# English Grammar

## Basic Level A1-A2

### Lingua Core

## English version

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**1st Edition 2025**

This English grammar book covers basic level is aimed at a broad and diverse audience. Primarily, its ideal readers are:

- **English as a Second Language (ESL) or English as a Foreign Language (EFL) Learners:** From those who are just beginning their learning journey and need to establish grammatical foundations, to those seeking to perfect complex structures and achieve advanced proficiency in the language.
- **Academic Students:** Young people and adults who require a solid understanding of grammar to succeed in educational settings, from high school to university. This includes preparation for standardized tests that assess language proficiency.
- **Professionals:** Individuals who need to communicate effectively in English in their work environment, both orally and in writing. This may include drafting emails, reports, presentations, or participating in international meetings.
- **Self-taught Learners:** Those who prefer to learn at their own pace and independently, using the book as a complete guide to navigate all grammatical levels.
- **English Teachers:** Although not the primary audience for learning, these books serve as reference and support material for lesson planning and explaining grammatical concepts to their students at different levels.
- **Native English Speakers:** People who, while fluent in the language, wish to understand the underlying grammatical rules to improve their writing, their ability to analyze language, or simply out of interest in the structure of their own language.

# Recommendations

1. **Constant Immersion:** Try to consume English daily through movies, series, podcasts, books, news.
2. **Active Practice:** Don't just study grammar; use it. Write, speak, interact. Look for opportunities to apply what you learn.

And remember, ***vocabulary and grammar go hand in hand.*** As you learn new grammatical structures, seek out the vocabulary that allows you to use them in context. Best of luck on your journey.

# Basic English Plan

## Unit 1: Introductions and Identities

1. **Lesson 1:** Greetings (formal/informal) and Subject Pronouns (I, you, he, she, it, we, they).
2. **Lesson 2:** The verb **"to be"** (am, is, are) in positive statements. Introducing name and country/nationality.
3. **Lesson 3:** The verb **"to be"** in negative statements and simple *Yes/No* questions.
4. **Lesson 4: "Wh-questions"** (Who, What, Where) with *to be*. Practice asking for and giving simple information.
5. **Lesson 5: Role-Play:** Practicing a short conversation to introduce yourself and a friend. Numbers 1–20.

## Unit 2: Things Around Me

1. **Lesson 1:** Noun vocabulary for common objects (e.g., pen, book, table, phone). Singular and Plural forms.
2. **Lesson 2: Articles** (*a, an, the*) and demonstrative pronouns (*this/that*).
3. **Lesson 3: Descriptive Adjectives** (colors, sizes: big, small, new, old). Placing adjectives before nouns.
4. **Lesson 4:** Describing possessions using possessive adjectives (*my, your, his, her*). Simple practice dialogues.
5. **Lesson 5: Listening/Writing:** Describing objects in a picture (e.g., "The blue bag is new. The small book is old.").

## Unit 3: My Daily Life

1. **Lesson 1:** Core **Action Verbs** (wake up, eat, go, sleep, work) and **Time expressions** (in the morning, at 7 o'clock).
2. **Lesson 2: Present Simple** for positive statements (I work, she works). Focus on the third-person singular 's'.
3. **Lesson 3: Present Simple Negative** using *don't / doesn't*. Practice correcting sentences about daily routines.
4. **Lesson 4: Present Simple Questions** using *Do / Does*. Asking and answering about routines.
5. **Lesson 5: Speaking Task:** Interview a partner about their day and write a short paragraph summarizing their routine.

## Unit 4: My Home and Area

1. **Lesson 1:** Vocabulary for **Rooms and Furniture** (kitchen, bedroom, sofa, lamp).
2. **Lesson 2:** Structure **"There is / There are"** for describing existence in a place.
3. **Lesson 3: Prepositions of Place** (in, on, under, next to, behind).
4. **Lesson 4:** Negative forms and questions with **"There is / There are"** and prepositions.

5. **Lesson 5: Description Task:** Draw your ideal room and write five sentences describing what is in it and where things are.

## Unit 5: Actions Happening Now

1. **Lesson 1: Action Verbs** and their **-ing** form. Spelling rules for adding -ing.
2. **Lesson 2: Present Continuous** for positive statements (I am working, She is reading).
3. **Lesson 3: Present Continuous** negative forms and *Yes/No* questions.
4. **Lesson 4: Weather vocabulary** and using the Present Continuous to describe current conditions.
5. **Lesson 5: Photo Captioning:** Look at photos of people doing different things and write a sentence for each describing the current action.

## Unit 6: What I Did Yesterday

1. **Lesson 1:** Introduction to the **Past Simple**. Regular verbs: adding *-ed* (walked, played, watched). Pronunciation of *-ed*.
2. **Lesson 2:** Past Simple time expressions (yesterday, last week, 3 days ago). Practicing short positive statements.
3. **Lesson 3: Irregular Verbs Part 1:** Focus on common irregular verbs (go-went, see-saw, eat-ate).
4. **Lesson 4: Past Simple Negative** using *didn't* and the base form of the verb. **Past Simple Questions** using *Did*.
5. **Lesson 5: Narrative Task:** Tell a partner (or write) a short story about your last weekend or holiday, making sure to use a mix of regular and irregular verbs.

## Unit 7: Plans and Predictions

1. **Lesson 1:** Future plans using **"be going to"** for positive statements. Future time markers.
2. **Lesson 2: "be going to"** in negative statements and questions. Practice asking about and stating plans.
3. **Lesson 3:** The modal verb **"Will"** for simple predictions (e.g., "It will rain tomorrow") and spontaneous decisions.
4. **Lesson 4: "Will"** in negative form (*won't*) and questions. Distinguishing between *going to* (plans) and *will* (predictions/spontaneous).
5. **Lesson 5: Dialogue Creation:** Plan an imaginary trip with a partner, discussing definite plans (*going to*) and possible scenarios (*will*).

## Unit 8: Comparisons and Advice

1. **Lesson 1: Comparative Adjectives** (shorter, more expensive). Using the word **"than"** to compare two things.
2. **Lesson 2: Superlative Adjectives** (the shortest, the most expensive). Describing the best/worst of a group.

3. **Lesson 3:** Health and body vocabulary. The modal verb **"Should / Shouldn't"** for giving advice.
4. **Lesson 4:** Practicing asking for and giving advice related to health or common problems. Using "If you have X, you should Y."
5. **Lesson 5: Discussion:** Discussing favorite things (food, movies, cities) and using comparative and superlative forms to explain your choices.

## Unit 9: Necessities and Rules

1. **Lesson 1:** The modal verb **"Can / Can't"** for ability and possibility. Hobbies and skills vocabulary.
2. **Lesson 2:** The structure **"Have to / Don't have to"** for obligation and lack of necessity.
3. **Lesson 3: Obligation in the Past:** Using **"Had to"** and **"Didn't have to"**.
4. **Lesson 4:** Job roles and responsibilities vocabulary. Using *have to* to describe duties at work or school.
5. **Lesson 5: Debate/Role-Play:** Discussing rules at school or work. What must/must not be done (using *have to/don't have to*).

## Unit 10: Experiences and Review

1. **Lesson 1:** Introduction to the **Present Perfect** (structure: *have/has + past participle*). Focus on common irregular past participles (seen, done, been).
2. **Lesson 2:** Using **"ever"** and **"never"** with the Present Perfect to talk about life experiences.
3. **Lesson 3: Connectors:** Using simple linking words (*and, but, so, because*) to combine simple sentences.
4. **Lesson 4: Fluency Review:** Quick grammar checks across Present, Past, and Future tenses. Focus on switching between tenses.
5. **Lesson 5: Final Conversation:** Participate in a structured interview discussing: your routine (Present Simple), your last trip (Past Simple), and your dreams (Future/Present Perfect).

# Unit 1

## Unit 1 - Introductions and Identities

**Lesson 1:** Greetings (formal/informal) and Subject Pronouns (I, you, he, she, it, we, they).

## English Dialogue: Meeting New People

**A:** Good morning. **I'm Mark**, the new manager.

**B:** Hi. I'm Sofia. Nice to meet **you**.

**A:** You too. Is **he** your colleague?

**B:** Yes, **he** is. **He's** David.

**A:** Hi David. Welcome.

**C (David):** Thanks.

**A:** Where are Maria and Thomas? **They're** late.

**B: They're** in a meeting. **It's** important.

**A:** Okay. Maybe **we** can talk later.

**B:** Sure. **We** have time after lunch.

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## 🔑 Keywords and Pronunciation

- **I'm** (Contraction of *I am*) - Pronunciation: /aɪm/
- **He's** (Contraction of *He is*) - Pronunciation: /hiːz/
- **They're** (Contraction of *They are*) - Pronunciation: /ðeər/

- **It's** (Contraction of *It is*) - Pronunciation: /ɪts/
- **Hi** (Informal Greeting) - Pronunciation: /haɪ/
- **Thanks** (Informal *Thank you*) - Pronunciation: /θæŋks/

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# Grammatical Explanation (Simple Focus: Pronouns and Contractions)

## 1. The Subject Pronouns

These small words tell you *who* or *what* the sentence is about.

- **I** (I'm) = You, the speaker (Mark).
- **He** (He's) = One man (David).
- **They** (They're) = Many people (Maria and Thomas).
- **It** (It's) = One thing or idea (the meeting).
- **We** = You and someone else.

## 2. Using Contractions (The Better Form)

To speak naturally and quickly, English speakers join the subject pronoun and the verb "to be" together. This is called a **contraction**.

- *I am* ---**I'm**
- *He is* --- **He's**
- *They are* ---- **They're**
- *It is* --- **It's**

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**B:** Claro. Tenemos tiempo después de comer.

# Unit I - Introductions and Identities

**Lesson 2:** The verb **"to be"** (am, is, are) in positive statements.
Introducing name and country/nationality.

## English Dialogue: Asking for Information

**A:** Excuse me. **What's** your name?

**B:** My name is Sara. **Who** are you?

**A: I'm** her brother, James. **Where** are you from?

**B: I'm** from Canada. And **where's** she now?

**A: She's** in the library. **It's** a very quiet place.

**B:** I see. **What's** in the blue bag?

**A: It's** just a book. **It's** for her.

**B:** Okay. **We** need to go now. Goodbye, James.

**A:** Goodbye!

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## 🔑 Keywords and Pronunciation

- **What's** (*What is*) - Pronunciation: /wɒts/
- **Who** (Question word for people) - Pronunciation: /huː/
- **Where's** (*Where is*) - Pronunciation: /weərz/
- **Library** (Vocabulary: place for books) - Pronunciation: /ˈlaɪbrəri/
- **Quiet** (Vocabulary: not noisy) - Pronunciation: /ˈkwaɪət/
- **Just** (Vocabulary: only) - Pronunciation: /dʒʌst/

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## Grammatical Explanation

### 1. Wh-Question Words

These words ask for specific information:

- **What** asks about a *thing* or *information*.
- **Who** asks about a *person*.
- **Where** asks about a *place*.

### 2. The Question Order

When you use a Wh-word with the verb "to be," the order is:

{Wh-word} + {is/are} + {Subject}

**Examples:** *What is your name? / Where is she?*

### 3. Contractions Reminder

Using contractions like **I'm**, **She's**, and **It's** is essential for sounding natural in spoken English.

# Unit 1 - Introductions and Identities
## Lesson 3: The verb "to be" in negative statements and simple Yes/No questions.

## English Dialogue: Negatives and Simple Questions

**A:** Excuse me, are you the photographer?

**B:** No, **I'm not**. **I'm** the sound engineer.

**A:** Oh. **Is** the lighting correct? **It isn't** very bright.

**B:** Yes, **it is**. **It's** bright enough for the shot.

**A:** Are the actors ready? **They aren't** in costume yet.

**B:** No, **they aren't**. **They're** in the break room.

**A:** Is the director here?

**B:** Yes, **he is**. **He's** with the scriptwriter.

**A:** And **are we** late?

**B:** No, **we aren't**. We have ten minutes.

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## 🔑 Keywords and Pronunciation

- **I'm not** (I am not) - Pronunciation: /aɪm nɒt/
- **isn't** (is not) - Pronunciation: /ˈɪzənt/
- **aren't** (are not) - Pronunciation: /ɑːrnt/
- **Photographer** (Job title) - Pronunciation: /fəˈtɒɡrəfər/
- **Enough** (Vocabulary: sufficient) - Pronunciation: /ɪˈnʌf/
- **Costume** (Vocabulary: clothes for acting) - Pronunciation: /ˈkɒstjuːm/

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# <mark>Grammatical Explanation</mark>

This lesson focuses on two core functions of the verb **"to be"**: asking simple questions and stating negatives.

## 1. Asking Simple Yes/No Questions

To ask a question that can be answered with *Yes* or *No*, you must switch the positions of the Subject and the verb *to be* (am, is, are).

- Rule: Start with the verb, then the subject.

  (Is/Are) + Subject?

- **Dialogue Examples:**
  - **Are** you the photographer? (Asking about *you*)
  - **Is** the lighting correct? (Asking about *it*)
  - **Are** the actors ready? (Asking about *they*)

## 2. Making Negative Statements (Contractions)

To say that something is **not** true, you add the word 'not' after the verb *to be*. In speaking, we almost always use a **contraction** (a shorter form).

- Rule: Subject (Contracted Negative Verb).

  {Subject} + {isn't/aren't/I'm not}.

- **The Forms:**
  - **I'm not** (The only way to contract *I am not*)
    - *Example:* No, **I'm not** the photographer.
  - **isn't** (*is not*): Used for **He, She, It** (singular subjects).
    - *Example:* **It isn't** very bright.
  - **aren't** (*are not*): Used for **You, We, They** (plural subjects).
    - *Example:* **They aren't** in costume yet.

## 3. Short Answers (Affirmative/Positive)

When answering a *Yes/No* question, we use a formal structure for a positive answer (we don't usually use contractions here):

- *Question:* Is the director here?
- *Answer:* Yes, **he is**. (Do NOT say: "Yes, he's")
    - *Example:* Yes, **it is**. / Yes, **they are**.

# Unit 1 - <mark>Introductions and Identities</mark>
## Lesson 4: **"Wh-questions"** (Who, What, Where) with *to be*.
Practice asking for and giving simple information.

## English Dialogue: Wh-Questions

**A:** Excuse me. **What** is your job here?

**B: I'm** a researcher. **Who** is your contact person?

**A:** My contact is Dr. Elena Rossi. **Where** is her office?

**B: It's** on the third floor. **She's** not here right now.

**A:** Oh. **What** is her research topic?

**B: It's** about local history. **It's** very complex.

**A:** I see. **Where** are the main archives?

**B: They're** downstairs, near the main entrance.

**A:** Thank you. **What** is the archive schedule?

**B: It's** open from 9 AM to 5 PM.

## 🔑 <mark>Keywords and Pronunciation</mark>

- **What** (Asks for information/details) - Pronunciation: /wɒt/
- **Who** (Asks for a person) - Pronunciation: /huː/
- **Where** (Asks for location) - Pronunciation: /weər/
- **Researcher** (Job title) - Pronunciation: /ˈriːsɜːrtʃər/

- **Archives** (Plural noun for old documents) - Pronunciation: /ˈɑːkaɪvz/
- **Schedule** (Vocabulary: time table) - Pronunciation: /ˈʃedjuːl/ or /ˈskedʒuːl/

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# Grammatical Explanation

## 1. The Wh-Question Words (Who, What, Where)

These are used to begin questions when you need specific information, not just a "yes" or "no" answer.

- **WHAT:** Asks about **things**, **ideas**, **actions**, or **jobs/titles**.
  - *Dialogue Example:* **What** is your job? (Asking for a title/role)
  - *Dialogue Example:* **What** is the archive schedule? (Asking for a time/detail)
- **WHO:** Asks about a **person** or their **identity**.
  - *Dialogue Example:* **Who** is your contact person? (Asking for a name/role)
- **WHERE:** Asks about a **place** or **location**.
  - *Dialogue Example:* **Where** is her office? (Asking for a room/floor)
  - *Dialogue Example:* **Where** are the main archives? (Asking for a building/area)

## 2. Subject Pronouns and Contractions (I'm, It's, She's, They're)

These words are used as simple, efficient answers:

- **I'm** (*I am*): Used to state your own job or identity.
  - *Dialogue Example:* **I'm** a researcher.
- **It's** (*It is*): Used to talk about a **singular thing** (the office, the topic, the schedule).
  - *Dialogue Example:* **It's** on the third floor. / **It's** open from 9 AM.
- **She's** (*She is*): Used to talk about one **female person** (Dr. Rossi).
  - *Dialogue Example:* **She's** not here right now.
- **They're** (*They are*): Used to talk about **plural things** (the archives).
  - *Dialogue Example:* **They're** downstairs.

## 3. The Question Order Structure

The order of words is crucial for a correct question. When using *Who, What, or Where* with the verb *to be*, the structure is fixed:

Wh-word +{is/are} + {Subject}

This is the rule that creates sentences like: **"What is** your job?" or **"Where are** the archives?"

