

REPORTED SPEECH

1) If the sentence (the introductory verb) starts in the present, there is no backshift of tenses in Reported speech.

Example: Susan: "I am in an office." Susan said that she was in an office.

2) If the sentence (the introductory verb) starts in the past, there is often backshift of tenses in Reported speech.

Example: Susan: "I was in an office." Susan said that she had been in an office.

| TENSES | |
|--------------------------|---|
| Direct speech | Indirect speech |
| Present simple | Past simple |
| Present continuous | Past continuous |
| Present perfect | Past perfect |
| Past simple | Past perfect |
| Past perfect | Past perfect |
| Future (will) | Would |
| Imperative | Infinitive |
| Must | Had to |
| Can | Could |
| Shall | Should |
| may | might |
| Time Adverbial | |
| Now | Then / That moment |
| Today/ this day | That day |
| Yesterday | A day before / the previous day |
| Tomorrow | The next day / the coming / following day |
| A (week) ago | A (week) before |
| Pronouns | |
| I | He / She |
| you | I / we |
| We | They |
| Me | Him / Her |
| us | them |
| Demonstratives | |
| This | That |
| These | Those |
| Place Adverbial | |
| Here | there |
| Punctuation | |
| Statement | That |
| Auxiliary question | If |
| Wh/question | Wh..... |
| Imperative form | To |
| Negative imperative form | Not to |

Rewrite sentence (b) so that it means the same as (a):

(a) She said: "I went to the cinema yesterday."

(b) She said.....

(a) He told me that he would do that for me the next day.

(b) He told me.....

(a) They said: "We have never been here before."

(b) They said

(a) The mother asked her daughter where she had been.

(b) The mother asked her daughter

(a) She wanted to know what she was doing.

(b) She asked

(a) She told Ben to be careful.

(b) She told Ben

[illegible]

Eg: If you heat water at 100° , it boils.

2 Conditional type 1: "Unreal, but likely":

Rule: If + present simple = future simple.

Eg.: If you cheat in the exam, you will be punished..

3) Conditional type 2: "Unreal and unlikely y"

Rule: If + past simple = would + stem.

Eg: If stuck your fingers into the fire, you would burn them.

4) Conditional type 3: "Unreal condition"

Rule: If + past perfect = would have + past participle.

Ex: If you had broken the window, you would have paid for it.

Activity: Give the correct form of the verbs in brackets:

1. If people **eat** too much, they **will put** on weight.
2. If they **ate** organic food, they **would be** healthier.
3. If people **had eaten** GMF's, they **would have been** sick.

CONDITIONALS With “provided that / as long as

Rule: *present simple* + *present simple* – *future simple*.

Activity: Combine these pairs of sentences using providing/provided that and as long as :

- a) Banks will lend you money to start a business. You promise in writing to pay them back. (Provided that)
- Banks will lend you money to start a business : you promise in writing to pay them back.
OR
- Providing you promise in writing to pay them back, banks will lend you money to start a business.
- b) Your business will continue to prosper. You keep your probity and integrity. (As long as)
- Your business will continue to prosper : you keep your probity and integrity.
OR
 you keep your probity and integrity, your business will continue to prosper.

CONDITIONALS With “Unless”

Activity: Rewrite sentence (b) so that it means the same as (b):

- (a) If you eat well, you will be healthier.
(b) Unless you eat well, you won't be healthier.
- (a) If you eat well, you won't be sick.
(b) Unless you eat well, you will be sick.
- (a) If you don't eat fats, you will be healthier.
(b) Unless you eat fats, you will be healthier.
- (a) If you don't brush your teeth, you won't sleep.
(b) Unless you brush your teeth, you won't sleep.

THE RULES FOR WORD STRESS

1. Stress on first syllable

- Most two-syllable words have stress on the first syllable.

Eg.: 'Ethics - 'Window.

2. Stress on last syllable

- Most two-syllable verbs have stress on the last syllable.

