the end.

Finally.

Lastly.

Exercise: write your daily routine using the sequence connectors

Embedded questions

An embedded question is a question that is included inside another question or statement. They are common after introductory phrases, such as:

“I wonder, Could you tell me, Do you know, Can you remember, Let's ask, We need to find out, I'd like to know, I'm not sure, Would you mind explaining”

There are times when native English speakers prefer to use embedded rather than direct questions. Here are two examples.

1. Politely Asking for Information

Direct Question What time does the bus arrive?

Embedded Question Could you tell me what time the bus arrives? (more polite)

1. Do you know how tall _____?

they are?

is it?

he's?

2. Which question is correct?

Can you tell me if where you were born?

Can you tell me where were you born?

Can you tell me where you were born?

3. Which question is NOT correct?

Have you any idea if we've got any bread?

Do you know if they've fixed their car?

I want to know when is he going to get a job.