# Unit 1 - <mark>Introductions and Identities</mark>

**Lesson 5:** Practicing a short conversation to introduce yourself and a friend. Using the numbers (1–20).

## <mark>English Dialogue: Introductions and Numbers</mark>

**A:** Hello. **I'm** Alice. This **is** my friend, Tom.

**B:** Hi Alice, Tom. **I'm** David. Nice to meet **you**.

**A:** Nice to meet you too, David. **We are** students at the university.

**B:** That **is** great. How many classes **are** you taking this semester?

**A: I'm** taking **fifteen** classes, and Tom **is** taking **sixteen**.

**B:** Wow, **sixteen** is a lot! **Is** your number **twenty**?

**A:** No, **it isn't**. My student ID number **is nine**.

**B:** I see. Tom, **are you twenty** years old?

**B:** No, **I'm not**. **I'm nineteen**.

**A:** Well, **we are** happy to meet you!

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## 🔑 <mark>Keywords and Pronunciation</mark>

- **Fifteen** (Number 15) - Pronunciation: /fɪfˈtiːn/
- **Sixteen** (Number 16) - Pronunciation: /sɪksˈtiːn/
- **Nineteen** (Number 19) - Pronunciation: /naɪnˈtiːn/
- **Twenty** (Number 20) - Pronunciation: /ˈtwenti/
- **Semester** (Academic term) - Pronunciation: /sɪˈmestər/
- **ID number** (Identification number) - Pronunciation: /ˌaɪ ˈdiː ˈnʌmbər/

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## <mark>Grammatical Explanation</mark>

## 1. The Verb "To Be" for Introduction and Status

The verb "to be" (am, is, are) is used for introductions, roles, and status.

- **I'm/I am:** Used for the speaker's name or role.
  - *Dialogue Example:* **I'm** Alice. / **I'm** taking fifteen classes.
- **This is:** Used for introducing a singular person.
  - *Dialogue Example:* This **is** my friend, Tom.
- **We are:** Used for stating a group's status or role.
  - *Dialogue Example:* **We are** students at the university.

## 2. Simple Yes/No Questions

To ask a simple question, we invert the subject and the verb "to be":

- **Is/Are you...?:** Used to ask about age or status.
  - *Dialogue Example:* **Are you** twenty years old?
- **Is it...?:** Used to ask about a singular thing (like a number or item).
  - *Dialogue Example:* **Is** your number twenty?

## 3. Numbers (1-20)

The numbers 11 through 19 follow the pattern of adding **-teen** to the base number (e.g., 16 six**teen**). The stress is usually on the **-teen** part.

- **Fifteen** (15): 10 + 5.
- **Sixteen** (16): 10 + 6.
- **Nineteen** (19): 10 + 9.
- **Twenty** (20): The next major base number.

## 4. Special Use of "To Be" for Age

In English, we use the verb "to be" to express age, not the verb "to have" (like *tener* in Spanish).

- *Correct English:* **I am** twenty years old.
- *Incorrect English:* I have twenty years.

# Unit 2

## Unit 2 - Things Around Me

**Lesson 1:** Noun vocabulary for common objects (e.g., pen, book, table, phone). Singular and Plural forms.

## English Dialogue: Common Objects and Plurals

**A:** Excuse me, **is** this your **pen** on the floor?

**B:** No, **it isn't**. My **pen is** red. That **is** blue.

**A:** Oh, I see. **Are** those your **books** on the chair?

**B:** Yes, **they are**. My **books are** very important.

**A:** And **what** is this small **box**?

**B: It is** a small **box** for my **keys**.

**A:** I only see one **key**. **Where** are the other **keys**?

**B: They are** in my **bag**. I have four **keys**.

**A: Is** that a new **phone**? **It's** very big.

**B:** Yes, **it is**. **It is** one of the best **phones**.

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# 🔑 Keywords and Pronunciation

- **Pen** (Singular noun) - Pronunciation: /pɛn/
- **Book** (Singular noun) - Pronunciation: /bʊk/
- **Box** (Singular noun) - Pronunciation: /bɒks/
- **Key** (Singular noun) - Pronunciation: /kiː/
- **Phone** (Singular noun) - Pronunciation: /fəʊn/
- **Bag** (Singular noun) - Pronunciation: /bæɡ/

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# Grammatical Explanation

This lesson focuses on the vocabulary for **common objects** and the critical rule for making them **plural** in English.

## 1. Simple Noun Vocabulary

Nouns are words for **people, places, or things** (objects). The dialogue uses common singular nouns:

- **Pen / Book / Phone / Bag:** These objects follow the regular rule for making them plural (add *-s*).
- **Key:** A small object used to open locks.
- **Box:** A container, which follows a special plural rule.

## 2. The Plural Rule (Regular and Irregular)

Singular--- Plural

Book ---books

Key---keys

Phone--- phones

Irregular Plurals (Add -es): When a word ends in x, s, ch, -sh,or z  we add -es to make the plural.

Box---boxes

## 3. Using "To Be" with Plurals

We must use the correct form of the verb "to be" (is or are) depending on the noun:

- **Singular Noun:** Use **is** (or the contraction **it's**).
  - *Example:* My **pen is** red. / **It is** a small box.
- **Plural Noun:** Use **are** (or the contraction **they're**).
  - *Example:* My **books are** important. / **They are** in my bag.

# Unit 2 - Things Around Me
## Lesson 2: Articles (a, an, the) and demonstrative pronouns (this/that).

# English Dialogue: Articles and Demonstratives

**A:** Look at **that** big **chair** near the window.

**B:** Yes, **it is** very old. Is **that the** chair for the boss?

**A:** No, **it isn't**. **That is an** antique chair.

**B:** I see. Is **this a** new **computer** for our desk?

**A:** Yes, **it is**. I need **the** old **keyboard** from the box.

**B: The** box **is** over there. **What is** in **that** bag?

**A: That is an** umbrella. I need **an** umbrella today.

**B: Is this the** correct report?

**A:** Yes, **it is**. Please put **the** report on **the** table.

**B:** Okay. **I'll** put **this** report here.

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## 📍 Keywords and Pronunciation (Articles and Nouns)

- **A** (Indefinite article for single nouns) - Pronunciation: /ə/ or /eɪ/
- **An** (Indefinite article before a vowel sound) - Pronunciation: /æn/
- **The** (Definite article for specific nouns) - Pronunciation: /ðə/ or /ði:/
- **This** (Demonstrative for singular, near object) - Pronunciation: /ðɪs/
- **That** (Demonstrative for singular, far object) - Pronunciation: /ðæt/

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## Grammatical Explanation

This lesson introduces the articles and demonstrative pronouns, which help specify whether a noun is general or specific, and near or far.

### 1. The Articles (A, An, The)

These little words always come before a singular noun (e.g., *chair, computer, report*).

- **A / AN (Indefinite Articles):** Used when talking about **any** single, non-specific thing for the first time.
    - **A:** Used before words starting with a **consonant sound** (e.g., **a** chair, **a** computer).
    - **AN:** Used before words starting with a **vowel sound** (e.g., **an** antique chair, **an** umbrella).
    - *Dialogue Example:* Is this **a** new computer? / That is **an** antique chair.
- **THE (Definite Article):** Used when talking about a **specific** thing that the listener already knows about.
    - *Dialogue Example:* Is that **the** chair for the boss? (A specific chair.) / Please put the report on **the** table. (A specific table.)

### 2. Demonstrative Pronouns (This / That)

These words are used to point to a specific singular object.

- **THIS:** Used for things that are **close** to the speaker.
  - *Dialogue Example:* Is **this** a new computer? (The computer is near the speaker.)
- **THAT:** Used for things that are **far** from the speaker.
  - *Dialogue Example:* Look at **that** big chair. (The chair is away, near the window.

# Unit 2 - Things Around Me

**Lesson 3:** Descriptive Adjectives (colors, sizes: big, small, new, old).
                        Placing adjectives before nouns.

## English Dialogue: Descriptive Adjectives

**A:** Excuse me. **What** is **that small, brown box** on the shelf?

**B: That is a very old camera**. **It is** my father's.

**A:** Oh, **it is an interesting object**. **Is** the **big, black bag** yours too?

**B:** Yes, **it is**. **It is** full of **new computer cables**.

**A:** I see. Are **those small, silver keys** for the office door?

**B:** No, **they aren't**. **Those are** for **the red car**.

**A:** And **what** color **is this long, empty table**?

**B: It is a dark grey color**. **It is** the **new** one.

**A:** Your office **is** full of **nice things**!

**B:** Thank you. **I like old** and **new** things together.

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## 🔑 Keywords and Pronunciation (Adjectives)

- **Small** (Adjective: size) - Pronunciation: /smɔːl/
- **Brown** (Adjective: color) - Pronunciation: /braʊn/

- **Old** (Adjective: age) - Pronunciation: /əʊld/
- **Big** (Adjective: size) - Pronunciation: /bɪg/
- **New** (Adjective: age) - Pronunciation: /njuː/
- **Silver** (Adjective: color) - Pronunciation: /ˈsɪlvər/
- **Empty** (Adjective: state) - Pronunciation: /ˈempti/
- **Dark** (Adjective: intensity) - Pronunciation: /dɑːrk/

---

# <mark>Grammatical Explanation</mark>

This lesson focuses on **Adjectives**, which are words that describe or modify nouns (people, places, or things).

## 1. The Adjective Rule (Placement)

In English, the most important rule is that **Adjectives always come BEFORE the noun** they describe.

Adjective(s) + Noun

- **Dialogue Examples:**
    - **small, brown** box (size, then color, then the thing)
    - **new** computer cables (describing the cables)
    - **long, empty** table (describing the table)

## 2. Descriptive Adjectives in the Dialogue

- **Size Adjectives (Small, Big):** Used to describe how large or tiny something is.
    - *Example:* **big** bag; **small** keys.
- **Color Adjectives (Brown, Black, Silver, Red, Grey):** Used to specify the color of the noun.
    - *Example:* **red** car; **dark grey** color.
- **Age/Status Adjectives (Old, New, Empty):** Used to describe the age or current condition of a noun.
    - *Example:* **old** camera; **new** computer cables; **empty** table.

## 3. Order of Adjectives (Multiple Adjectives)

When you use more than one adjective before a noun (e.g., *small, brown box*), there is a standard order, though beginners only need to focus on placing them *before* the noun.

- *Correct Order Example:* **Small** (Size)  **Brown** (Color) **Box** (Noun)

# Unit 2 - Things Around Me

**Lesson 4:** Describing possessions using possessive adjectives (my, your, his, her). Simple practice dialogues.

## English Dialogue: Possessive Adjectives

**A:** Good morning. **Is this your red notebook**?

**B:** No, **it isn't**. **My notebook is blue**.

**A:** I see. **Whose keys** are these? Are **they your keys**?

**B:** No, **they aren't my keys**. **They are his keys**.

**A:** Oh, **his keys**? **Is he Mr. Smith**?

**B:** Yes, **he is**. **His office is** on the first floor.

**A:** And **is that her small desk** over there?

**B:** No, **that is** not **her desk**. **Her desk is new**.

**A:** Okay. So, **where is our meeting room**?

**B: Our meeting room is** on the top floor.

---

## 🔑 Keywords and Pronunciation

- **My** (Possessive for I) - Pronunciation: /maɪ/
- **Your** (Possessive for You) - Pronunciation: /jɔːr/ or /jʊər/
- **His** (Possessive for He) - Pronunciation: /hɪz/
- **Her** (Possessive for She) - Pronunciation: /hər/
- **Our** (Possessive for We) - Pronunciation: /ˈaʊər/ or /ɑːr/
- **Notebook** (Common object) - Pronunciation: /ˈnəʊtbʊk/
- **Whose** (Question word for possession) - Pronunciation: /huːz/

---

## Grammatical Explanation

This lesson introduces **Possessive Adjectives**, which are words used to show **who owns** a noun. They are crucial for distinguishing possessions in English.

## 1. The Possessive Adjective Rule (Placement)

Possessive adjectives always follow a strict order in English: they must come **before the noun** they describe.

Possessive Adjective + Adjective(s) + Noun

- **Dialogue Examples:**
  - **your** red notebook (possessive + color + thing)
  - **her** small desk (possessive + size + thing)
  - **our** meeting room (possessive + thing)

## 2. The Possessive Adjectives

The form of the possessive adjective depends on the person who owns the item (the subject pronoun).

- **My:** Used when the owner is **I**.
  - *Example:* **My** notebook is blue.
- **Your:** Used when the owner is **You** (the person being spoken to).
  - *Example:* Is this **your** notebook?
- **His:** Used when the owner is a **male person** (**He**).
  - *Example:* **His** keys are on the floor.
- **Her:** Used when the owner is a **female person** (**She**).
  - *Example:* **Her** desk is new.
- **Our:** Used when the owner is a **group including the speaker** (**We**).
  - *Example:* **Our** meeting room is on the top floor.

## 3. Asking About Ownership (Whose)

To ask *who* the owner of an item is, we use the question word **Whose**.

- Rule: Whose is followed immediately by the noun being asked about.

  {Whose} + {Noun(s)} + {is/are} + dots

  - *Dialogue Example:* **Whose keys** are these?

# Unit 2 - Things Around Me

**Lesson 5:** Describing possessions using possessive
adjectives (my, your, his, her). Simple practice dialogues.

## English Dialogue: Describing a Scene

**A:** Look at this picture of the classroom. **What** is on **the white board**?

**B: There are** some **big, black numbers**. They **are** for the math test.

**A:** I see. **Is the green backpack** new?

**B:** No, **it isn't**. **The blue backpack is new**. **The green one is old**.

**A:** And **what** color **is the small desk**?

**B: It is a light yellow**. **It is** the teacher's desk.

**A: Are those small, wooden chairs** comfortable?

**B:** No, **they aren't**. **They are too hard**.

**A: What is that little red box** under the table?

**B: That is a** first-aid kit. **It is** very necessary.

---

## 🔑 Keywords and Pronunciation (Descriptive)

- **White board** (Object) - Pronunciation: /waɪt bɔːrd/
- **Backpack** (Object) - Pronunciation: /ˈbækˌpæk/
- **Wooden** (Adjective: material) - Pronunciation: /ˈwʊdən/
- **Comfortable** (Adjective: state) - Pronunciation: /ˈkʌmftəbəl/
- **Hard** (Adjective: texture/state) - Pronunciation: /hɑːrd/
- **Necessary** (Adjective: importance) - Pronunciation: /ˈnesəˌseri/
- **First-aid kit** (Object: medical box) - Pronunciation: /ˌfɜːrst ˈeɪd kɪt/

---

# Grammatical Explanation

This lesson combines all the skills from Unit 2: using the verb 'to be', adjectives, and question words to describe things we see.

## 1. Adjective Placement (A, An, The)

The rule remains the same: Adjectives always come **before the noun** they describe.

Article/Demonstrative + Adjective(s) + Noun

- **The Big, Black Numbers:** The definite article The specifies the numbers, and the adjectives big and black come before the noun numbers.
- **The Green Backpack:** Here, the adjective green is placed between the article The and the noun Backpack.

## 2. The Use of "There is / There are"

To state that an object **exists** in a specific location (like a picture or a room), English uses "There is" (singular) or "There are" (plural).

- **There are:** Used with plural nouns.
    - *Dialogue Example:* **There are** some big, black numbers (on the board).
- **There is:** Used with singular nouns.
    - *Alternative Example:* **There is** a big clock on the wall.

## 3. Contrasting Adjectives

The dialogue uses pairs of adjectives to show contrast and give detail about the objects:

- **New / Old:** Describes the age or condition of the backpacks.
- **Hard / Comfortable:** Describes the quality or feeling of the chairs.
- **Big / Small / Little:** Describes the size of the objects (numbers, desk, box).

## 4. Pronouns for Specific Objects (The Green One)

When a noun (like "backpack") has already been mentioned, we can use the word **"one"** to replace it and avoid repetition. This makes speech more natural.

- *Dialogue Example:* "The blue backpack is new. **The green one** is old." (Here, **"one"** means "backpack").

# Unit 3

## Unit 3 - My Daily Life
**Lesson 1:** Core Action Verbs (wake up, eat, go, sleep, work) and Time expressions (in the morning, at 7 o'clock).

