

Season → ⊖ Capital letter
 ⊕ the
 the spring

any in negative Ss, and questions

many/much more formal than a lot of in ⊕ sentences.

a few/a little = not many/much but enough

few/little = not enough; almost no

In questions & negative Ss → many + C.N
 much + non-C.N
 both formal and informal

Quantifiers

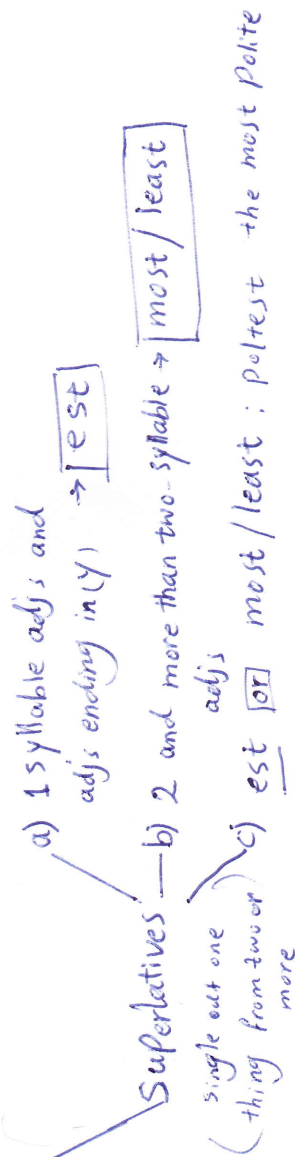
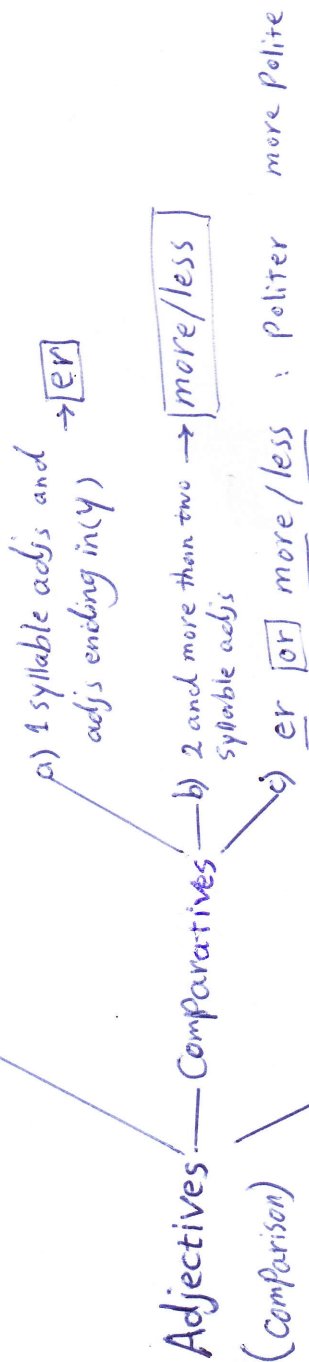
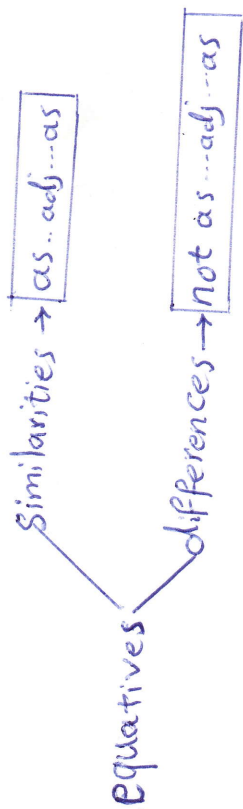
a few/few
 several
 many

Some
 enough
 a lot of
 any

a little/little
 a great deal of
 much

- Abstract words: time
- Activities: sailing, shopping
- Fields of study: Geography
- Foods: fish
- Gases: air, oxygen
- Liquids: water, oil
- Materials: gold, wood
- Natural Forces: cold, wind
- Particles: dust, sugar, salt