Eg.: con'nect - pro'tect - re'move - erase - es'cape .

3. Stress on penultimate syllable (the last but one):

- Words ending in 'ic', 'ation', 'ion', 'ive', 'ian', 'ience', 'iance', 'iar', 'ious', 'eous', 'ium'.

Eg.: economic, information, generation, productive, li 'brarian, lu'xuriance,
fa'miliar, fas'tidious, cou'rageous, gyn'i'nasium.

4. Stress on ante-penultimate syllable (third from the end):

- Words ending in 'cy', 'ty', 'phy', 'gy', 'cal', 'ism'.

Eg.: Psy'chology- De'mocracy - Phi'l'osophy - Respon'sibility - Techno'logical - Catholicism.

5. Polysyllabic words (words with many syllables) main stress on the penultimate /---20/

- These usually have more than one stress, i.e., primary and secondary stress. Often such words contain a prefix (as with 'inter' and 'anti') . This is common with any long technical words.

Eg.: ,inter'national - ,anti'bi'otic.

6. Compound words (words with two parts)

- If the compound is a **noun**, the stress goes on the first part : Eg.: greenhouse , blackbird
- If the compound is an **adjective**, the stress goes on the second part; e.g., bad-tempered, old-fashioned
- If the compound is a **verb** , the stress goes on the second part, e.g., overlook.

7. Stress on the last syllable: / - --2/

- Words ending in: -EE, -ESE, -EER, -OO, -OON, -ETTE, -ESQUE.

Eg.: absen'tee, Japo'nese, engi'neer, kanga'roo, ba'lloon, ciga'rette, humo'resque.

Exercise 1: Read out the following pairs words, paying attention to the stress-shift.

Drama , dramatic, Sympathy, sympathetic, politic, political, arithmetic, arithmetical, education, instruction, transform,
Captive - captivity, curious - curiosity, final, finality, inferior, inferiority, homework, antivirus, overtalk.

Pronunciation of final "s"

The final "s" is pronounced:

- /s/ after: k, p, t, f, θ. Example: works – helps – puts – baths.
- /iz/ after s, z, x, sh, ch, dg. Example: buses – squeezes – faxes – brushes- matches – bridges.
- /z/ in other cases.

Activity: Classify these words according to the pronunciation of their final "s"

Marks – troops – starts - roofs – paragraphs – glasses – freezes - looses – finishes – catches - adds – meals – countries.

| /s/ | /z/ | /iz/ |
|--|---------------------------|---|
| Marks – troops – starts - roofs – paragraphs | Adds – meals – countries. | glasses – freezes - looses – finishes – catches |

Note: The final "s" in words ending in "ies" is pronounced /z/ because it didn't create a syllable. The sound /i/ is part of the original word: country.

Pronunciation of final "ed"

The final "ed" is pronounced:

- /t/ after: k, p, f, s, sh, ch. Example: worked – helped – stuffed- laughed – brushed – watched.
- /id/ after t, d. Example: star ted- added.
- /d/ in other cases.

Activity: Classify these words according to the pronunciation of their final "s"

Packed – pumped – photographed – discussed – matched - arrested – recorded – moved – increased.

| /t/ | /d/ | /id/ |
|--|--------------------|----------------------|
| Packed – pumped – photographed – discussed – matched | Moved – increased. | Arrested – recorded. |

[illegible]

(-) It seems factual/ true that smoking will be banned in

- 1000

COMPARISON



| Irregular adjectives | | |
|----------------------|--------------|--------------|
| | Comparatives | Superlative |
| Good | better than | The best |
| Bad | Worse than | The worst |
| Far | Farther than | The farthest |
| Little | Less than | The least |
| Many/much | More than | The most |

Rewrite sentence (b) so that it means the same as (a):

- (a) Jupiter is a big planet. Earth is not.
 (b) Earth is Jupiter.
 (a) Mercury is very close to the Sun.
 (b) Mercury is planet to the Sun
 (a) The planets are nice, but earth is beautiful.
 (b) Earth is planet.
 (a) Today, astronomers have more information about the outer space.
 (b) In the past, astronomers had

SIMILARITIES & DIFFERENCES

- To express similarities: like, as, similar to, alike, resembles, both .. and, the same, neither ..nor.
 To express differences: unlike, differ from, but, yet, different from, while, whereas, contrary to.