## English Dialogue: Daily Routines and Time

**A:** Good morning, Tom. **What time do you** usually **wake up**?

**B:** I **wake up** at **seven o'clock** every day.

**A:** That **is** early! **Do you eat** breakfast **in the morning**?

**B:** Yes, **I do**. I **eat** breakfast at **seven thirty**.

**A:** And **what time do you go** to work?

**B:** I **go** to work at **eight fifteen**. I **work** in the city center.

**A:** When **do you finish** work?

**B:** I **finish** work **in the afternoon** at **five thirty**.

**A:** And **what time do you** typically **sleep**?

**B:** I **sleep** at **ten thirty** at night.

---

## 🔑 Keywords and Pronunciation

- **Wake up** (Action verb) - Pronunciation: /weɪk ʌp/
- **Eat** (Action verb) - Pronunciation: /iːt/

- **Go** (Action verb) - Pronunciation: /ɡoʊ/
- **Work** (Action verb/noun) - Pronunciation: /wɜːrk/
- **Sleep** (Action verb) - Pronunciation: /sliːp/
- **Seven o'clock** (Time expression) - Pronunciation: /ˈsevən əˈklɒk/
- **In the morning** (Time expression) - Pronunciation: /ɪn ðə ˈmɔːrnɪŋ/

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# <mark>Grammatical Explanation</mark>

This lesson introduces **Simple Present Tense** using action verbs to describe **habits and routines**, along with crucial **time expressions**.

## 1. Simple Action Verbs (Present Tense)

These verbs describe activities we do regularly. For the subjects **I, You, We, and They**, the simple present tense uses the base form of the verb (the infinitive without 'to').

- **Wake up:** To finish sleeping and become conscious.
  - *Dialogue Example:* I **wake up** at seven o'clock.
- **Eat:** To consume food (used here for breakfast).
  - *Dialogue Example:* I **eat** breakfast in the morning.
- **Go:** To move from one place to another.
  - *Dialogue Example:* I **go** to work at eight fifteen.
- **Finish:** To complete an activity.
  - *Dialogue Example:* I **finish** work in the afternoon.
- **Sleep:** To be in the natural state of rest.
  - *Dialogue Example:* I **sleep** at ten thirty.

## 2. Asking About Time

We use two key phrases to ask about the time of an action:

- **What time...?:** Used to ask for a specific hour/minute.
  - *Structure:* **What time** + do/does + Subject + Base Verb?
  - *Dialogue Example:* **What time do you** usually wake up?
- **When...?:** Used to ask for the general period or specific time.
  - *Dialogue Example:* **When do you** finish work?

## 3. Time Expressions (Prepositions of Time)

We use specific prepositions to talk about the time of day:

- **At + Specific Time:** Used for exact hours.
  - *Example:* **at seven o'clock**, **at eight fifteen**, **at ten thirty**.
- **In the + Time of Day:** Used for general periods.

# Unit 3 - My Daily Life

**Lesson 2:** Core Action Verbs (wake up, eat, go, sleep, work)
and Time expressions (in the morning, at 7 o'clock).

## English Dialogue: Third Person Singular 'S'

**A:** Good morning. Tell me about your sister, Lisa. **Where does she work**?

**B: She works** downtown. **She takes** the subway every day.

**A:** Oh, I see. **Does** she **like her job**?

**B:** Yes, **she loves it**. **She finishes** work around six.

**A:** And **what does she eat** for dinner?

**B: She** usually **eats** salad or pasta. **She cooks** healthy food.

**A: Does she watch** much TV at night?

**B:** No, **she doesn't**. **She reads** books before sleeping.

**A: That's** great. And **does she live** close to you?

**B:** Yes, **she lives** in **the next building**.

---

## 🔑 Keywords and Pronunciation

- **Works** (Verb: work + s) - Pronunciation: /wɜːrks/
- **Takes** (Verb: take + s) - Pronunciation: /teɪks/
- **Loves** (Verb: love + s) - Pronunciation: /lʌvz/
- **Finishes** (Verb: finish + es) - Pronunciation: /ˈfɪnɪʃɪz/
- **Cooks** (Verb: cook + s) - Pronunciation: /kʊks/
- **Reads** (Verb: read + s) - Pronunciation: /riːdz/
- **Does** (Auxiliary verb for questions) - Pronunciation: /dʌz/

- **Subway** (Transportation) - Pronunciation: /ˈsʌbweɪ/

---

# Grammatical Explanation

This lesson introduces the most critical rule in the Simple Present Tense: the **Third Person Singular 'S'** rule, which describes the routines of *He, She,* or *It*.

## 1. The Third Person Singular 'S' Rule

When the subject of the sentence is **He, She, or It** (or any singular person/thing, like *Lisa*, *the dog*, *the company*), we must add an **-s** (or **-es**) to the end of the action verb.

- **Regular Verbs (Add -s):** Most verbs just add 's'.
  - *Dialogue Example:* She **works** downtown. (work + s)
  - *Dialogue Example:* She **lives** in the next building. (live + s)
- **Verbs Ending in -sh, -ch, -s, -x, -o (Add -es):** For these, we add 'es' for pronunciation.
  - *Dialogue Example:* She **finishes** work around six. (finish + es)

## 2. Asking Questions (The Auxiliary Verb 'DOES')

When asking questions about *He, She, or It*, we use the auxiliary verb **DOES**.

- Crucial Rule: When DOES or DOESN'T is used in the sentence, the main verb (the action verb) loses the 's'.

  Does + Subject (He/She/It) + Base Verb (no 's') ?

  - *Dialogue Example:* **Does** she **like** her job? (NOT: Does she likes)
  - *Dialogue Example:* **Does** she **watch** much TV? (NOT: Does she watches)

## 3. Possessive Adjective for Identity

The dialogue uses **her** to show possession related to the sister.

- **Her:** Possessive adjective for a female subject (**She**).
  - *Dialogue Example:* **her** job (Lisa's job) / **her** books (Lisa's books).

# Unit 3 - My Daily Life

## Lesson 3: Present Simple Negative using *don't / doesn't*.
### Practice correcting sentences about daily routines.

---

## English Dialogue: Present Simple Negative

**A:** I think our team leader, Sarah, **doesn't work** on Fridays. Is that right?

**B:** No, that's not correct. **She doesn't work** on **Mondays**, but **she works** on Fridays.

**A:** Oh, I always get that wrong. And **doesn't she take** the bus?

**B:** No, **she doesn't take** the bus. **She drives her own** car.

**A:** I see. I heard the whole team **doesn't eat** lunch together.

**B:** That's true. **We don't eat** lunch at the same time, because **we have** different shifts.

**A:** Okay. And **you don't drink** coffee, right?

**B:** No, **I don't**. **I drink** tea instead.

**A:** So, Mr. Smith **doesn't stay** late every night?

**B:** No, **he doesn't**. **He leaves** promptly at five.

---

## 🔑 Keywords and Pronunciation

- **Doesn't** (Contraction of *does not*) - Pronunciation: /ˈdʌzənt/
- **Don't** (Contraction of *do not*) - Pronunciation: /doʊnt/
- **Shifts** (Noun: scheduled work times) - Pronunciation: /ʃɪfts/
- **Drives** (Action verb, 3rd person singular) - Pronunciation: /draɪvz/
- **Instead** (Adverb: as a substitute) - Pronunciation: /ɪnˈsted/
- **Promptly** (Adverb: exactly on time) - Pronunciation: /ˈprɒmptli/
- **Team Leader** (Job title) - Pronunciation: /tiːm ˈliːdər/

---

## Grammatical Explanation

This lesson focuses on creating **negative statements** in the Simple Present Tense to describe routines that **do not happen**. We use the auxiliary verbs **do not** and **does not**.

## 1. The Negative Auxiliaries: Don't and Doesn't

To make a positive statement negative, we insert the correct auxiliary verb + **not** before the main action verb. We always use the contracted forms in conversation.

- **DON'T (Do Not):** Used for **I, You, We, They** (plural subjects).
  - *Dialogue Example (We):* **We don't eat** lunch at the same time.
  - *Dialogue Example (I):* No, **I don't drink** coffee.
- **DOESN'T (Does Not):** Used for **He, She, It** (third person singular subjects).
  - *Dialogue Example (She):* **She doesn't work** on Mondays.
  - *Dialogue Example (He):* Mr. Smith **doesn't stay** late.

## 2. The Main Verb Rule (Base Form)

This is the most critical rule: When **DON'T** or **DOESN'T** is used in the sentence, the main action verb (work, eat, take, stay) **always reverts back to its base form (no -s)**, even for *He/She/It*.

{Subject} + {Don't/Doesn't} + {Base\ Verb\ (no\ 's')}

- **Incorrect:** She doesn't *works* on Mondays.
- **Correct:** She **doesn't work** on Mondays.
- *Example (Dialogue):* **She doesn't take** the bus. (The verb *take* has no '-s' because *doesn't* is present.)

## 3. Contrasting Routines

The dialogue uses negative statements to **correct** or **contrast** a mistaken routine with the true routine, which is often stated positively:

- *Correction:* "She **doesn't work** on Mondays, but she **works** on Fridays."
- *Contrast:* "I **don't drink** coffee. I **drink** tea **instead**." (The adverb **instead** is used to show substitution.)

# Unit 3 - My Daily Life

## Lesson 4: Present Simple Questions using Do / Does.
Asking and answering about routines.

**A:** Excuse me. **Do you live** near the office?

**B:** Yes, **I do**. **I live** just three blocks away.

**A:** That's convenient. **Does your** boss **drive** to work?

**B:** No, **he doesn't**. **He** always **takes** the train.

**A:** I see. **Do you** and your colleagues **meet** before work?

**B:** Sometimes, **we do**. **We** usually **drink** coffee at the corner café.

**A: Does** the café **open** early?

**B:** Yes, **it does**. **It opens** at six o'clock.

**A: Do you work** late every day?

**B:** No, **I don't**. I **work** late only on Tuesdays.

---

# 🔑 Keywords and Pronunciation

- **Do** (Auxiliary verb for I, You, We, They) - Pronunciation: /duː/
- **Does** (Auxiliary verb for He, She, It) - Pronunciation: /dʌz/
- **Live** (Action verb) - Pronunciation: /lɪv/
- **Drive** (Action verb) - Pronunciation: /draɪv/
- **Meet** (Action verb) - Pronunciation: /miːt/
- **Colleagues** (Noun: coworkers) - Pronunciation: /ˈkɒliːgz/
- **Convenient** (Adjective: helpful/easy) - Pronunciation: /kənˈviːniənt/

---

# Grammatical Explanation

This lesson focuses on creating and answering **Yes/No questions** in the Simple Present Tense to ask about **routines and habits**. We use the auxiliary verbs **Do** and **Does**.

## 1. The Question Structure

To turn a positive statement into a Yes/No question, we place the correct auxiliary verb (**Do** or **Does**) at the **very beginning** of the sentence.

- Rule: Start with the Auxiliary Subject Base Verb.

  {Do/Does} + {Subject} + {Base\ Verb\ (no\ 's')}

- **DO:** Used for the subjects **I, You, We, They** (plural subjects).
  - *Dialogue Example:* **Do you live** near the office?
  - *Dialogue Example:* **Do you** and your colleagues **meet**...? (Subject is *you and colleagues* plural).
- **DOES:** Used for the subjects **He, She, It** (third person singular subjects).
  - *Dialogue Example:* **Does your** boss **drive**...? (Subject is *boss* singular, he)
  - *Dialogue Example:* **Does** the café **open** early? (Subject is *café* singular, it)

## 2. The Base Verb Rule (No 'S')

Just like in negative statements, the main action verb (live, drive, meet, open) **always reverts back to its base form (no -s)** when **DO** or **DOES** is present in the question.

- **Incorrect:** Does your boss *drives* to work?
- **Correct: Does your boss drive** to work?

## 3. Short Answers

When answering Yes/No questions in the Simple Present, we use short answers with the auxiliary verb. We do not use contractions for positive short answers.

- **Affirmative:** Yes, Subject + **do / does**.
  - *Example:* Yes, **I do**. / Yes, **it does**.
- **Negative:** No, Subject + **don't / doesn't**.
  - *Example:* No, **he doesn't**. / No, **I don't**.

# Unit 4

## Unit 4 - My Home and Area
### Lesson 1: Vocabulary for Rooms and Furniture (kitchen, bedroom, sofa, lamp).

## English Dialogue: Rooms and Furniture

**A:** Welcome! Please, come into the **living room**.

**B:** Thank you! **This sofa is** very comfortable. **Is it** new?

**A:** Yes, **it is**. I bought **it** last week. **The big table is** new too.

**B:** I like **the green lamp**. **Where is the kitchen**?

**A: The kitchen is** through **that** door, on the left.

**B:** Okay. **Is the bedroom** upstairs?

**A:** No, **it isn't**. **The bedroom is** right next to **the bathroom**.

**B:** I see. **Are those small, wooden chairs** for the dining room?

**A:** Yes, **they are**. **We don't have** a dining table yet.

**B:** Well, **this apartment is** very nice!

---

## 🔑 Keywords and Pronunciation

- **Living room** (Room name) - Pronunciation: /ˈlɪvɪŋ ruːm/
- **Sofa** (Furniture) - Pronunciation: /ˈsoʊfə/
- **Lamp** (Furniture/Object) - Pronunciation: /læmp/
- **Kitchen** (Room name) - Pronunciation: /ˈkɪtʃɪn/

- **Bedroom** (Room name) - Pronunciation: /ˈbedruːm/
- **Bathroom** (Room name) - Pronunciation: /ˈbæθruːm/
- **Dining room** (Room name) - Pronunciation: /ˈdaɪnɪŋ ruːm/
- **Apartment** (Building type) - Pronunciation: /əˈpɑːrtmənt/

---

# Grammatical Explanation

This lesson integrates previously learned structures (Simple Present of 'to be', Adjectives, Demonstratives) with **essential vocabulary for describing a home**.

## 1. Noun Vocabulary: Rooms and Furniture

We use specific nouns to label the spaces and objects inside a dwelling.

- **Rooms:** Spaces with a specific function.
    - **Living Room:** The main social area where people relax and talk.
    - **Kitchen:** The room where food is prepared.
    - **Bedroom:** The room used for sleeping.
    - **Dining Room:** The room used specifically for eating meals.
- **Furniture:** Movable objects used to make a room habitable.
    - **Sofa:** A long, upholstered seat for several people.
    - **Lamp:** A device used to provide light.

## 2. Demonstrative Pronouns (This / That / Those)

These words are used to point out location, especially when giving a tour.

- **This:** Used for a singular item that is **near** the speaker.
    - *Dialogue Example:* **This** sofa is very comfortable.
- **That:** Used for a singular item that is a bit **farther away**.
    - *Dialogue Example:* The kitchen is through **that** door.
- **Those:** Used for **plural items** that are farther away.
    - *Dialogue Example:* **Are those** small, wooden chairs...?

## 3. The Verb "To Be" for Location

We use the verb "to be" ($is/are$) to state where a room or object is located:

{Subject} + {is/are} + {Location}

- **Dialogue Examples:**
    - The kitchen **is** through that door.
    - The bedroom **is** right next to the bathroom.
    - Are those chairs for the dining room?

# Unit 4 - My Home and Area

**Lesson 2:** Structure "There is / There are" for describing existence in a place.

## English Dialogue: Describing Existence

**A:** I need to find a quiet place to work. **Is there a** conference room free?

**B:** Yes, **there is**. **There is one** on the second floor.

**A:** Thank you. **Are there any** computers in that room?

**B:** No, **there aren't**. **There are only** chairs and a table.

**A:** Okay. **Is there a** whiteboard in the small meeting room?

**B:** No, **there isn't**. **There is not** a whiteboard, but **there is** a screen.

**A:** And **are there many** people working in the main office now?

**B:** Yes, **there are**. **There are** at least **fifteen** people there.

**A: There is** a lot of noise there. I'll take the conference room.

**B:** Good luck!

---

## 🔑 Keywords and Pronunciation

- **There is** (Singular existence) - Pronunciation: /ðeər ɪz/
- **There are** (Plural existence) - Pronunciation: /ðeər ɑːr/
- **Any** (Used in questions/negatives for plurals) - Pronunciation: /ˈeni/
- **Only** (Adverb: exclusively) - Pronunciation: /ˈəʊnli/
- **Whiteboard** (Object) - Pronunciation: /ˈwaɪtbɔːrd/
- **At least** (Expression: minimum) - Pronunciation: /æt liːst/
- **Noise** (Unwanted sound) - Pronunciation: /nɔɪz/

---

# Grammatical Explanation

This lesson introduces the structure **There is / There are**, which is essential for describing the **existence** of things in a place (e.g., describing a room, a picture, or a city).

## 1. Structure for Existence

We use "There is" for a single (singular) item, and "There are" for multiple (plural) items.

| Form | Usage | Example (from Dialogue) |
| --- | --- | --- |
| **There is** | Singular nouns (one thing) | **There is** one on the second floor. |
| **There are** | Plural nouns (two or more) | **There are** only chairs and a table. |

## 2. Asking Questions (Is there / Are there)

To ask if something exists, we reverse the order:

- **Is there...?:** Used for singular things (always followed by **a** or **one**).
  - *Dialogue Example:* **Is there a** conference room free?
- **Are there...?:** Used for plural things (often followed by **any** or **many**).
  - *Dialogue Example:* **Are there any** computers in that room?