UNIT 2



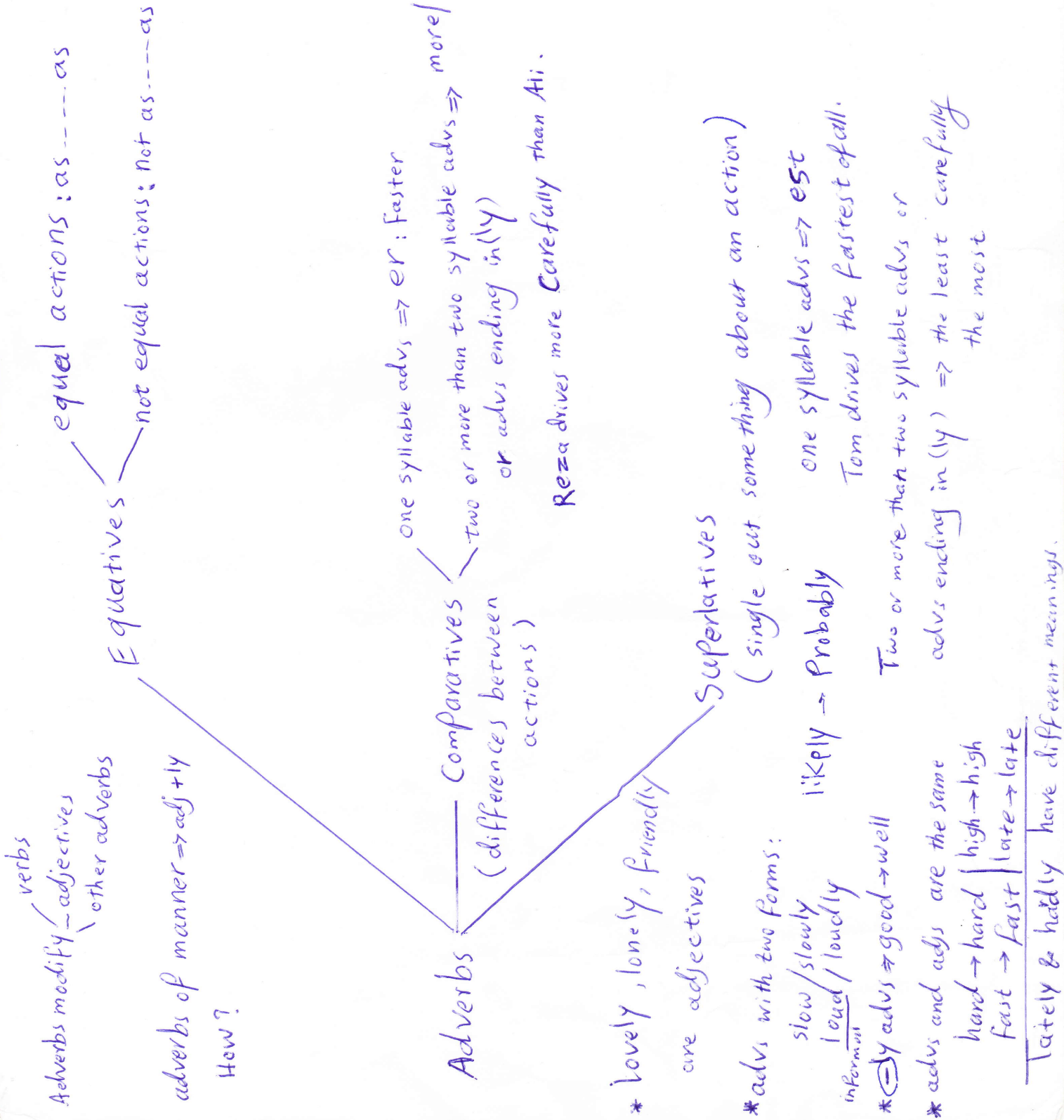
Irregular adjs.

good	better	best
well		
far	farther	farthest
many	farther	furthest
much	more	most

Notes

- * Just for emphasis: Tom is just as tall as Tom.
- * In context → - second noun: e.g. I like the old menu. The new one isn't as varied.
- * Than with comparatives.
- * In context → - than: e.g. Tom and John are brothers. John is older.
- * To show a change: increase / decrease
Com. adj + and + com. adj
- * To show cause-and-effect: the + com. adj + the + com. adj
Equatives and Comparative often mean the same. e.g. Ali isn't as tall as Reza. (Reza is taller.)
- * Say not as big as instead of less big
- * The before superlative adjs. the tallest
- * -the when other determiners: my best friend
- * Expressions beginning with in and of
- * Followed by a clause: That's the nicest person I've ever met.