Examples:

Similarities:

- a. **Both** earth **and** Venus belong to the solar system.
- b. **Like** earth, Venus belongs to the inner space.
- c. All the planets follow **the same** path.
- d. **Neither** Mercury **nor** Mars has an atmosphere.

Differences:

- a. **Unlike / contrary to** the other planets, earth has O₂.
- b. The inner planets are **different from** the outer planets.
- c. The Sun is a star **while** the Moon is a satellite.

Activity 1: Combine these pairs of sentences using the words in brackets:

- a. Jupiter has moons. Saturn has moons, too. (both)
- b. The terrestrial planets do not have rings. The gas giant planets have rings. (Unlike)
- c. Astronomers study stars for scientific purposes. Astrologers study them to make predictions. (Contrary to)

Activity 2: Rewrite sentence (b) so that it means the same as(a):

- (a) Earth belongs to the solar system. Venus belongs to the solar system.
 (b)belong to the solar system.
 (a) Mercury has an atmosphere. Mars has an atmosphere.
 (b) has an atmosphere.
 (a) The inner planets are closer to the sun. The outer planets are not.
 (b), the outer planets are farther from the sun.

EX PRESSING WISH AND REGRET

1 - We use **wish + past simple** to express a **regret** about a **present situation** by imagining its opposite.

E.g.: *I wish you **were** here.* (but you are not here)

2 - We use **wish + would** to express a desire for change **in the near future**, especially when someone or something is annoying us. E.g.: *I wish you **wouldn't** wear that ugly shirt*

3 - Wish about ourselves must be expressed with **could**. E.g.: *I wish I **could** lose weight*

4 - We use **wish + the past perfect** to express a **regret** about something in the past.

E.g.: *I wish I **had listened** to your advice yesterday.*

Activity: Rewrite sentence (b) so that it means the same as (a):

(a) I regret having stolen his ideas.

(b) I wish

(a) Someone wishing himself out of troubles.

(b) I wish.....

(a) Someone expressing the wish to be given a second chance.

(b) I wish.....

• We can use **if only** instead of **wish** to express a **stronger feeling of regret** or a **stronger wish**.

E.g. *If only I **had finished** my post graduate studies.*

It's time...

• When you want to say **It's time to do something** or this is the **right time** to do it.

E.g. *It's **(high/about)** time for us to go to the station.*

To express **strong advice / recommendation**

- You'd/ **had better** buy genuine products .

- We **had better not** neglect to take the necessary measures .

MODALS

| | |
|------------------------------|---|
| <i>Must – have to</i> | <i>Strong obligation</i> |
| <i>Should</i> | <i>Advice</i> |
| <i>Ought to - Had better</i> | <i>Strong advice</i> |
| <i>Need to - have to</i> | <i>Necessity</i> |
| <i>can</i> | <i>Possibility – request - permission</i> |
| <i>May</i> | <i>request - permission</i> |
| <i>Can – able to</i> | <i>Ability</i> |

Rewrite sentence (b) so that it means the same as (a):.

(a) I strongly advise you to buy authentic articles.

(b) You.....

(a) I advise you to know your rights and duties.

(b) You.....

(a) I think this is the right time to revise your lessons.

(b) It's.....

(a) People are obliged to respect the road signs.

(b) You the road signs.

(a) It is necessary to use dictionaries.

(b) Studentsdictionaries.

(a) You are able to succeed.

(b) You