## 3. Using Articles and Quantifiers with Existence

We use specific words to show *how much* or *how many* exist:

- **A / One:** Used with singular items in positive statements and questions.
  - *Example:* There is **a** screen. / There is **one** on the second floor.
- **Any:** Used mainly in **questions** and **negative statements** with plural nouns.
  - *Example (Question):* Are there **any** computers?
  - *Example (Negative):* No, there **aren't any** computers. (Note: The dialogue uses the simple "No, there aren't.")
- **Many:** Used in questions to ask about a large, countable number.
  - *Example:* Are there **many** people working...?

# Unit 4 - My Home and Area
## Lesson 3: Structure "There is / There are" for describing existence in a place.

## English Dialogue: Prepositions of Place

**A:** Where is the final report? Is **it on** the shelf?

**B:** No, **it isn't on** the shelf. **It is in the blue folder**.

**A:** I see. And **where** are my **keys**? Are **they in** the drawer?

**B:** No, **they aren't in** the drawer. Look **under** the monitor.

**A:** Ah, yes! **They are under** the monitor. Thank you.

**B: Is** the new white board **next to** the window?

**A:** Yes, **it is**. The projector **is behind it**.

**B:** Okay. **Is the big chair next to** the desk, too?

**A:** No, **that** chair **is in** the corner.

**B:** Great. Now I know **where everything is**.

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## 🔑 Keywords and Pronunciation

- **On** (Preposition: surface) - Pronunciation: /ɒn/
- **In** (Preposition: container/area) - Pronunciation: /ɪn/
- **Under** (Preposition: lower than) - Pronunciation: /ˈʌndər/
- **Next to** (Preposition: beside) - Pronunciation: /ˈnekst tuː/
- **Behind** (Preposition: at the back of) - Pronunciation: /bɪˈhaɪnd/
- **Shelf** (Furniture) - Pronunciation: /ʃelf/
- **Monitor** (Object) - Pronunciation: /ˈmɒnɪtər/
- **Drawer** (Furniture part) - Pronunciation: /drɔːr/

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This lesson introduces **Prepositions of Place**, small but essential words used to specify the **exact relationship between a subject and its location**.

## 1. The Structure for Location

The rule for stating location is simple, using the verb "to be" (is/are):

{Subject} + {is/are} + {Preposition} + {The Place (Object)}

- *Dialogue Example:* The report **is in** the blue folder.
- *Dialogue Example:* The projector **is behind** the white board.

## 2. The Core Prepositions

- **ON:** Used when something is touching the **surface** of another object.
    - *Example:* The phone is **on** the table. / Is it **on** the shelf?
- **IN:** Used when something is **inside** a container or an enclosed area.
    - *Example:* The keys are **in** the bag. / It is **in** the blue folder.
- **UNDER:** Used when something is **directly below** another object.
    - *Example:* The box is **under** the desk. / They are **under** the monitor.
- **NEXT TO:** Used when something is **beside** or immediately adjacent to another object.
    - *Example:* The chair is **next to** the desk.
- **BEHIND:** Used when something is **at the back** of another object, hidden from view or directly following.
    - *Example:* The projector is **behind** the white board.

## 3. Asking for Location (Where)

We use the question word **Where** with the verb 'to be' to ask about location.

- **Rule: Where** + is/are + Subject?
    - *Dialogue Example:* **Where** are my keys? / **Where** is the final report?

# Unit 4 - My Home and Area
## Lesson 3: Negative forms and questions with "There is / There are" and prepositions.

# English Dialogue: Negative/Question Location

**A:** I'm looking for the inventory list. **Is there a copy on** the desk?

**B:** No, **there isn't a copy on** the desk. **Is it in** your bag?

**A: It isn't in** my bag. **Are there any spare pens under** the monitor?

**B:** No, **there aren't any pens under** the monitor.

**A:** Okay. **Is there a** clock **next to** the calendar?

**B:** Yes, **there is**. **It is a big wall clock**.

**A:** And **are there any** new boxes **behind** the cabinet?

**B:** No, **there aren't any** boxes there today.

**A: There is no** list, and **there are no** pens! This **is** a problem.

**B:** I think **the list is in** the folder **next to** the phone.

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## 🔑 Keywords and Pronunciation

- **Is there** (Question, singular) - Pronunciation: /ɪz ðeər/
- **There isn't** (Negative, singular) - Pronunciation: /ðeər ˈɪzənt/
- **Are there** (Question, plural) - Pronunciation: /ɑːr ðeər/
- **There aren't** (Negative, plural) - Pronunciation: /ðeər ɑːrnt/
- **Copy** (Noun: duplicate document) - Pronunciation: /ˈkɒpi/
- **Spare** (Adjective: extra/reserve) - Pronunciation: /speər/
- **Cabinet** (Furniture) - Pronunciation: /ˈkæbɪnɪt/

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## Grammatical Explanation

This lesson combines the **existence structure** (*There is / There are*) with **Yes/No questions** and **negative statements**, all using **Prepositions of Place**.

### 1. Questions with "There is / There are"

To ask a Yes/No question about whether something exists in a location, we simply invert the words:

- **Is there...?:** Used for singular nouns.

- o *Structure:* **Is there** + a/one + Noun + Preposition Phrase?
- o *Dialogue Example:* **Is there a copy on** the desk?
- **Are there...?:** Used for plural nouns.
  - o *Structure:* **Are there** + any/many + Plural Noun + Preposition Phrase?
  - o *Dialogue Example:* **Are there any spare pens under** the monitor?

## 2. Negative Statements with "There is / There are"

To state that something does **not** exist in a location, we use the contracted negative forms:

- **There isn't (There is not):** Used for singular nouns.
  - o *Structure:* **There isn't** + a/one + Noun + Preposition Phrase.
  - o *Dialogue Example:* **There isn't a copy on** the desk.
- **There aren't (There are not):** Used for plural nouns.
  - o *Structure:* **There aren't** + any + Plural Noun + Preposition Phrase.
  - o *Dialogue Example:* **There aren't any pens under** the monitor.

## 3. Combining Negatives and Zero Quantity

We can express zero quantity in two ways:

- **Using 'Not' + 'Any':** This is standard for negatives.
  - o *Example:* There **aren't any** pens.
- **Using 'No':** This can be used with both singular and plural.
  - o *Dialogue Example:* **There is no** list, and **there are no** pens. (More direct/emphatic).

## 4. Location using Prepositions

The prepositions connect the existing object to the fixed location.

- **On:** For surfaces (e.g., **on** the desk).
- **In:** For containers or enclosed spaces (e.g., **in** the folder, **in** your bag).
- **Under:** For a position directly below (e.g., **under** the monitor).
- **Next to / Behind:** For adjacent or back positions (e.g., **next to** the calendar, **behind** the cabinet).

# Unit 5

## Unit 5 - Actions Happening Now
### Lesson 1: Action Verbs and their -ing form. Spelling rules for adding -ing.

## English Dialogue: Simple Present vs. Present Continuous

**A:** What **do you** usually **do** on Saturday afternoons?

**B:** I usually **go** running. But today, **I'm relaxing** at home.

**A:** That sounds nice! **Are you working** on anything for the office right now?

**B:** No, **I'm not**. **I don't work** on weekends. That **is my** rule.

**A:** I see. **Does your** brother **live** here, too?

**B:** Yes, **he does**. But **he's not staying** inside today.

**A: What is he doing** then? **Is he playing** soccer?

**B:** No, **he doesn't play** soccer anymore. **He's walking his dog** in the park.

**A:** That's lovely. So **you enjoy** running, and **he enjoys** walking.

**B:** Exactly. **We** both **need** to **move** outside!

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## 🔑 Keywords and Pronunciation

- **Usually** (Adverb of frequency, Simple Present) - Pronunciation: /ˈjuːʒuəli/
- **Running** (Verb in -ing form) - Pronunciation: /ˈrʌnɪŋ/
- **Relaxing** (Verb in -ing form) - Pronunciation: /rɪˈlæksɪŋ/
- **Weekends** (Time expression, Simple Present) - Pronunciation: /ˈwiːkendz/
- **Anymore** (Adverb: no longer) - Pronunciation: /ˌeniˈmɔːr/

- **Moving** (Verb in -ing form, or base form) - Pronunciation: /ˈmuːvɪŋ/
- **Enjoy** (Stative verb, Simple Present) - Pronunciation: /ɪnˈdʒɔɪ/
- **Is walking** (Present Continuous) - Pronunciation: /ɪz ˈwɔːkɪŋ/

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# Grammatical Explanation

This lesson highlights the difference between the **Simple Present** and the **Present Continuous** tenses, which is crucial for distinguishing between habits and current actions.

## 1. Simple Present Tense (Routines and Facts)

The Simple Present Tense is used for **habits, routines, permanent facts, and general truths**. It uses the base form of the verb (or -s/-es for he/she/it).

- **Keywords:** *usually, on Saturdays, every day, always.*
- **Dialogue Examples:**
    o **What do you usually do**...? (Asking about a habit.)
    o I **don't work** on weekends. (Stating a permanent rule/fact.)
    o He **doesn't play** soccer **anymore**. (Stating a change in a permanent habit.)
    o You **enjoy** running. (Stating a general feeling/preference.)

## 2. Present Continuous Tense (Actions Now)

The Present Continuous Tense (be + V\text{-ing}) is used for actions that are **happening at the exact moment of speaking** or for temporary situations.

- **Keywords:** *right now, today, at the moment.*
- **Dialogue Examples:**
    o Today, **I'm relaxing** at home. (Temporary action happening now.)
    o **Are you working** on anything...? (Asking about an action happening in this time period.)
    o **He's walking** his dog in the park. (Action happening currently, replacing his usual routine.)
    o **He's not staying** inside today. (Temporary negative situation.)

## 3. Contrasting Questions

The questions show the contrast clearly:

- **Routine Question (Simple Present):** Uses **Do/Does** and the **base verb**.
    o *Example:* What **do you do** on Saturdays?
- **Current Action Question (Present Continuous):** Uses **Be (am/is/are)** and the **-ing verb**.
    o *Example:* **Are you working** right now? / **What is he doing** then?

# Unit 5 - Actions Happening Now

## Lesson 2: Present Continuous for positive statements (I am working, She is reading).

## English Dialogue: Present Continuous

**A:** Look outside. **It is snowing** now!

**B:** Wow! I didn't realize. **I am working** so hard that **I'm not looking** up.

**A:** I know! But we can't miss this. **Sarah is making** hot chocolate in the kitchen.

**B:** That sounds wonderful! **Is she using** the big mugs?

**A:** Yes, **she is**. And **Tom and Lisa are trying** to finish that big presentation.

**B: They are hoping** to send it to the client this afternoon.

**A:** I see. **The boss is currently talking** to the finance department on the phone.

**B:** So, basically, **everyone is busy** with something!

**A:** Exactly. **We are all running** against the clock.

**B:** Let's finish this task quickly, then join Sarah for chocolate.

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## 🔑 Keywords and Pronunciation

- **Snowing** (Verb: snow + ing) - Pronunciation: /ˈsnoʊɪŋ/
- **Working** (Verb: work + ing) - Pronunciation: /ˈwɜːrkɪŋ/
- **Making** (Verb: make + ing, *drop the e*) - Pronunciation: /ˈmeɪkɪŋ/
- **Trying** (Verb: try + ing) - Pronunciation: /ˈtraɪɪŋ/
- **Hoping** (Verb: hope + ing, *drop the e*) - Pronunciation: /ˈhoʊpɪŋ/
- **Talking** (Verb: talk + ing) - Pronunciation: /ˈtɔːkɪŋ/
- **Currently** (Adverb: now/at this time) - Pronunciation: /ˈkɜːrəntli/
- **Running** (Verb: run + ning, *double consonant*) - Pronunciation: /ˈrʌnɪŋ/

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# Grammatical Explanation

This lesson focuses specifically on forming **positive statements** in the **Present Continuous Tense** to describe actions in progress.

## 1. The Present Continuous Structure

The Present Continuous Tense is used for actions happening right now, at this exact moment, or temporary situations. It requires two parts:

- The correct form of the verb **"to be"** (am, is, or are).
- The main action verb with the **-ing** ending.

{Subject} + {to be (am/is/are)} + {V\text{-ing}}

- **Dialogue Examples:**
  - **It is snowing**. (It's snowing).
  - **I am working**. (I'm working).
  - **Sarah is making** hot chocolate.
  - **Tom and Lisa are trying**. (Plural subjects use *are*).

## 2. Spelling Rules for Adding -ING (Review)

The formation of the V-ing is critical and requires following specific spelling rules:

- **Verbs Ending in -e (Drop the 'E'):** If the verb ends in a silent 'e', you must remove it before adding *-ing*.
  - *Example:* make **making**; hope **hoping**.
- **CVC Rule (Double the Consonant):** If the verb is short and ends in a Consonant-Vowel-Consonant (CVC) pattern, you double the final consonant.
  - *Example:* run **running**; sit **sitting.**
- **Simple Addition:** For most other verbs, simply add *-ing*.
  - *Example:* work **working**; talk **talking**.

## 3. Usage of Adverbs

The adverb **currently** emphasizes that the action is happening at the time of speaking.

- *Dialogue Example:* The boss is **currently** talking to the finance department.

# Unit 5 - Actions Happening Now
## Lesson 3: Present Continuous negative forms and Yes/No questions.

**A:** Excuse me, **is** Mr. Davies **attending** the marketing meeting?

**B:** No, **he isn't**. **He is not attending** any meetings this morning.

**A:** Okay. **Are** the technicians **fixing** the main server right now?

**B: They aren't fixing** it. **They are** just **checking** the cables.

**A:** I see. **Is** the new intern **sitting** at the front desk?

**B:** No, **she isn't**. **She is not sitting** there. **She is training** in the back office.

**A:** And **are you waiting** for a call from London?

**B:** No, **I'm not**. **I am not waiting** for London, I'm waiting for Paris.

**A:** So, **is** everything **working** correctly in the system?

**B:** Mostly. But the printer **is not printing** the reports.

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## 🔑 Keywords and Pronunciation

- **Is he attending** (PC Question) - Pronunciation: /ɪz hiː əˈtendɪŋ/
- **He isn't** (PC Negative contraction) - Pronunciation: /hiː ˈɪzənt/
- **Are they fixing** (PC Question) - Pronunciation: /ɑːr ðeɪ ˈfɪksɪŋ/
- **They aren't** (PC Negative contraction) - Pronunciation: /ðeɪ ˈɑːrnt/
- **Technicians** (Job title) - Pronunciation: /tekˈnɪʃənz/
- **Intern** (Job title) - Pronunciation: /ˈɪntɜːrn/
- **Training** (Action verb in -ing) - Pronunciation: /ˈtreɪnɪŋ/
- **Printing** (Action verb in -ing) - Pronunciation /ˈprɪntɪŋ/

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## Grammatical Explanation

This lesson focuses on forming the **Present Continuous Tense** for questions and negative statements to discuss actions that are currently *not* happening or to confirm if an action *is* happening now.

### 1. The Negative Structure (Contractions)

To make a statement negative in the Present Continuous, we place **'not'** after the auxiliary verb 'to be'. We almost always use contractions in spoken English:

- **Singular Subject (He/She/It):** Subject + **isn't** + V-ing.
  - *Dialogue Example:* He **isn't attending** any meetings.
  - *Dialogue Example:* The printer **is not printing** the reports.
- **Plural Subject (I/You/We/They):** Subject + **aren't** + V-ing.
  - *Dialogue Example:* They **aren't fixing** it.
  - *Dialogue Example:* I **am not waiting** for London. (Note: *I'm not* is the only contraction for I.)

## 2. Yes/No Question Structure

To ask a Yes/No question in the Present Continuous, we invert the order of the auxiliary verb 'to be' and the subject.

$$\mathbf{Be\ (Is/Are)} + \text{Subject} + \text{V-ing} + \dots$$

- **Singular Question (Is):** Starts with **Is**.
  - *Dialogue Example:* **Is** Mr. Davies **attending**...?
  - *Dialogue Example:* **Is** the new intern **sitting**...?
- **Plural Question (Are):** Starts with **Are**.
  - *Dialogue Example:* **Are** the technicians **fixing**...?
  - *Dialogue Example:* **Are you waiting** for a call...?

## 3. Short Answers (Affirmative and Negative)

We answer these questions using the short answer form with the auxiliary verb:

- **Affirmative:** Yes, Subject + **is/am/are**. (No contraction here.)
  - *Example:* Yes, **I am**. / Yes, **it is**.
- **Negative:** No, Subject + **isn't/aren't/am not**.
  - *Example:* No, **he isn't**. / No, **they aren't**.

# Unit 5 - Actions Happening Now
## Lesson 4: Weather vocabulary and using the Present Continuous to describe current conditions.