UNIT Three



Notes

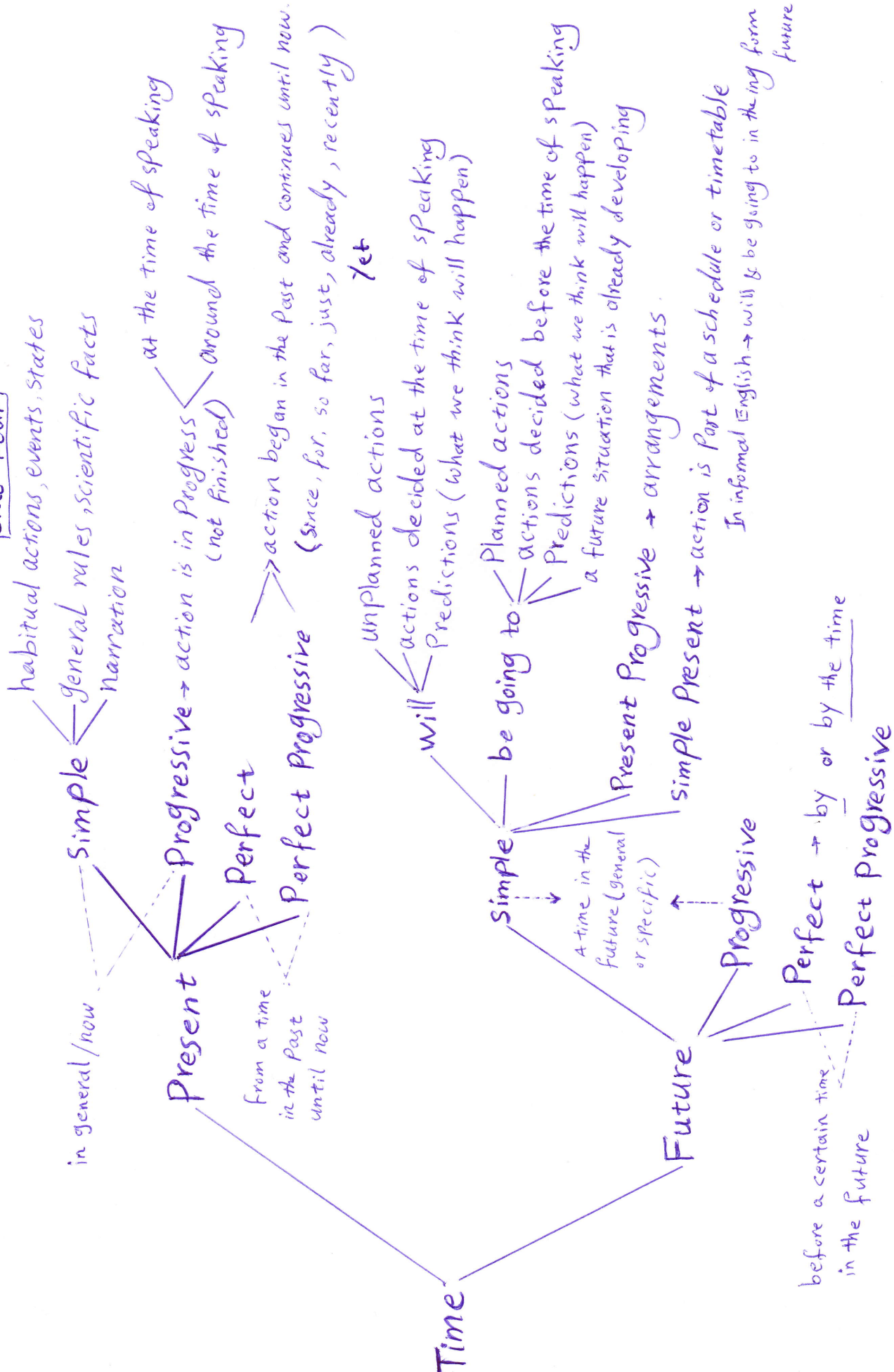
- Use just for emphasis
- In context \Rightarrow second noun
eg: Tom plays hard. John played just as hard. (as Tom)