# English Dialogue: Weather and Present Continuous

**A:** Wow! Look out the window. **It is raining** so heavily right now.

**B:** I know! I was hoping to walk home, but **it is pouring**.

**A: Is** the sun **shining** at all in the west?

**B:** No, **it isn't**. **The sky is getting** darker and darker.

**A: Is** the wind **blowing** strongly outside?

**B:** Yes, **it is**. **It is making** a loud whistling sound.

**A:** What a contrast! Yesterday, **it was so sunny** and hot.

**B:** I think **the temperature is dropping** quickly now because of the rain.

**A: We are having** typical spring weather, changing every hour.

**B:** I agree. I hope **it stops raining** soon!

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## 🔑 Keywords and Pronunciation

- **Raining** (Verb in -ing) - Pronunciation: /ˈreɪnɪŋ/
- **Pouring** (Verb in -ing, raining very hard) - Pronunciation: /ˈpɔːrɪŋ/
- **Shining** (Verb in -ing, sun) - Pronunciation: /ˈʃaɪnɪŋ/
- **Blowing** (Verb in -ing, wind) - Pronunciation: /ˈbloʊɪŋ/
- **Dropping** (Verb in -ing, temperature) - Pronunciation: /ˈdrɒpɪŋ/
- **Temperature** (Noun) - Pronunciation: /ˈtempərəˌtʃʊr/
- **Contrast** (Noun) - Pronunciation: /ˈkɒntræst/
- **Whistling** (Noun/Adjective) - Pronunciation: /ˈhwɪslɪŋ/

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## Grammatical Explanation

This lesson focuses on using the **Present Continuous Tense** to describe weather phenomena happening at the moment of speaking.

### 1. The Structure for Weather (Impersonal 'IT')

In English, we use the impersonal subject pronoun **IT** with the verb 'to be' to describe the weather. We do not use the noun "weather" as the subject.

$\{It\} + \{is\} + \{V\text{-ing}\}$

- **Dialogue Examples:**
  - **It is raining** so heavily.
  - **It is pouring**.
  - **It is making** a loud sound (referring to the wind).

## 2. Specific Weather Verbs (V-ing)

We use dynamic verbs in the continuous form to describe the action of the weather:

- **Raining / Pouring:** Used to describe the fall of water. **Pouring** means raining very heavily.
- **Shining:** Used for the sun. The question form is: **Is** the sun **shining**?
- **Blowing:** Used for the wind. The question form is: **Is** the wind **blowing**?
- **Dropping:** Used to describe the change in temperature (becoming colder).

## 3. Asking Questions (Yes/No)

The Yes/No question structure for the weather follows the standard Present Continuous inversion:

{Is} + {Subject ('It' or 'The wind/sun')} + {V-ing} + dots

- *Dialogue Example:* **Is** the sun **shining** at all?
- *Dialogue Example:* **Is** the wind **blowing** strongly?

## 4. Simple Past for Contrast

One line uses the Simple Past Tense ('was') to provide context and contrast the current situation with a past state:

- *Dialogue Example:* Yesterday, **it was so sunny** and hot. (Contrast with the current rain).

# Unit 6

# Unit 6 - What I Did Yesterday

**Lesson 1:** Introduction to the Past Simple. Regular verbs:
adding -ed (walked, played, watched). Pronunciation of -ed.

## English Dialogue: Past Simple - Regular Verbs

**A:** Hi Anna. **Did you finish** the report yesterday?

**B:** Yes, **I did**. I **worked** late and **completed** it around seven.

**A:** Great! **Did you talk** to the client about the new shipment?

**B:** I **called** him this morning. We **discussed** the details for thirty minutes.

**A:** Fantastic! **Did you watch** the meeting recording?

**B:** No, **I didn't**. I **missed** it, so I **checked** the summary email instead.

**A:** I see. Your brother **visited** the office last week, right?

**B:** Yes, he **arrived** on Tuesday and **stayed** until Thursday.

**A:** Well done on all that work!

**B:** Thank you! It was a very busy day.

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## 🔑 Keywords and Pronunciation

The keywords here are the regular past tense verbs, focusing on the three main pronunciation rules for the *-ed* ending:

1. **-ed pronounced /t/:** After voiceless sounds (p, f, s, sh, ch, k).
   - **Worked** (Work + ed) - Pronunciation: /wɜːrkt/
   - **Discussed** (Discuss + ed) - Pronunciation: /dɪˈskʌst/
   - **Checked** (Check + ed) - Pronunciation: /tʃekt/
   - **Missed** (Miss + ed) - Pronunciation: /mɪst/
2. **-ed pronounced /d/:** After voiced sounds (vowels, l, n, r, g, b, z).
   - **Called** (Call + ed) - Pronunciation: /kɔːld/
   - **Arrived** (Arrive + ed) - Pronunciation: /əˈraɪvd/
   - **Stayed** (Stay + ed) - Pronunciation: /steɪd/

3. **-ed pronounced /ɪd/:** Only after 't' or 'd' sounds.
    - **Completed** (Complete + ed) - Pronunciation: /kəmˈpliːtɪd/
    - **Visited** (Visit + ed) - Pronunciation: /ˈvɪzɪtɪd/

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# Grammatical Explanation

This lesson introduces the **Simple Past Tense**, which is used to talk about actions that **began and ended at a specific time in the past** (e.g., *yesterday, last week, an hour ago*).

## 1. Structure for Positive Statements (The -ED Rule)

For **regular verbs**, we form the Simple Past by adding **-ed** to the base form of the verb, regardless of the subject (I, you, he, she, it, we, they).

{Subject} + {Verb\text{-ed}} + {Object}

- *Dialogue Example:* I **worked** late. (The action *work* is complete.)
- *Dialogue Example:* He **arrived** on Tuesday. (The arrival is finished.)

## 2. Asking Questions (The Auxiliary Verb 'DID')

When asking questions in the Simple Past, we use the auxiliary verb **DID** for all subjects.

- **Crucial Rule:** When **DID** or **DIDN'T** is used in the sentence, the main action verb **reverts to its base form** (the -ed is removed).

{Did} + \text{Subject} + {Base\ Verb\ (no\ \text{-ed})} + \dots

- *Dialogue Example:* **Did you finish** the report? (NOT: Did you finished)
- *Dialogue Example:* **Did you talk** to the client? (NOT: Did you talked)

## 3. Short Answers (Affirmative and Negative)

We answer Yes/No questions using the short answer form with the auxiliary verb **did/didn't**:

- **Affirmative:** Yes, Subject + **did**.
    - *Dialogue Example:* Yes, **I did**.
- **Negative:** No, Subject + **didn't** (did not).
    - *Dialogue Example:* No, **I didn't**.

# Unit 6 - What I Did Yesterday

## Lesson 2: Past Simple time expressions (yesterday, last week, 3 days ago).
### Practicing short positive statements.

## English Dialogue: Past Simple Time Expressions

**A:** Good morning, Chris. I heard you went on a trip.

**B:** Yes! I **traveled** to New York **last week**.

**A:** That sounds fun! **Did you visit** the new art museum?

**B:** I **visited** the museum **three days ago** and I **loved** it.

**A:** Great! And **did you contact** Mr. Lee about the contract?

**B:** I **called** him **yesterday** afternoon. He **approved** the terms.

**A:** Excellent! I **finished** that budget spreadsheet **a few hours ago**.

**B:** Perfect. I **needed** that information for the meeting this morning.

**A:** And **did you walk** the dog before you left for work?

**B:** I **walked** him early. It was cold, so I **dressed** him in his jacket.

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## 🔑 Keywords and Pronunciation

The keywords include the specific time markers for the Simple Past and the regular verbs used:

1. **Time Expressions:**
   - **Last week** (Time marker) - Pronunciation: /læst wiːk/
   - **Yesterday** (Time marker) - Pronunciation: /ˈjestərdeɪ/
   - **Three days ago** (Time marker) - Pronunciation: /θriː deɪz əˈɡoʊ/
   - **A few hours ago** (Time marker) - Pronunciation: /ə fjuː ˈaʊərz əˈɡoʊ/
2. **Past Simple Verbs (Regular):**
   - **Traveled** (Travel + ed) - Pronunciation: /ˈtrævəld/

- o **Approved** (Approve + ed) - Pronunciation: /əˈpruːvd/
- o **Needed** (Need + ed, pronounced /ɪd/) - Pronunciation: /ˈniːdɪd/
- o **Dressed** (Dress + ed) - Pronunciation: /drest/

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# Grammatical Explanation

This lesson focuses on the mandatory use of **Past Simple Time Expressions** to clearly indicate when a completed action occurred.

## 1. Simple Past Time Expressions

These phrases tell the listener that the action is 100% finished and happened at a specific point in time. They are the strongest indicator that the Simple Past Tense must be used.

- **Last + Period:** Used to mean the period immediately preceding the present one.
  - o *Example:* **last week**, **last year**, **last Tuesday**.
- **Ago:** Used to indicate how much time has passed since the action happened. It always comes **after** the time period.
  - o *Example:* three days **ago**, a few hours **ago**.
- **Yesterday:** Refers to the day before today.

## 2. Simple Past Structure (Review)

All the main verbs in the positive statements are **regular** and follow the $-ed$ rule:

- **Affirmative:** Subject + **Verb-ed**.
  - o *Dialogue Example:* I **traveled** to New York.
  - o *Dialogue Example:* He **approved** the terms.
- **Questions: Did** + Subject + **Base Verb** (The base verb is used because **Did** is present).
  - o *Dialogue Example:* **Did you visit** the museum? (NOT: Did you visited)

## 3. Pronunciation of -ED (Quick Review)

The correct pronunciation of the $-ed$ ending is essential for clear communication:

- **T sound /t/:** After voiceless sounds (e.g., *finished, dressed, looked*).
- **D sound /d/:** After voiced sounds and vowels (e.g., *traveled, approved, called*).
- **ID sound /ɪd/:** Only after 't' or 'd' sounds (e.g., *needed, visited, completed*).

# Unit 6 - What I Did Yesterday

**Lesson 3:** Irregular Verbs Part 1: Focus on common irregular verbs
(go-went, see-saw, eat-ate).

## English Dialogue: Past Simple - Irregular Verbs

**A:** Good morning! **Did you have** a nice weekend?

**B:** Yes, **I did**. I **went** to the new park with my family.

**A:** Oh, that's great! **Did you see** the famous fountain there?

**B:** Yes, we **saw it**. It **was** much bigger than I expected.

**A:** Nice! And **did you eat** lunch at the cafe next to the main entrance?

**B:** We **ate** sandwiches and **drank** coffee there. The food **was** delicious.

**A:** I heard the lines **were** very long. **Did you wait** a lot?

**B:** No, we **didn't wait**. We **got** our food very quickly.

**A:** That's lucky! It sounds like you **had** a perfect day.

**B: It was**! We **came** home late, but we **slept** well.

---

## 🔑 Keywords and Pronunciation

The keywords are the irregular past tense verbs, which must be memorized:

1. **Go** (Present) ---**Went** (Past) - Pronunciation: /went/
2. **See** (Present) --- **Saw** (Past) - Pronunciation: /sɔ:/
3. **Eat** (Present) ---- **Ate** (Past) - Pronunciation: /eɪt/
4. **Drink** (Present) ---- **Drank** (Past) - Pronunciation: /dræŋk/
5. **Get** (Present) ---- **Got** (Past) - Pronunciation: /gɒt/
6. **Have** (Present) ----- **Had** (Past) - Pronunciation: /hæd/
7. **Come** (Present) .---- **Came** (Past) - Pronunciation: /keɪm/
8. **Sleep** (Present) ----- **Slept** (Past) - Pronunciation: /slept/

## <mark>Grammatical Explanation</mark>

This lesson introduces the **Irregular Verbs** in the Simple Past Tense. Unlike regular verbs (which add *-ed*), these verbs change their spelling completely and must be memorized.

### 1. Structure for Positive Statements (The Memorized Form)

For positive statements, we use the unique Past Simple form of the irregular verb, regardless of the subject.

$\{Subject\} + \{Irregular\ Verb\ (Past\ Form)\} + \{Object\}$

- *Dialogue Example:* I **went** to the new park. (Base form: *go*)
- *Dialogue Example:* We **ate** sandwiches. (Base form: *eat*)
- *Dialogue Example:* The food **was** delicious. (Base form: *be*)

### 2. Asking Questions (DID and the Base Form)

The rule for questions remains the same for ALL verbs (regular and irregular): we use the auxiliary verb **DID**, and the main verb reverts to its **base form**.

$\{Did\} + \text{Subject} + \{Base\ Verb\ (Present\ Form)\} + \dots$

- *Dialogue Example:* **Did you have** a nice weekend? (Base form: *have*).
- *Dialogue Example:* **Did you see** the famous fountain? (Base form: *see*).

### 3. The Irregular Verb 'To Be'

The verb *to be* is highly irregular. It uses **was** (for I, he, she, it) or **were** (for you, we, they) in the Simple Past.

- *Dialogue Example (Singular):* It **was** much bigger.
- *Dialogue Example (Plural):* I heard the lines **were** very long.

# <mark>Unit 6 –</mark> What I Did Yesterday

## Lesson 4: Past Simple Negative using didn't and the base form of the verb. Past Simple Questions using Did.

**A:** Good morning, Sarah. **Did you check** the inventory list yesterday?

**B:** No, **I didn't**. I **didn't check** the list; I was too busy with emails.

**A:** That's alright. **Did Tom speak** to the client about the delay?

**B:** He **didn't speak** to the client, but he **sent** them an apology note.

**A:** I see. **Did the meeting start** on time this morning?

**B:** No, **it didn't**. It **didn't start** until ten thirty because of traffic.

**A:** Oh, terrible. **Did you drive** here today?

**B:** No, **I didn't drive**. I **took** the bus to avoid the rush hour.

**A:** Smart move! So, you **didn't miss** the meeting, after all.

**B:** No, luckily, I **didn't**.

---

# 🔑 Keywords and Pronunciation

The keywords focus on the auxiliary verbs and the relationship between the past and base forms:

1. **Didn't** (Contraction of Did + not) - Pronunciation: /ˈdɪdənt/
2. **Did you check** (Past Question) - Pronunciation: /dɪd juː tʃek/
3. **Didn't check** (Negative Structure) - Pronunciation: /ˈdɪdənt tʃek/
4. **Didn't speak** (Negative Structure, Irregular verb) - Pronunciation: /ˈdɪdənt spiːk/
5. **Didn't start** (Negative Structure) - Pronunciation: /ˈdɪdənt stɑːrt/
6. **Didn't drive** (Negative Structure, Irregular verb) - Pronunciation: /ˈdɪdənt draɪv/
7. **Rush hour** (Time period) - Pronunciation: /ˈrʌʃ ˌaʊər/
8. **Apology** (Noun) - Pronunciation: /əˈpɒlədʒi/

---

# Grammatical Explanation

This lesson focuses on the mandatory use of the auxiliary verb **DID** (in its negative or question form) when denying or asking about a completed action in the past.

## 1. The Negative Structure (The 'Didn't' Rule)

To form a negative statement in the Simple Past, we use **didn't** (did not) for **all subjects** (I, he, she, they, etc.), and the main verb **must return to its base form** (the present form).

{Subject} + {didn't} + {Base\ Verb\ (no\ \text{-ed/irregular})}

- **Rule Application (Regular):** I **didn't check** the list. (NOT: I didn't checked)
- **Rule Application (Irregular):** He **didn't speak** to the client. (NOT: He didn't spoke)

## 2. The Question Structure (The 'Did' Rule)

The Yes/No question structure also relies on **Did** at the beginning, forcing the main verb back to its base form.

{Did} + \text{Subject} + {Base\ Verb\ (no\ \text{-ed/irregular})} + \dots

- **Dialogue Example: Did you check** the inventory? (Base form: *check*)
- **Dialogue Example: Did Tom speak** to the client? (Base form: *speak*)

## 3. Contrasting Past Forms

Notice the contrast between the affirmative and negative/question forms, which often occurs in real speech:

- *Affirmative:* He **sent** an apology note. (Irregular Past Form)
- *Question:* **Did** Tom **speak**...? (Auxiliary + Base Form)
- *Negative:* He **didn't speak** to the client. (Auxiliary + Base Form)

# Unit 7

# Unit 7 - Plans and Predictions

**Lesson 1:** Future plans using "be going to" for positive statements.
Future time markers.

## English Dialogue: Future Plans (Be Going To)

**A:** Good morning! What **are you going to do** this weekend?

**B:** I **am going to visit** my sister. **We are going to go** hiking in the mountains.

**A:** That sounds like fun! **Is she going to drive** you there?

**B:** Yes, **she is**. **She is going to pick me** up **tomorrow morning**.

**A:** And **what about** your car? **Are you going to fix it** soon?

**B:** Yes, **I am**. **I am going to take it** to the mechanic **next Monday**.

**A:** That's a good plan. **We are going to launch** the new website **next month**.

**B:** I know! I **am going to help** the team prepare all the training materials.

**A:** Fantastic! I **am going to read** the final proposal **tonight**.

**B:** Perfect. We **are going to be** very busy starting **next week**.

---

## 🔑 Keywords and Pronunciation

The keywords focus on the future structure and the time expressions:

1. **Going to** (Future structure) - Pronunciation: /ˈɡoʊɪŋ tuː/ (Often reduced to /ɡənə/ in fast speech)
2. **Are you going to** (Future Question) - Pronunciation: /ɑːr juː ˈɡoʊɪŋ tuː/
3. **Tomorrow morning** (Future Time Marker) - Pronunciation: /təˈmɒroʊ ˈmɔːrnɪŋ/
4. **Next Monday** (Future Time Marker) - Pronunciation: /nekst ˈmʌndeɪ/
5. **Next month** (Future Time Marker) - Pronunciation: /nekst mʌnθ/
6. **Next week** (Future Time Marker) - Pronunciation: /nekst wiːk/

7. **Tonight** (Future Time Marker) - Pronunciation: /təˈnaɪt/
8. **Pick me up** (Phrasal Verb) - Pronunciation: /pɪk miː ʌp/

---

# <mark>Grammatical Explanation</mark>

This lesson introduces the **Be Going To** structure, which is the primary way English speakers express a **definite future plan or intention** that has already been decided.

## 1. Structure for Positive Statements

The structure is formed by combining the verb **'to be'** (conjugated as *am, is, or are*) + **going to** + the **base form** of the main verb.

{Subject} + {am/is/are} + {going\ to} + {Base\ Verb}

- **Dialogue Examples:**
    - I **am going to visit** my sister. (I'm going to visit)
    - We **are going to go** hiking.
    - We **are going to launch** the website.

## 2. Asking Questions

To ask a question about future plans, we follow the standard structure for the verb 'to be' by inverting the subject and the conjugated form of 'to be'.

{Am/Is/Are} + \text{Subject} + {going\ to} + {Base\ Verb}?

- **Dialogue Example: Are you going to do** this weekend?
- **Dialogue Example: Is she going to drive** you there?

## 3. Future Time Markers

These phrases are used with 'be going to' to specify the date or time of the plan.

- **Tomorrow:** Refers to the day after today (*tomorrow morning*).
- **Next + Period:** Used for the next immediate unit of time (*next Monday, next month, next week*).
- **Tonight:** Refers to the evening of the present day.

## Lesson 2: "be going to" in negative statements and questions.
Practice asking about and stating plans.

## English Dialogue: Be Going To - Negative/Questions

**A: Are you going to attend** the staff party this Friday?

**B:** No, **I'm not**. **I am not going to attend** because I have a concert.

**A:** Oh, too bad! **Is James going to help** us organize the picnic next week?

**B:** No, **he isn't**. **He is not going to be** here; he has vacation time.

**A:** I see. **Are we going to send** the invitations out today?

**B:** No, **we aren't**. **We are not going to send** them until the end of the week.

**A:** Okay, so **what are you going to do** after work tonight?

**B:** I **am going to finish** my presentation, but **I'm not going to stay** late.

**A:** Good plan. Who **is going to close** the office tonight?

**B:** Maria **is going to close**. **She is not going to leave** before 6 p.m.

---

## 🔑 Keywords and Pronunciation

The keywords focus on the negative and question forms of the future structure:

1. **I'm not going to** (Negative form) - Pronunciation: /aɪm nɒt ˈɡoʊɪŋ tuː/
2. **Is he going to** (Yes/No Question) - Pronunciation: /ɪz hiː ˈɡoʊɪŋ tuː/
3. **He isn't** (Negative short answer) - Pronunciation: /hiː ˈɪzənt/
4. **We aren't** (Negative short answer) - Pronunciation: /wiː ɑːrnt/
5. **Attend** (Verb: to go to) - Pronunciation: /əˈtend/
6. **Organize** (Verb: to arrange) - Pronunciation: /ˈɔːrɡənaɪz/
7. **Picnic** (Noun) - Pronunciation: /ˈpɪknɪk/
8. **Wh-question** (What are you going to...) - Pronunciation: /wɑːt ɑːr juː ˈɡoʊɪŋ tuː/

# Grammatical Explanation

This lesson integrates the *be going to* structure with the negative form and questions, reinforcing how to talk about future plans that are **not** happening or confirming intentions.

## 1. The Negative Structure

To express that a future plan is **not** going to happen, we insert **'not'** after the conjugated form of the verb 'to be' (am, is, are):

{Subject} + {am/is/are} + {not} + {going\ to} + {Base\ Verb}

- **Contractions:** We typically use contractions (*isn't* or *aren't*) in speech.
  - *Dialogue Example (Singular):* I **am not going to attend**. (Often contracted: I'm not going to attend)
  - *Dialogue Example (Plural):* We **are not going to send** them. (Often contracted: We aren't going to send)

## 2. Yes/No Question Structure

To ask about someone's plan, we invert the subject and the verb 'to be':

{Am/Is/Are} + {Subject} + {going\ to} + {Base\ Verb}?

- *Dialogue Example:* **Are you going to attend** the party? (Asking about B's plan)
- *Dialogue Example:* **Is James going to help** us...? (Asking about James's plan)

## 3. Wh-Questions

To ask for specific information about a future plan, the **Wh-word** goes at the very beginning, before the inversion:

{Wh\ Word} + {am/is/are} + \text{Subject} + {going\ to} + {Base\ Verb}?

- *Dialogue Example:* **What are you going to do** after work?

## 4. Short Answers

Short answers confirm or deny the plan using the conjugated form of 'to be' and 'not' if negative:

- **Affirmative:** Yes, Subject + **am/is/are**.
- **Negative:** No, Subject + **am not/isn't/aren't**.

o *Dialogue Example:* No, **I'm not**. / No, **he isn't**.

# Unit 7 - Plans and Predictions

**Lesson 3:** The modal verb "Will" for simple predictions
(e.g., "It will rain tomorrow") and spontaneous decisions.

## English Dialogue: The Modal Verb "Will

**A:** It's so cloudy outside! I think **it will rain** later this afternoon.

**B:** You're probably right. I **will take** my umbrella just in case.

**A:** Good idea. **Will** the train **be** on time tonight?

**B:** The news said traffic is bad, so I don't think **it will be**.

**A:** Oh no! I **will call** an Uber instead then.

**B:** That's a sensible decision. **Will** your meeting **finish** early today?

**A:** I hope so. If it finishes early, I **will bake** a cake when I get home.

**B:** Wonderful! I **won't tell** anyone, it **will be** a surprise!

**A:** Thanks! I **will send** you a quick text when I leave the office.

**B:** Perfect. I **will wait** for your text before starting dinner.

---

## 🔑 Keywords and Pronunciation

The keywords focus on the modal verb structure and its contractions:

1. **Will** (Modal verb for future) - Pronunciation: /wɪl/
2. **'ll** (Contraction of Will) - Pronunciation: /l/ (e.g., I'll /aɪl/)
3. **Won't** (Contraction of Will + not) - Pronunciation: /woʊnt/
4. **Will rain** (Prediction) - Pronunciation: /wɪl reɪn/
5. **Spontaneous** (Adjective: immediate) - Pronunciation: /spɒnˈteɪniəs/

6. **Just in case** (Idiom: as a precaution) - Pronunciation: /dʒʌst ɪn keɪs/
7. **Sensible** (Adjective: reasonable) - Pronunciation: /ˈsensəbl/
8. **Bake** (Verb) - Pronunciation: /beɪk/

---

# Grammatical Explanation

This lesson focuses on the **modal verb WILL** to express future actions, specifically in two key situations: **predictions** and **spontaneous decisions**.

## 1. The Structure of "Will"

The structure for *will* is the simplest form of the future, as **will** does not change, and the main verb is always the **base form** (the infinitive without *to*). This applies to all subjects.

{Subject} + {will} + {Base\ Verb\ (V0)}

- *Dialogue Example:* I **will take** my umbrella.
- *Dialogue Example:* It **will be** a surprise.

## 2. Usage 1: Predictions

We use *will* to express beliefs or opinions about the future. Phrases like *I think, I believe, I don't think* often precede this type of prediction.

- *Dialogue Example:* I think **it will rain** later. (A belief about the weather.)
- *Dialogue Example:* I don't think **it will be** on time. (A prediction about the train.)

## 3. Usage 2: Spontaneous Decisions

We use *will* (or the contraction *'ll*) for decisions made at the moment of speaking, often in reaction to new information.

- *Dialogue Example:* (A hears the train will be late.) I **will call** an Uber instead then. (Decision made immediately.)
- *Dialogue Example:* (B hears about the cake.) I **won't tell** anyone. (Immediate promise/decision.)

## 4. Questions and Negatives

- **Questions:** We invert the subject and **will**: **Will** the train **be** on time?
- **Negatives:** The negative form is **will not**, contracted as **won't**.
  - *Dialogue Example:* I **won't tell** anyone.

# Unit 7 - Plans and Predictions

## Lesson 4: "Will" in negative form (won't) and questions.
Distinguishing between going to (plans) and will (predictions/spontaneous).

## English Dialogue: Contrasting "Will" and "Be Going To"

**A: Are you going to drive** to the conference next week? (Plan)

**B:** No, **I'm not**. I **am not going to drive** because the hotel is too far. (Negative Plan)

**A:** I see. **Will** the train **be** faster, do you think? (Prediction)

**B:** Yes, I think **it will be**. The train **won't stop** at many stations. (Negative Prediction)

**A:** Okay. I just remembered I need a ride! **Will you take me** with you? (Spontaneous Request)

**B:** Absolutely! I **will send** you the exact ticket details this evening. (Spontaneous Decision/Promise)

**A:** Thanks! **What time are you going to leave** your house on Tuesday? (Plan Detail)

**B: We are going to leave** at exactly seven o'clock, according to the schedule. (Definite Plan)

**A:** Perfect. I hope the meeting **won't last** all day. (Prediction/Hope)

**B:** Me too. But don't worry, I **will bring** coffee for us both! (Spontaneous Promise)

---

## 🔑 Keywords and Pronunciation (Will vs. Going To)

The keywords highlight the contrasting structures:

1. **Are you going to** (Fixed Plan Question) - Pronunciation: /ɑːr juː ˈɡoʊɪŋ tuː/
2. **I am not going to** (Fixed Plan Negative) - Pronunciation: /aɪm nɒt ˈɡoʊɪŋ tuː/
3. **Will it be** (Prediction Question) - Pronunciation: /wɪl ɪt biː/
4. **Won't** (Will + not contraction) - Pronunciation: /woʊnt/
5. **I will send** (Spontaneous Promise) - Pronunciation: /aɪl send/
6. **I will bring** (Spontaneous Offer) - Pronunciation: /aɪl brɪŋ/

7. **Conference** (Noun) - Pronunciation: /ˈkɒnfərəns/
8. **Schedule** (Noun) - Pronunciation: /ˈʃedjuːl/ or /ˈskedʒuːl/

---

# Grammatical Explanation

This lesson focuses on the key difference between **Be Going To** and **Will** to ensure the correct meaning is conveyed in future discussions.

## 1. The Structure of "Will" (Predictions and Spontaneous Acts)

- **Form:** {Subject} + {will/won't} + {Base\ Verb}
- **Purpose:**
  - **Prediction:** A belief or guess about a future event.
    - *Dialogue Example (Prediction):* I think the train **won't stop** at many stations.
  - **Spontaneous Decision/Promise:** A decision or offer made at the moment of speaking.
    - *Dialogue Example (Spontaneous Promise):* I **will send** you the exact ticket details.

## 2. The Structure of "Be Going To" (Fixed Plans)

- **Form:** {Subject} + {am/is/are} + {going\ to} + {Base\ Verb}
- **Purpose:**
  - **Pre-Decided Plan:** An intention or plan that was made before the conversation started.
    - *Dialogue Example (Plan Question):* **Are you going to drive** to the conference?
    - *Dialogue Example (Definite Plan):* We **are going to leave** at exactly seven o'clock.

## 3. Negative Forms

The position of 'not' depends on the structure:

- **Will Negative:** The auxiliary is **won't** (will not).
  - *Example:* The meeting **won't last** all day.
- **Going To Negative:** The negative is placed after the verb 'to be' (**am/is/are not**).
  - *Example:* I **am not going to drive**.

# Unit 8

## Unit 8 - Unit 8: Comparisons and Advice

**Lesson 1:** Comparative Adjectives (shorter, more expensive).
Using the word "than" to compare two things.

## English Dialogue: Greetings and Subject Pronouns

**A:** Good afternoon, Mr. Smith. How are **you** today? (Formal Greeting)

**B:** I **am** very well, thank **you**. And how are **you**?

**A: I am** fine, thank you. **We** have a new colleague.

**B:** Oh, that's interesting! Where is **she**?

**A: She is** in the meeting room. And **he** is with her.

**B:** Ah, **they are** meeting the manager right now.

**A:** Exactly. Look, **it is** a lovely day outside, isn't **it**?

**B:** Yes, **it is**. **We are** enjoying the sunshine!

**A:** I hope **you** all have a productive afternoon.

**B:** Thank **you**! **You** too.

---

## 🔑 Keywords and Pronunciation

The keywords focus on the English subject pronouns and greetings:

1. **You** (Subject Pronoun, singular or plural) - Pronunciation: /juː/

2. **I** (Subject Pronoun, first person singular) - Pronunciation: /aɪ/
3. **We** (Subject Pronoun, first person plural) - Pronunciation: /wiː/
4. **She** (Subject Pronoun, third person singular female) - Pronunciation: /ʃiː/
5. **He** (Subject Pronoun, third person singular male) - Pronunciation: /hiː/
6. **They** (Subject Pronoun, third person plural) - Pronunciation: /ðeɪ/
7. **It** (Subject Pronoun, third person singular non-human) - Pronunciation: /ɪt/
8. **Good afternoon** (Formal Greeting) - Pronunciation: /gʊd ˈɑːftər ˌnuːn/

---

# Grammatical Explanation

This lesson introduces the **Subject Pronouns** and their essential function in English sentences.

## 1. The Role of Subject Pronouns

Subject pronouns replace a person, place, or thing that is **performing the action** (the subject) of the verb. In English, a subject is almost always required, even when referring to the weather or time (*It is raining*).

- **I, He, She, It** are singular.
- **We, You, They** are plural.
- **You** is used for both singular and plural (you and you all).

## 2. Subject-Verb Agreement (The Verb 'To Be')

The pronoun determines the form of the verb 'to be' that follows:

- **I am** (I **am** fine.)
- **He/She/It is** (She **is** in the meeting room. / It **is** a lovely day.)
- **We/You/They are** (They **are** meeting the manager. / We **are** enjoying the sunshine.)

## 3. The Pronoun 'It'

The pronoun **It** is an impersonal subject used when referring to:

- **The weather: It** is raining. / **It** is a lovely day.
- **Time/Date: It** is ten o'clock.
- **Objects/Things** previously mentioned: The car is old. **It** needs fixing.

## 4. The Pronoun 'You'

The pronoun **You** is unique because it can refer to one person (formal or informal) or multiple people.

- *Dialogue Example 1 (Singular/Formal):* How are **you** today? (Referring to Mr. Smith)
- *Dialogue Example 2 (Plural):* I hope **you** all have a productive afternoon. (Referring to Mr. Smith and his colleagues)

# Unit 8 - Unit 8: Comparisons and Advice

## Lesson 2: Superlative Adjectives (the shortest, the most expensive).
Describing the best/worst of a group.

## English Dialogue: Superlative Adjectives

**A:** We need to choose a new laptop. Which one is **the fastest**?

**B:** The 'Zenith 900' is **the fastest** model we offer, but it is also **the most expensive**.

**A:** I understand. Which one is **the cheapest** option right now?

**B:** The little black one is **the cheapest**. It is also **the smallest** on the market.

**A:** Hmm. And what about customer satisfaction? Which model has **the best** reviews?

**B:** The 'Pro XL' has **the best** ratings; customers say it is **the most reliable**.

**A:** And which one had **the worst** sales figures last quarter?

**B:** That was the 'Lite 300'. It was easily **the least popular** of the group.

**A:** Okay. So, the 'Zenith 900' is **the most powerful** overall.

**B:** Correct. It's **the top** choice for performance.

## 🔑 Keywords and Pronunciation

The keywords are the superlatives used in the dialogue, highlighting the two main forms:

1. **Fastest** (Short Adj. + est) - Pronunciation: /ˈfɑːstɪst/
2. **Most expensive** (Long Adj. + most) - Pronunciation: /moʊst ɪkˈspensɪv/
3. **Cheapest** (Short Adj. + est) - Pronunciation: /ˈtʃiːpɪst/
4. **Smallest** (Short Adj. + est) - Pronunciation: /ˈsmɔːlɪst/
5. **Best** (Irregular form) - Pronunciation: /best/
6. **Most reliable** (Long Adj. + most) - Pronunciation: /moʊst rɪˈlaɪəbl/
7. **Worst** (Irregular form) - Pronunciation: /wɜːrst/
8. **Least popular** (Superlative for 'not very') - Pronunciation: /liːst ˈpɒpjələr/

---

# Grammatical Explanation

This lesson introduces **Superlative Adjectives**, which are used to compare **one item** against **an entire group** (three or more items) to identify the extreme quality (highest, lowest, fastest, etc.).