- In context \Rightarrow - than
eg: Tom is a careful driver, but John drives more carefully.
- To show a change $\left\{ \begin{array}{l} \text{increase} \\ \text{decrease} \end{array} \right.$
Comp. adv + and + Comp. adv

eg: Tom tried to work harder and harder
- To show cause-effect
The + Comp. adv + the + Comp. adv. ^{adv}
eg: The more you try, the better you'll do.
- Expressions with of and in
Tom played the best of all.

Unit Four

Stative verbs
not used in the
ing form.
(like, know, own, ...)

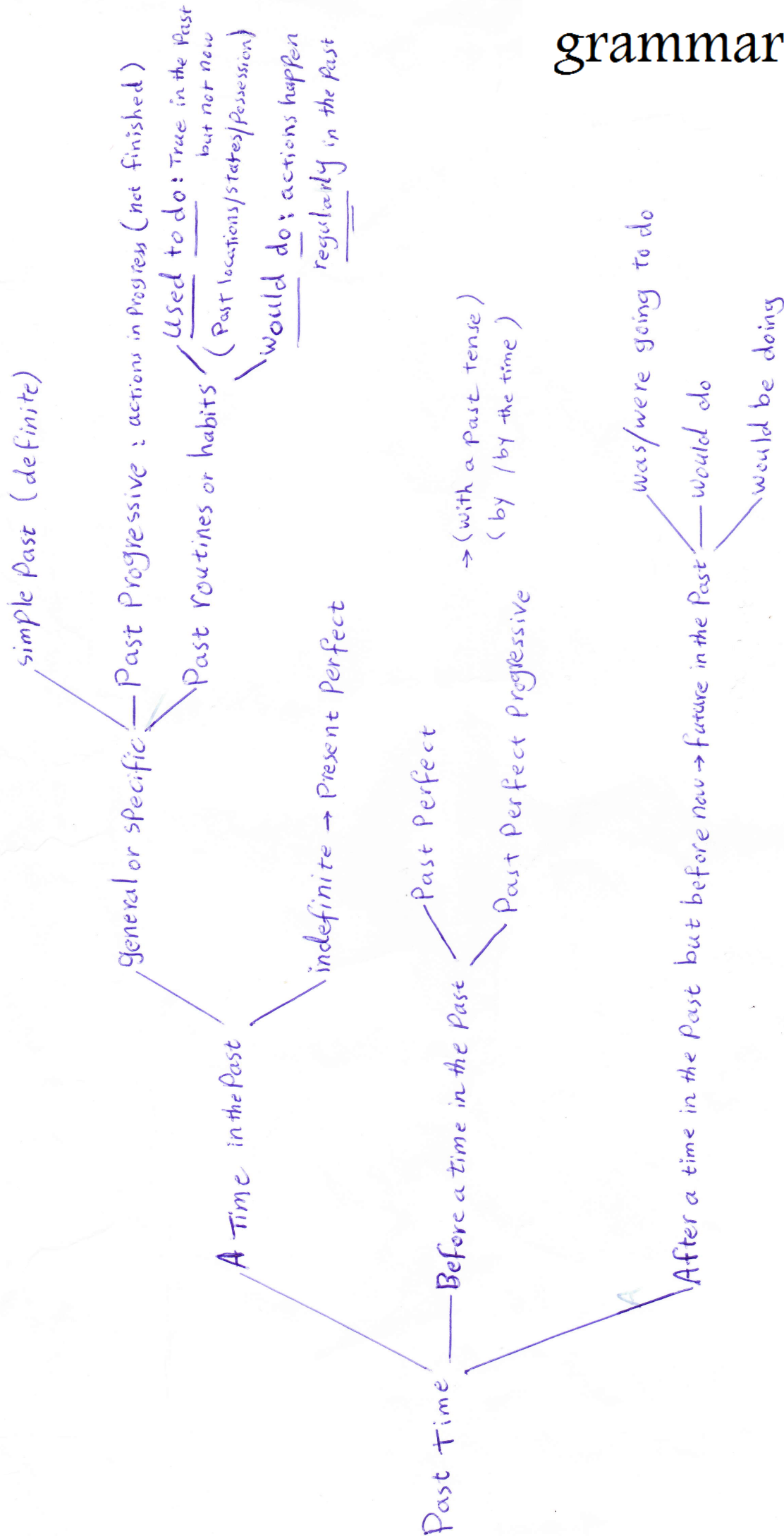


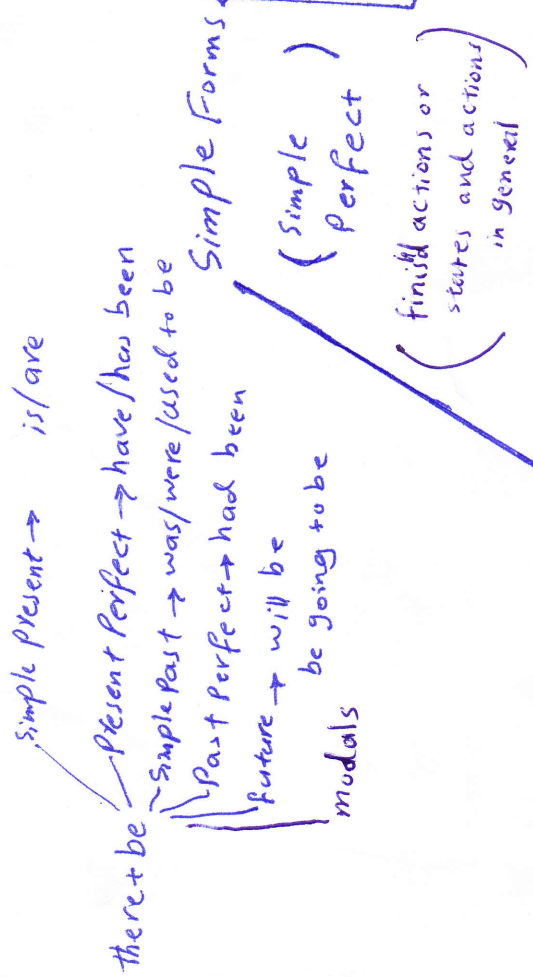
As soon as I get home, I'm going to do my homework.
 when I get home, I'll do my homework.
 First future action Second future action
 Dependent clause Independent clause

when
if
after before
as soon as

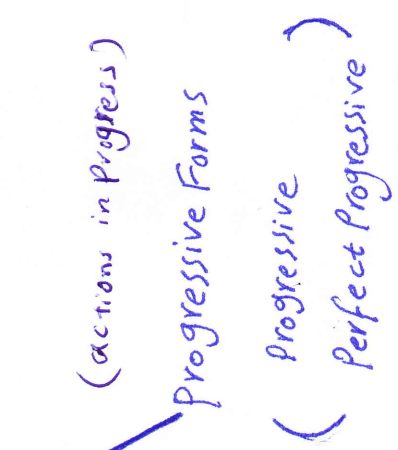
Two actions in the future →

UNIT FIVE





Contrasting Tenses
(Form & Use)



Types of verbs

- active (They show actions) : She is smelling the soup. _{A.V}
- stative (They show a state) : The soup smells nice. _{S.V}

Sequence of the tenses

- The same time frame : Present or Present Perfect with Present or Future
- Different time frames : Not in the same sequence

Longer or more Permanent actions

- : The Browns have lived in this city for 20 Years.
- : Mary works for Sony Company.

Finished actions

- : John has painted the room.

All of an action : Birds fly.

Shorter or more temporary actions

- : The Bakers have been living in this city for six months.
- : Tom is working for this company this year.

Unfinished actions (still in progress)

- : John has been painting the room.

Part of an action : Look, the birds are flying.