## 1. The Structure: The Mandatory 'The'

Superlative adjectives must always be preceded by the definite article **THE**.

The + Superlative Adjective + Noun

- *Dialogue Example:* Which one is **the fastest** model? (It is the fastest among all models.)

## 2. Superlative Formation Rules

The way the superlative is formed depends on the length of the base adjective:

- **Short Adjectives (1-2 syllables):** Add **-est** to the end.
  o *Examples:* fast---- **the fastest**; small ---- **the smallest**; cheap ---**the cheapest**.
- **Long Adjectives (3+ syllables):** Use **most** before the adjective.
  o *Examples:* expensive ----**the most expensive**; reliable **the most reliable**.

## 3. Irregular Superlatives

Some common adjectives have unique, irregular forms that must be memorized:

- **Good**  ---**The best**
- **Bad** ---**The worst**

## 4. The Opposite Extreme (Least)

To express the lowest degree of a quality, we use **the least** before the adjective (often used with long adjectives).

- *Dialogue Example:* It was easily **the least popular** of the group.

# Unit 8 - Unit 8: Comparisons and Advice
## Lesson 3: Health and body vocabulary. The modal verb "Should / Shouldn't" for giving advice.

## English Dialogue: Health Advice with Should/Shouldn't

**A:** Hi, you look tired. What's wrong?

**B:** I have a terrible **headache** and my **stomach** is aching a lot.

**A:** Oh no! You **should drink** plenty of water and **should rest** your eyes.

**B:** I know, but I have a lot of work to do. **Should I take** an aspirin?

**A:** Yes, you probably **should**. And you **shouldn't drink** any more coffee today.

**B:** Okay, that makes sense. My doctor also said I **should exercise** more regularly.

**A:** That's true. And you definitely **shouldn't skip** meals, especially breakfast.

**B:** You're right. I think I **should leave** work early and go straight home.

**A:** Good idea! You **shouldn't ignore** your body's signals.

**B:** Thanks for the advice. I **will** start listening to my body!

---

## 🔑 Keywords and Pronunciation

The keywords focus on the health vocabulary and the modal verbs:

1. **Headache** (Body ailment) - Pronunciation: /ˈhedeɪk/
2. **Stomach** (Body part) - Pronunciation: /ˈstʌmək/

3. **Should** (Modal verb for advice) - Pronunciation: /ʃʊd/
4. **Shouldn't** (Modal verb negative) - Pronunciation: /ˈʃʊdənt/
5. **Exercise** (Verb: physical activity) - Pronunciation: /ˈeksərsaɪz/
6. **Skip meals** (Phrasal verb: miss eating) - Pronunciation: /skɪp miːlz/
7. **Ignore** (Verb: pay no attention) - Pronunciation: /ɪgˈnɔːr/
8. **Pills/Aspirin** (Medicine) - Pronunciation: /ˈæspərɪn/

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# Grammatical Explanation

This lesson introduces the modal verb **SHOULD**, which is used primarily to give or ask for **advice, recommendations, or gentle obligations** regarding what is generally considered a good idea.

## 1. The Structure of "Should/Shouldn't"

Like all modal verbs (*will, can, must*), **SHOULD** never changes form (it is the same for all subjects), and the main verb that follows it is always the **base form** (the infinitive without *to*).

Subject + should/shouldn't + Base\ Verb

- **Positive Advice:** You **should drink** water. / You **should rest** your eyes.
- **Negative Advice:** You **shouldn't drink** coffee. / You **shouldn't ignore** your body.

## 2. Asking for Advice (Questions)

To ask for advice, we follow the standard modal verb question structure by inverting the subject and the modal verb **should**:

Should} + Subject} + Base\ Ver

- *Dialogue Example:* **Should I take** an aspirin?

## 3. Health and Body Vocabulary

The dialogue introduces common vocabulary to discuss ailments and healthy actions:

- **Ailments:** *headache, stomach ache.*
- **Advice Verbs:** *drink water, rest, take medicine, exercise, skip meals.*

## 4. The Usage of 'Probably'

The word **probably** is an adverb used to express likelihood or uncertainty, often softening the advice given with *should*.

- *Dialogue Example:* Yes, you **probably should** (take an aspirin). (It means, "I advise you to do this, as it is likely correct.")

# Unit 8 - Unit 8: Comparisons and Advice

## Lesson 4: Practicing asking for and giving advice related to health or common problems. Using "If you have X, you should Y."

## English Dialogue: Giving Advice with Conditionals

**A:** I'm having trouble sleeping lately. My **insomnia** is getting worse.

**B:** I'm sorry to hear that. **If you have trouble sleeping**, **you should avoid** screens before bed.

**A:** That's a good tip. I also have a very sore **throat**.

**B: If you have a sore throat**, **you should drink** warm tea with honey and lemon.

**A:** Thanks. My coworker mentioned his **back hurts** after sitting all day.

**B: If your back hurts**, **he should take** frequent breaks and **stretch**.

**A:** That's great advice for him. I also have a bad **cough**.

**B: If you have a bad cough**, **you shouldn't go** to the office; **you should see** a doctor.

**A:** You're right. I guess **I should make** an appointment immediately.

**B:** Yes, health first! **You should always prioritize** your well-being.

## 🔑 Keywords and Pronunciation

The keywords focus on the new conditional structure and health vocabulary:

1. **If you have** (Conditional clause) - Pronunciation: /ɪf juː hæv/
2. **You should** (Advice modal) - Pronunciation: /juː ʃʊd/
3. **Insomnia** (Health problem) - Pronunciation: /ɪnˈsɒmniə/
4. **Sore throat** (Health problem) - Pronunciation: /sɔːr θroʊt/
5. **Cough** (Health problem) - Pronunciation: /kɒf/
6. **Avoid** (Verb) - Pronunciation: /əˈvɔɪd/
7. **Prioritize** (Verb) - Pronunciation: /praɪˈɔːrətaɪz/
8. **Stretch** (Verb) - Pronunciation: /stretʃ/

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# Grammatical Explanation

This lesson introduces the **Zero Conditional** structure combined with the modal verb **SHOULD** to give practical, general advice for common problems. This structure is highly useful for expressing cause and effect recommendations.

## 1. The Advice Conditional Structure

We use the present tense in the "If" clause (the condition or problem) and the modal verb **SHOULD** + Base Verb in the main clause (the advice or result).

{If} + {Subject} + {Present\ Verb}{(Problem/Cause)}, {Subject} +{should} + {Base\ Verb}{(Advice/Result)}

- *Dialogue Example (Positive):* **If you have a sore throat**, **you should drink** warm tea.
- *Dialogue Example (Negative):* **If you have trouble sleeping**, **you shouldn't go** on screens.

## 2. The Role of the Comma

When the **"If" clause starts the sentence** (as in all examples above), we must place a **comma** before the main clause begins.

## 3. Review of 'Should/Shouldn't'

The modal verb **should** (for positive advice) and **shouldn't** (for negative advice) maintains its core rule: it is followed by the **base form** of the verb (avoid, drink, go, see).

- *Example:* You **should see** a doctor. (NOT: You should to see or You should seeing)

## 4. Health Vocabulary Focus

The dialogue introduces common health problems that require advice:

- **Insomnia:** Difficulty falling or staying asleep.
- **Sore Throat:** Pain or irritation in the throat.
- **Cough:** A sudden, noisy expulsion of air from the lungs.
- **Back hurts:** A common way to describe back pain.

# Unit 9

## Unit 9 - Necessities and Rules

**Lesson 1:** The modal verb "Can / Can't" for ability and possibility.
Hobbies and skills vocabulary.

## English Dialogue: Ability and Possibility with Can/Can't

**A:** Wow, your sister is really talented! **Can she play** the guitar well?

**B:** Yes, **she can**. **She can play** both the guitar and the violin beautifully.

**A:** That's amazing! **Can you speak** any other languages besides English?

**B:** No, **I can't**. **I cannot speak** French, but I **can understand** some Spanish phrases.

**A:** Interesting! **Can you swim** in the company pool after work?

**B:** Yes, **we can**. The management said **we can use** the facilities until 7 p.m.

**A:** Excellent. **Can we try** to organize a **badminton** tournament next month?

**B:** That sounds fun! We **can definitely organize** it if we find enough players.

**A:** I think we **can**! Let's ask around this week.

**B:** Great. I **can help** with the schedule and the booking.

# 🔑 Keywords and Pronunciation

The keywords focus on the modal verbs and the skills/hobbies vocabulary:

1. **Can** (Modal verb for ability/permission) - Pronunciation: /kæn/ (often reduced to /kən/ in questions/statements)
2. **Can't** (Negative contraction) - Pronunciation: /kɑːnt/ (UK) or /kænt/ (US)
3. **Cannot** (Full negative form) - Pronunciation: /ˈkænɒt/
4. **Guitar** (Hobby/Instrument) - Pronunciation: /gɪˈtɑːr/
5. **Violin** (Hobby/Instrument) - Pronunciation: /ˌvaɪəˈlɪn/
6. **Languages** (Skills) - Pronunciation: /ˈlæŋgwɪdʒɪz/
7. **Badminton** (Hobby/Sport) - Pronunciation: /ˈbædmɪntən/
8. **Facilities** (Noun: Amenities) - Pronunciation: /fəˈsɪlɪtiz/

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# Grammatical Explanation

This lesson introduces the modal verb **CAN**, which is used to express **ability** (what someone knows how to do) and **possibility/permission** (what is allowed or possible).

## 1. The Structure of "Can/Can't"

Like all modal verbs, **CAN** never changes form (it is the same for all subjects), and the main verb that follows it is always the **base form** (the infinitive without *to*).

{Subject} + {can/can't} + {Base\ Verb}

- **Ability:** She **can play** the guitar. (She has the skill.)
- **Possibility/Permission:** We **can use** the facilities. (It is permitted/possible.)
- **Negative:** The negative forms are **can't** (contraction, very common) or **cannot** (formal).
  - *Dialogue Example:* I **cannot speak** French. / No, **I can't**.

## 2. Asking Questions (Yes/No)

To ask about an ability or possibility, we invert the subject and the modal verb **can**:

Can + Subject + Base\ Verb?

- *Dialogue Example:* **Can she play** the guitar well? (Asking about her ability.)
- *Dialogue Example:* **Can you swim** in the company pool...? (Asking about permission/possibility.)

## 3. Hobbies and Skills Vocabulary

The dialogue introduces verbs and nouns related to common skills:

- **Verbs:** *play* (instruments/sports), *speak* (languages), *swim*, *organize*.
- **Nouns:** *guitar, violin, languages, badminton, schedule, booking.*

### 4. Short Answers

Short answers use the modal verb:

- **Affirmative:** Yes, Subject + **can**. (Yes, **she can**.)
- **Negative:** No, Subject + **can't**. (No, **I can't**.)

# Unit 9 - Necessities and Rules
## Lesson 2: The structure "Have to / Don't have to" for obligation and lack of necessity.

## English Dialogue: Obligation with Have To / Don't Have To

**A:** Excuse me, **do we have to wear** the safety vests in this area? (Obligation Question)

**B:** Yes, **we do**. Everyone **has to wear** them; it's a company **regulation**. (Obligation)

**A:** Understood. **Does your team have to work** this Saturday?

**B:** No, **they don't**. **They don't have to work** the weekend shift this month. (Lack of Necessity)

**A:** That's lucky! **Do I have to attend** the training session this afternoon?

**B:** You **have to go** if you are new, but I **don't have to go** again. (Obligation / Lack of Necessity)

**A:** Okay. After the shift, **do we have to clean** our individual workstations?

**B:** No, **you don't have to**. The cleaning staff **will do** that **later**. (Lack of Necessity)

**A:** Perfect. So, I **have to finish** the report, and that's it.

**B:** Exactly. The report is your main **priority** today.

# 🔑 Keywords and Pronunciation

The keywords focus on the obligation structure and related vocabulary:

1. **Have to** (Obligation structure) - Pronunciation: /ˈhæf tuː/ (often reduced to /ˈhæftə/)
2. **Has to** (Third person singular) - Pronunciation: /ˈhæz tuː/ (often reduced to /ˈhæstə/)
3. **Don't have to** (Lack of necessity) - Pronunciation: /doʊnt ˈhæf tuː/
4. **Do we have to** (Question structure) - Pronunciation: /duː wiː ˈhæf tuː/
5. **Regulation** (Noun: Official rule) - Pronunciation: /ˌregjuˈleɪʃən/
6. **Workstations** (Noun: Desk area) - Pronunciation: /ˈwɜːrkˌsteɪʃənz/
7. **Shift** (Noun: Period of work) - Pronunciation: /ʃɪft/
8. **Priority** (Noun: Most important task) - Pronunciation: /praɪˈɔːrəti/

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# Grammatical Explanation

This lesson introduces the structure **HAVE TO** to express external obligation, necessity, or a rule imposed by an authority (e.g., a boss, a law, or a rule book).

## 1. Structure for Obligation (Affirmative)

**HAVE TO** acts like a regular verb in the present tense, meaning it requires **HAS TO** for the third-person singular (He, She, It). The main verb is always the **base form**.

{Subject} + {have\ to/has\ to} + {Base\ Verb}

- *Dialogue Example (All Subjects):* Everyone **has to wear** them. (Rule/Obligation)
- *Dialogue Example (I/You/We/They):* You **have to go** if you are new. (Necessity)

## 2. Asking Questions (The Auxiliary 'DO')

Since **HAVE TO** acts as a regular verb, it requires the auxiliary verb **DO** (or **DOES** for third person singular) to form questions.

Do/Does + Subject + have / has to + Base\ Verb?

- **Crucial Rule:** When **DO/DOES** is used, **HAVE TO** is always used (never HAS TO) in the question.

- o *Dialogue Example:* **Do we have to wear** the safety vests? (NOT: Does we have to)
- o *Dialogue Example:* **Does your team have to work**...? (Base form: *have to*)

## 3. Lack of Necessity (Negative)

The negative form, **DON'T HAVE TO** (or **DOESN'T HAVE TO**), means there is **no obligation** or it is not necessary.

Subject + (don't/doesn't) have to+ Base Verb

- *Dialogue Example (Lack of Necessity):* **They don't have to work** the weekend shift. (It's not necessary; it's optional.)
- *Dialogue Example (Lack of Necessity):* No, **you don't have to**. (You are not obligated to clean.)

# Unit 9 - Necessities and Rules

## Lesson 3: Obligation in the Past: Using "Had to" and "Didn't have to".

# English Dialogue: Past Obligation (Had To / Didn't Have To)

**A:** I heard the flight was delayed yesterday. **Did you have to wait** a long time? (Past Obligation Question)

**B:** Yes, **I did**. We **had to wait** for over three hours at the gate. (Past Obligation)

**A:** Oh, that's rough. **Did you have to contact** the client about the delay immediately?

**B:** No, **I didn't**. I **didn't have to contact** them because the office already informed them. (Lack of Past Necessity)

**A:** That made things easier. When you finally arrived, **did you have to take** a taxi?

**B:** We **had to take** a taxi because the last bus **had left** an hour before. (Past Obligation)

**A:** I see. **Did the airport staff have to deal** with angry passengers?

**B:** They **did**. They **had to deal** with quite a few complaints initially. (Past Obligation)

**A:** I'm glad you're here now. I **didn't have to worry** about finding you a ride.

**B:** Thank you! It was a stressful trip, but it's over now.

---

# 🔑 Keywords and Pronunciation

The keywords focus on the past obligation structure:

1. **Had to** (Past Obligation) - Pronunciation: /ˈhæd tuː/ (often reduced to /ˈhædtə/)
2. **Did you have to** (Past Obligation Question) - Pronunciation: /dɪd juː ˈhæf tuː/
3. **Didn't have to** (Lack of Past Necessity) - Pronunciation: /ˈdɪdənt ˈhæf tuː/
4. **Wait** (Verb) - Pronunciation: /weɪt/
5. **Deal with** (Phrasal verb: manage a situation) - Pronunciation: /diːl wɪð/
6. **Delayed** (Adjective: late) - Pronunciation: /dɪˈleɪd/
7. **Gate** (Noun: Airport area) - Pronunciation: /ɡeɪt/
8. **Complaints** (Noun: Expression of dissatisfaction) - Pronunciation: /kəmˈpleɪnts/

---

# Grammatical Explanation

This lesson introduces the structure **HAD TO** to express **obligation or necessity in the past**. Unlike the present form (*have to/has to*), the past form is extremely simple as it is the same for all subjects.

## 1. Structure for Past Obligation (Affirmative)

The past tense of *have to* is simply **HAD TO** for all subjects (I, you, he, she, it, we, they). The main verb is always the **base form**.

Subject + had to + Base Verb

- *Dialogue Example:* We **had to wait** for over three hours. (It was necessary in the past.)
- *Dialogue Example:* They **had to deal** with complaints. (It was their obligation in the past.)

## 2. Asking Questions (The Auxiliary 'DID')

Since **HAD TO** is the past tense form, it requires the auxiliary verb **DID** to form questions. The main verb structure reverts to the base form: **HAVE TO**.