Past Perfect / Future in the Past

Past with Past

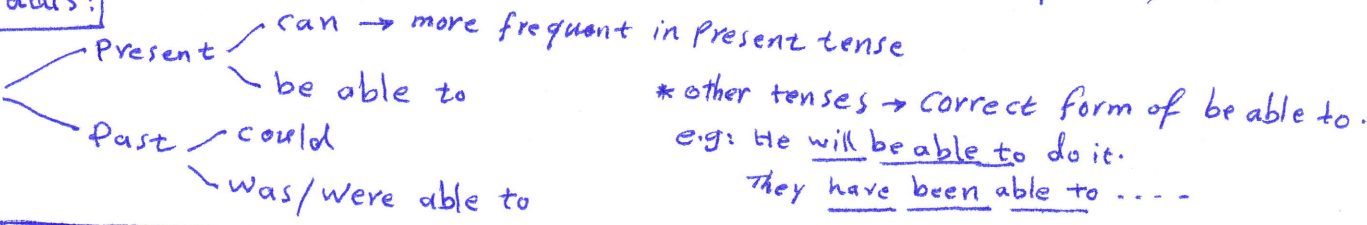
Present or Present Perfect with Present or Future

UNIT SEVEN

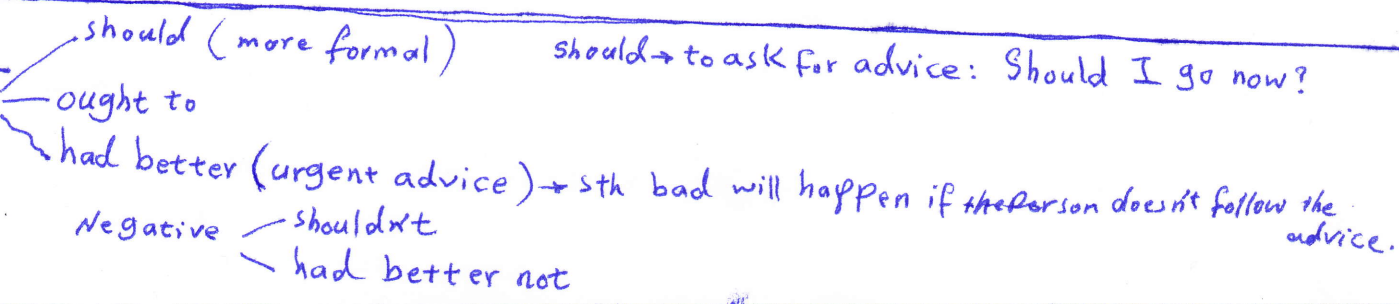
Modals (helping verbs) are used to show
 - Social Functions (advice, ...)
 - Logical Possibilities. (assumptions)

Uses of Modals:

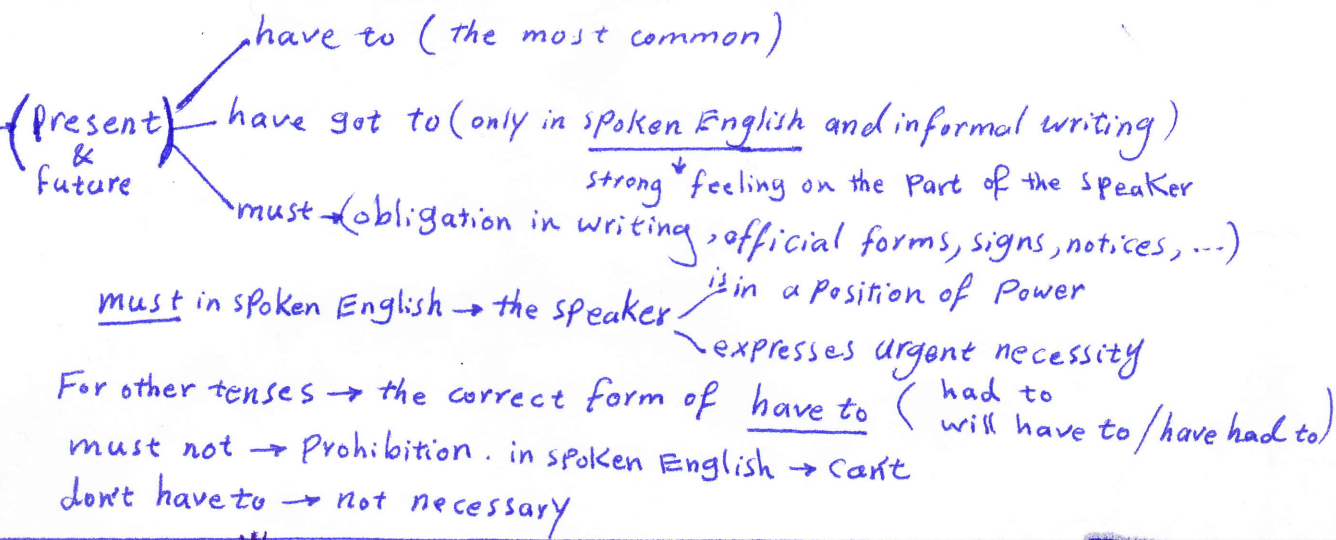
Ability



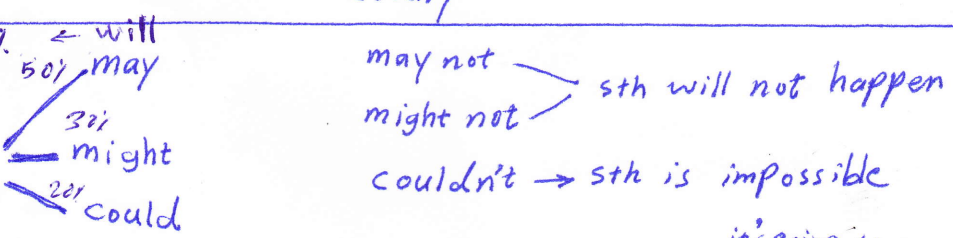
Advice



Necessity

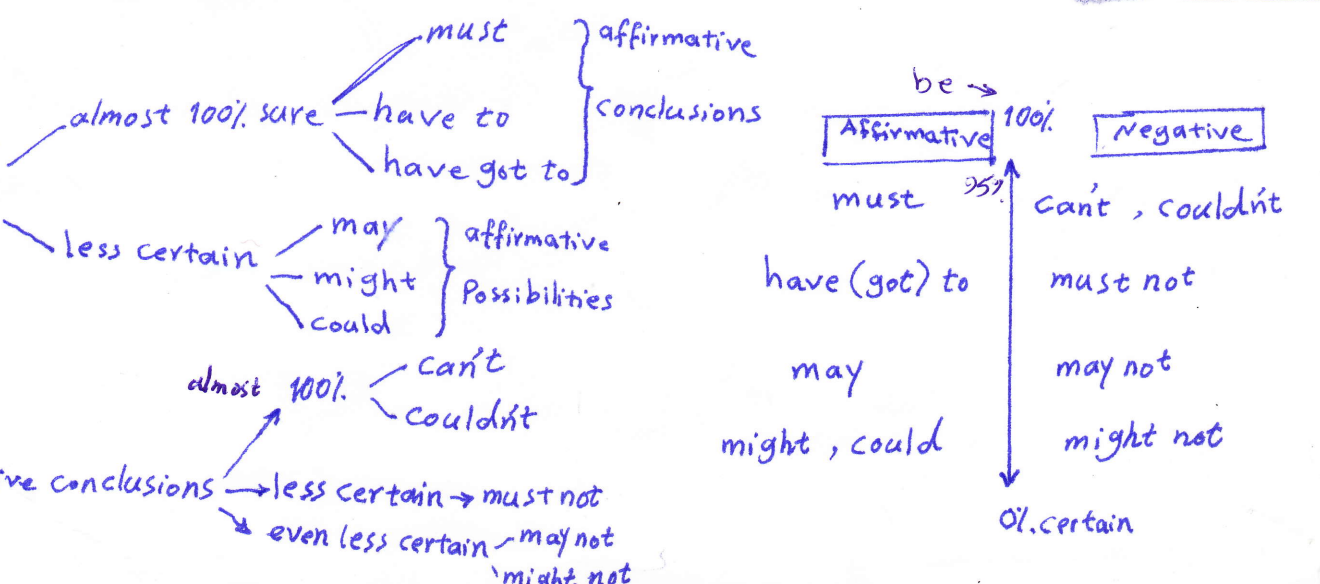


Future Possibility



In questions about possibility don't use may/might. Use will.
 { Do you think it will ...? Not May it rain?
 { Is it possible that ...?
 In short answers → may, might, could → -Do you think it will rain?
 -Yes, it may.