{Did} + {Subject} + {have\ to} + {Base\ Verb}?

- *Dialogue Example:* **Did you have to wait** a long time? (NOT: Did you had to wait)
- *Dialogue Example:* **Did you have to contact** the client?

### 3. Lack of Past Necessity (Negative)

The negative form is **DIDN'T HAVE TO**. This means the action **was not necessary** in the past, but it doesn't mean the action didn't happen (though it usually implies it didn't).

Subject + didn't + have to} +  Base Verb.

- *Dialogue Example:* I **didn't have to contact** them. (It was not necessary for me to contact them.)
- *Contrast: Didn't have to* is different from *mustn't/couldn't*, which imply prohibition. *Didn't have to* implies freedom from obligation.

# Unit 9 - Necessities and Rules
## Lesson 4: Job roles and responsibilities vocabulary.
Using have to to describe duties at work or school.

# English Dialogue: Job Duties with Have To

**A:** Good morning, Sarah. As a new **junior analyst**, **what do you have to do** every day? (Question about Obligation)

**B:** Well, first, I **have to check** my emails and **organize** my **tasks**.

**A:** That's essential. **Does the senior team have to approve** all your documents?

**B:** Yes, **they do**. Every analyst **has to get** their reports approved before publishing. (Third Person Obligation)

**A:** Right. And **do you have to present** the data to clients?

**B:** No, **I don't have to present** the data, but I **have to prepare** the visual aids for the presentations. (Lack of Necessity / Obligation)

**A:** I see. My job is different; **I have to manage** the entire database system.

**B:** Wow! That sounds like a lot of responsibility. **You have to be** very careful!

**A:** I do! And I **have to meet** with the IT director twice a week.

**B:** Understood. So, we both **have to prioritize** our responsibilities carefully.

---

# 🔑 <mark>Keywords and Pronunciation</mark>

The keywords focus on the job-related vocabulary and the core structure:

1. **Junior analyst** (Job Role) - Pronunciation: /ˈdʒuːniər ˈænəlɪst/
2. **Have to** (Obligation structure) - Pronunciation: /ˈhæf tuː/
3. **Has to** (Third person singular obligation) - Pronunciation: /ˈhæz tuː/
4. **Tasks** (Noun: Duties) - Pronunciation: /tæsk/
5. **Senior team** (Job group) - Pronunciation: /ˈsiːniər tiːm/
6. **Approve** (Verb: to authorize) - Pronunciation: /əˈpruːv/
7. **Data** (Noun: Information) - Pronunciation: /ˈdeɪtə/
8. **Prioritize** (Verb: to rank by importance) - Pronunciation: /praɪˈɔːrətaɪz/

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# <mark>Grammatical Explanation</mark>

This lesson specifically applies the **HAVE TO** structure to the context of **job roles and professional duties**. *Have to* conveys external obligation—rules, job descriptions, or requirements set by others.

## 1. Obligation Structure Review

The structure relies on the base verb *have to* which changes according to the subject:

- **I, You, We, They: have to**
  - *Dialogue Example:* I **have to check** my emails.
- **He, She, It (Third Person Singular): has to**
  - *Dialogue Example:* Every analyst **has to get** their reports approved.

## 2. Asking Questions about Duties

We use the auxiliary verb **DO** (or **DOES** for third person singular) to ask about job requirements. The main verb remains **HAVE TO** in the question.

Do/Does + Subject + have to + Base verb}?

- *Dialogue Example (Second Person):* **What do you have to do** every day?
- *Dialogue Example (Third Person):* **Does the senior team have to approve**...?

## 3. Lack of Necessity (Don't Have To)

The negative form is used to describe what is **not required** or is optional in the job role.

- *Dialogue Example:* No, **I don't have to present** the data. (Presenting is not her duty.)

## 4. Job Role Vocabulary

The dialogue introduces verbs commonly associated with professional responsibilities:

- **check, organize, approve, publish, prepare, manage, meet, prioritize.**

# Unit 10

## Unit 10 - Experiences and Review

**Lesson 1:** Introduction to the Present Perfect (structure: have/has + past participle). Focus on common irregular past participles (seen, done, been).

## English Dialogue: Present Perfect Introduction

**A:** Have you **been** to the new data center yet? (Question about past experience)

**B:** Yes, **I have**. I **have been** there twice already this week.

**A:** Oh, good. Have you **seen** the new security system they installed?

**B:** No, **I haven't**. I **have not seen** it, but the manager **has shown** me the floor plans.

**A:** That's interesting. Has the IT team **done** the final server test?

**B:** Yes, **they have**. **They have done** all the tests and the system is ready.

**A:** Fantastic! I hope everything **has gone** smoothly since the launch.

**B:** So far, so good. We **have had** no major issues at all.

**A:** Great news! I **have finished** my part of the report already.

**B:** Perfect. I **will** start compiling all the information now.

---

## 🔑 Keywords and Pronunciation

The keywords highlight the core structure of the Present Perfect, focusing on the irregular past participles:

1. **Have been** (Past Participle of Be) - Pronunciation: /hæv biːn/
2. **Have seen** (Past Participle of See) - Pronunciation: /hæv siːn/
3. **Has done** (Past Participle of Do) - Pronunciation: /hæz dʌn/
4. **Has gone** (Past Participle of Go) - Pronunciation: /hæz ɡɒn/
5. **Have had** (Past Participle of Have) - Pronunciation: /hæv hæd/
6. **Haven't** (Negative contraction) - Pronunciation: /ˈhævənt/
7. **Data Center** (Noun: facility) - Pronunciation: /ˈdeɪtə ˈsentər/
8. **Floor Plans** (Noun: blueprints) - Pronunciation: /flɔːr plænz/

---

## Grammatical Explanation

This lesson introduces the **Present Perfect Tense**. We use the Present Perfect to describe actions that happened at an **unspecified time in the past** or actions that started in the past and are **still relevant now** (e.g., past experiences, recent events).

### 1. The Structure

The Present Perfect is a compound tense requiring two parts: the auxiliary verb **HAVE/HAS** and the **Past Participle** (V3) of the main verb.

Subject + have/has + Past Participle

- **Have:** Used with I, You, We, They. (e.g., I **have been**)
- **Has:** Used with He, She, It. (e.g., The manager **has shown**)

## 2. Irregular Past Participles (V3)

For irregular verbs, the Past Participle is a unique form that must be memorized:

| Base Form (V1) | Past Simple (V2) | Past Participle (V3) | Dialogue Example |
|---|---|---|---|
| Be | was/were | **been** | I **have been** there. |
| See | saw | **seen** | Have you **seen**...? |
| Do | did | **done** | They **have done** all the tests. |
| Go | went | **gone** | Everything **has gone** smoothly. |

## 3. Asking Questions and Negatives

- **Questions:** Invert the subject and the auxiliary verb *have/has*.
  - *Dialogue Example:* **Have you been** to the center?
- **Negatives:** Place **not** after the auxiliary verb. Contractions (*haven't, hasn't*) are common.
  - *Dialogue Example:* No, **I haven't**. / I **have not seen** it.

# Unit 10 - Experiences and Review
## Lesson 2: Using just, yet and already and "ever" and "never" with the Present Perfect.

# English Dialogue: Present Perfect Time Expressions

**A:** Have you **ever** tasted Chef Maria's famous chili? (Experience Question)

**B:** No, **I have never tried** it. I hear it is very spicy.

**A:** It is! But don't worry, they have **just** prepared a new, milder batch.

**B:** Oh, perfect timing! I **have already eaten** lunch, but maybe a small bowl.

**A:** Great! Has the waiter brought your coffee **yet**?

**B:** No, he **hasn't brought it yet**. I am still waiting for it.

**A:** I'm sorry. He **has just finished** serving a large table.

**B:** That's fine. **Have you ever waited** this long for a simple drink?

**A:** Never! But since you're here, have you **already seen** the dessert menu?

**B:** Yes, **I have**. I **have already decided** on the chocolate cake.

---

# 🔑 Keywords and Pronunciation

The keywords focus on the adverbs used exclusively with the Present Perfect to modify time and experience:

1. **Ever** (Question Adverb) - Pronunciation: /ˈevər/
2. **Never** (Negative Adverb) - Pronunciation: /ˈnevər/
3. **Just** (Recent Action Adverb) - Pronunciation: /dʒʌst/
4. **Already** (Completed Action Adverb) - Pronunciation: /ɔːlˈredi/
5. **Yet** (Question/Negative Adverb) - Pronunciation: /jet/
6. **Tasted** (Past Participle of Taste) - Pronunciation: /ˈteɪstɪd/
7. **Spicy** (Adjective) - Pronunciation: /ˈspaɪsi/
8. **Batch** (Noun: group/quantity) - Pronunciation: /bætʃ/

---

# Grammatical Explanation

This lesson integrates five crucial time adverbs used exclusively with the **Present Perfect Tense**. These adverbs specify the timing or frequency of an action relative to the present moment.

### 1. Ever and Never (Experience)

These adverbs relate to life experiences up to the present moment.

- **Ever:** Used only in **questions** to ask if an action has occurred at *any* point in the past. It is placed *before the main verb* (past participle).
    - *Dialogue Example:* Have you **ever** tasted Chef Maria's chili?
- **Never:** Used in **affirmative statements** to give a negative meaning ("not at any time"). It is also placed *before the main verb*.
    - *Dialogue Example:* I **have never tried** it. (No auxiliary negation needed.)

## 2. Just (Immediate Completion)

- **Just** means a completed action happened a **very short time ago**. It is placed **between the auxiliary (have/has) and the past participle (V3)**.
    - *Dialogue Example:* They **have just prepared** a new batch.

## 3. Already (Prior Completion)

- **Already** means an action was completed **sooner than expected**. It is placed **between the auxiliary (have/has) and the past participle (V3)**.
    - *Dialogue Example:* I **have already eaten** lunch. (Implies lunch was finished before the chili was offered.)
    - *Note:* It can also be used at the end of affirmative sentences, but the mid-position is more common.

## 4. Yet (Expected Completion)

- **Yet** means an action is expected to happen, but **has not happened up to now**. It is used only in **questions** and **negative statements**. It is always placed **at the end of the sentence**.
    - *Dialogue Example (Question):* Has the waiter brought your coffee **yet**?
    - *Dialogue Example (Negative):* No, he **hasn't brought** it **yet**.

# Unit 10 - Experiences and Review

**Lesson 3:** Connectors: Using simple linking words (and, but, so, because) to combine simple sentences.

## English Dialogue: Simple Linking Words

**A:** I finished the main report **and** I sent the attachment.

**B:** That's great! **Did you contact** the client **because** they needed an update?

**A:** No, **I didn't**. I called them, **but** they **didn't answer** the phone.

**B:** Oh dear. They are very busy, **so** we should try to email them instead.

**A:** Good idea. We missed the deadline, **so** we **have to** be proactive now.

**B:** I agree. The data is accurate, **but** the formatting is slightly wrong.

**A:** I will fix the formatting immediately **because** it **has to** be perfect.

**B:** Thanks! I **will** check the final numbers **and** approve the document.

**A: We are going to** meet the target **because** we are working together effectively.

**B:** Absolutely! I feel better **because** we **have a** clear plan.

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## 🔑 Keywords and Pronunciation

The keywords focus on the four primary linking words (conjunctions):

1. **And** (Addition/Coordination) - Pronunciation: /ænd/ (often reduced to /ən/)
2. **But** (Contrast/Opposition) - Pronunciation: /bʌt/
3. **So** (Result/Consequence) - Pronunciation: /soʊ/
4. **Because** (Reason/Cause) - Pronunciation: /bɪˈkɒz/ (often reduced to /bɪˈkʌz/)
5. **Attachment** (Noun: attached file) - Pronunciation: /əˈtætʃmənt/
6. **Update** (Noun: new information) - Pronunciation: /ˈʌpdeɪt/
7. **Proactive** (Adjective) - Pronunciation: /ˌproʊˈæktɪv/
8. **Effectively** (Adverb) - Pronunciation: /ɪˈfektɪvli/

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## Grammatical Explanation

This lesson introduces the most common **linking words (conjunctions)** used to join simple ideas into more complex sentences, improving flow and clarity in communication.

### 1. Linking Words for Coordination (And, But, So)

These words join two independent, equal ideas. They are often preceded by a comma if joining two complete sentences.

- **AND (Addition):** Joins two similar ideas or sequential events.
  - *Structure:* Sentence 1 **AND** Sentence 2
  - *Dialogue Example:* I finished the report **and** I sent the attachment.
- **BUT (Contrast):** Joins two contrasting or opposing ideas.
  - *Structure:* Sentence 1 **BUT** Sentence 2
  - *Dialogue Example:* I called them, **but** they didn't answer the phone.
- **SO (Result):** Joins a cause to its resulting consequence.
  - *Structure:* Sentence 1 (Cause), **SO** Sentence 2 (Result)
  - *Dialogue Example:* They are very busy, **so** we should try to email them.

## 2. Linking Word for Subordination (Because)

This word introduces a dependent clause (a reason) that explains the main clause.

- **BECAUSE (Reason):** Joins an action to its reason or cause.
  - *Structure:* Sentence 1 (Action/Effect) **BECAUSE** Sentence 2 (Reason/Cause)
  - *Dialogue Example:* I will fix the formatting **because** it has to be perfect.
  - *Note:* When **because** starts the sentence (*Because it rained, we stayed inside*), a comma is used. When it is in the middle, a comma is usually not necessary.

# Unit 10 – Experiences and Review
## Lesson 4: Fluency Review: Quick grammar checks across Present, Past, and Future tenses. Focus on switching between tenses.

# English Dialogue: Tense Fluency Review

**A:** Excuse me, **are you working** on the marketing project right now? (Present Continuous)

**B:** No, **I am not**. **I finished** the proposal yesterday morning. (Past Simple)

**A:** Great! **Did you send** the file to the manager yet? (Past Simple Question)

**B:** Yes, **I did**. I **sent it** right after the meeting. (Past Simple)

**A:** Perfect. **We are going to launch** the campaign next week, right? (Future Plan)

**B:** That's the plan. **It will be** successful, I hope. (Future Prediction)

**A:** Me too. **What are you doing** later this afternoon? (Present Continuous - Arrangement)

**B: I am meeting** the finance team at three o'clock to review the budget. (Present Continuous - Arrangement)

**A:** Okay. **I will talk** to the graphics department if you handle the budget review. (Spontaneous Decision)

**B:** Sounds like a deal! I **will start** preparing my notes now. (Spontaneous Decision)

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# 🔑 Keywords and Pronunciation

The keywords highlight the auxiliary verbs and time markers that signal the change in tense:

1. **Are you working** (PC Question Aux.) - Pronunciation: /ɑːr juː ˈwɜːrkɪŋ/
2. **I finished** (Past Simple Verb) - Pronunciation: /aɪ ˈfɪnɪʃt/
3. **Did you send** (Past Simple Aux.) - Pronunciation: /dɪd juː send/
4. **Are going to** (Future Plan Aux.) - Pronunciation: /ɑːr ˈɡoʊɪŋ tuː/
5. **It will be** (Future Prediction Aux.) - Pronunciation: /ɪt wɪl biː/ (or /ɪt əl biː/)
6. **I am meeting** (PC Arrangement) - Pronunciation: /aɪm ˈmiːtɪŋ/
7. **I will talk** (Future Spontaneous Aux.) - Pronunciation: /aɪl tɔːk/
8. **Budget** (Noun) - Pronunciation: /ˈbʌdʒɪt/

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# Grammatical Explanation

This lesson focuses on **Fluency**—the ability to switch quickly and accurately between the different tenses based on the meaning (when the action happened or if it is a plan, prediction, or ongoing action).

## 1. Present Continuous (PC)

Used for actions happening **now** or for **future arrangements** (fixed plans with a definite time/place).

- *Structure:* Subject + (am/is/are) + V (ing)
- *Dialogue Examples:*
    - *Action Now:* **Are you working**...?
    - *Future Arrangement:* **I am meeting** the finance team at three o'clock.

## 2. Past Simple

Used for actions that were **completed** at a specific time in the past (e.g., *yesterday morning, after the meeting*).

- *Structure:* Subject +V (Past Form).
- *Dialogue Examples:*
  - *Affirmative:* **I finished** the proposal.
  - *Question:* **Did you send** the file?

## 3. Future Tenses

Two main structures are used, each with a different purpose:

- **Be Going To (Fixed Plan):** Used for intentions or plans decided before the conversation.
  - *Structure:* Subject + (am/is/are) + going to + V ( base form).
  - *Dialogue Example:* **We are going to launch** the campaign next week.
- **Will (Prediction/Spontaneous Decision):** Used for guesses about the future or decisions made *at that moment*.
  - *Structure:* Subject + will + V (base verb form).
  - *Dialogue Examples:*
    - *Prediction:* **It will be** successful.
    - *Spontaneous Decision:* **I will talk** to the graphics department.

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# Lingua core

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