Assumptions (Best guesses)



UNITS EIGHT & NINE

The Use of Modals in the Past

Advisability & obligation

(a sense of regret) or blame

- should have
- ought to have
- could have
- might have

e.g: I should have applied to college. (I didn't apply to college, and I'm sorry.)

e.g: You might have told me. (You didn't tell me. That was wrong.)

could have → Past unused ability

Negative → only should not have (more common)

ought not to have e.g: You shouldn't have done that.

Question → should (not) have e.g: Should he have told me?

Pronunciation: could have /kʊdəv/ In writing → have not of Ought to /ɔ:ɪtə/ to

UNIT NINE

Speculations or possibilities

(about a Past) situation

may have + pp e.g: Mary was crying when she left school. She may have had an argument with the teacher.

might have + pp

Negative → may not have + pp
might not have + pp

could have + pp

Conclusions

(You are almost) certain

must have e.g: Tom was very happy after the exam. He must have done well on the exam.

had to have

(Tom & Mary)

In Negatives → couldn't have (a feeling of disbelief or impossibility)

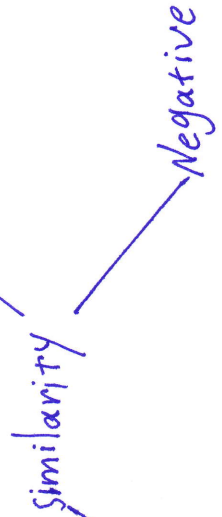
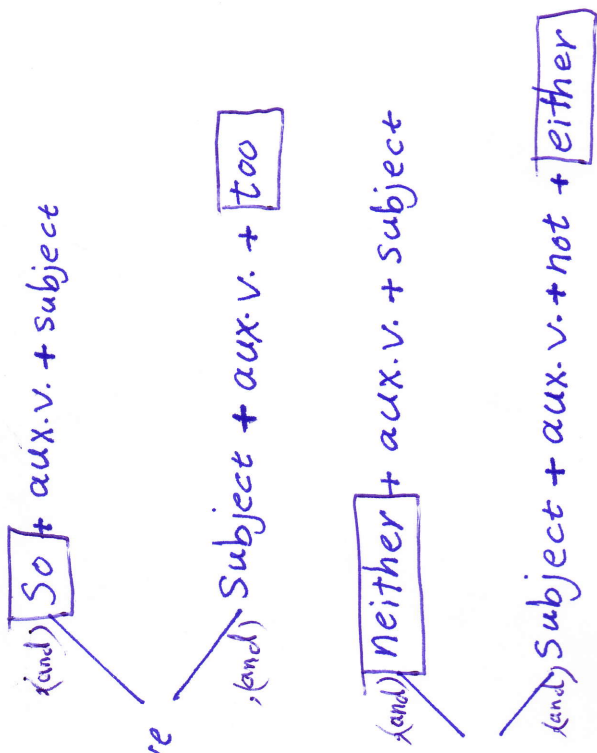
In questions → could have not may have or might have

In short answers to questions that include a form of be → use been, too.
contain other verbs → use only the modal + have

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Pronunciation → must have /mʌstəv/ In writing → have not of

UNIT FEN

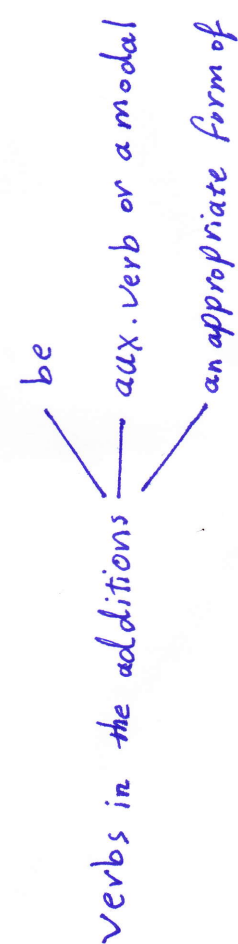


Sentence ^{but} addition

⊕ ⊖

⊖ ⊕

Contrast → but ⇒



In conversations use short responses for

In informal speech → Me too, Me neither

agreement → So, too, neither, not either

dis agreement → but