



PRE-INTERMEDIATE 2

GRAMMAR

H. Taghadosi



UNIT I-B

The Definite Article with Proper Nouns

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UNIT I-B

The is the definite article that cannot come with **proper nouns** (names of people, places or things).

But there are some exceptions to this rule:

I. **The** is used with plural proper nouns:

the Alps the Netherlands the Bahamas the Rockies

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UNIT I-B

2. **The** is frequently used with singular proper nouns referring to oceans, seas, rivers, canals, and deserts.

the Nile (River) the Atlantic (Ocean) the Sahara (Desert)

3. **The** is also used with certain singular proper nouns.

the Hague the Eiffel Tower the Taj Mahal the Middle East

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UNIT I-B

4. **The** is often used with proper nouns that include an “**of**” phrase.

the United States **of** America

the University **of** Minnesota

the International Swimming Hall **of** Fame

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UNIT 2

CLAUSES

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UNIT 2

What is a clause?

A part of a sentence which has a subject and a verb but its meaning is not complete:

I don't know what time it is. (Time is the subject and is , a verb!)

She doesn't understand what you say.



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UNIT 2

A clause is joined to the rest of the sentence with a **conjunction**. (Words like: **what, where, who, when ,which, etc.**)

Where he works is important to me.

I want to know when they will come.

Who can pass the test is a big question.

I'm interested in what you say.



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UNIT 2

Different types of clauses:

A. Adjective clauses:

The boy *who is sitting there* is my cousin.

(*who is sitting there* is giving you more information about the 'boy'. So it is an adjective clause!)



This is the dress *which I like to buy*.

(*which I like to buy* is giving you more information about the 'dress'. So it is an adjective clause!)



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UNIT 2

B. Adverbial Clauses:

Clauses that give you more information about verbs. (Information about place, time, etc.)

I will put it wherever you want.

(Wherever you want is an adverbial clause because it gives you more information about the place of the verb 'put').

C. Noun clauses:

I don't know where he lives.

(The clause functions as a noun in a sentence. Where he lives is a noun clause.)

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UNIT 2

Different functions of noun clauses:

A. Object of the sentence:

I don't know where he lives.

B. subject of the sentence:

What he did surprised me.

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UNIT 2

C. Object of preposition:

She was bored with what I was saying.

I'm interested in where she chooses to live.



Remember: A noun clause cannot have the structure of a question! It must be like a statement!

I don't know where does he live. (wrong)

I don't know where he lives. (right!)

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UNIT 2

We can change a **noun clause** into a **noun phrase** by using **infinitive with to** after the question word when the subjects are the same.

I don't know where I should buy that book. (noun clause)

I don't know where to buy that book. (noun phrase)

She can't decide what she can do on the weekend. (noun clause)

She can't decide what to do on the weekend. (noun phrase)

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UNIT 2

CLAUSES

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UNIT 2

What is a clause?

A part of a sentence which has a subject and a verb but its meaning is not complete:

I don't know **what time it is.(**Time** is the subject and **is** , a verb!)**

She doesn't understand **what you say.**



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UNIT 2

A clause is joined to the rest of the sentence with a **conjunction**. (Words like: **what, where, who, when ,which, etc.**)

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I'm interested in what you say.



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UNIT 2

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UNIT 2

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UNIT 2

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UNIT 2

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UNIT 2

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UNIT 3-A

Tell and Say (Imperatives)

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UNIT 3-A

Tell and **Say** are used to report other people's commands or requests.

Say is used to report the exact words someone has used.

The teacher **said**, “Pay attention.”

The doctor **said**, “Get plenty of exercise.”

My mother **said** (to me), “Don’t make any noise.”

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UNIT 3-A

Tell is used to *indirectly* report what a person has said.

John **told** Ted **to** clean up the room.

The teacher **told** the students **to** pay attention.

My father **told** me **not to drive** fast.

Mary **told** Sara **not to be** late for the meeting.

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UNIT 3-B

Indirect Speech

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UNIT 3-B

Don't ever/ never + simple form of the verb in direct reported speech change to **never+ infinitive** in indirect speech.

Tom **said**, “ **Don't ever** take that risk.”

Tom **said**, “ **Never take** that risk.”

Tom **told** John **never to take** that risk.

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UNIT 3-B

She **said**, “ **Don’t ever waste** your time.”

She **said**, “ **Never waste** your time.”

She **told** me **never to waste** my time.

The teacher **said**, “ **Don’t ever be** late for the class.”

The teacher **said**, “ **Never be** late for the class.”

The teacher **told** us **never to be** late for the class.,

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UNIT 3-B

Possessive adjectives and pronouns sometimes change when reporting commands indirectly.

Bob said to Mary, “ Give **me your** pen.”

Bob told Mary to give **him her** book.

My father said to me, “ Do **your** best.”

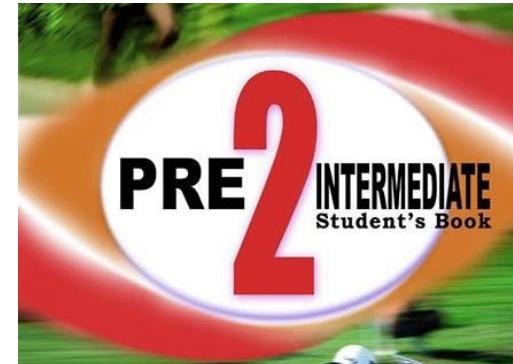
My father told me to do **my** best.

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GRAMMAR - Unit 4

Pre – intermediate 2





Modals

- Could
- Might
- Must



Grammar Notes 1 and 2

A. Dadvar

MODALS

Could

A

Physical or Mental Ability in the Past

She **could** ride a bike when she was six.
(*She had the ability to ride a bike.*)

He **could** speak English when he was two.
(*He knew how to speak English at that age.*)

B

Polite Request in the Present or Future

Could you help me with the dishes?
(*Please help me wash the dishes.*)

Could you tell me the time?
(*Please tell me what the time is.*)



Negative Form

could → couldn't

He could speak Farsi when he was two.

He **couldn't** speak English at that age .



Grammar Note 3

MODALS

Might

A Quick Review:
May is used to express probability.

A

possibility in the present or future

The vase is too heavy for her. She **might** break it.

B

possible but not very likely
(suggesting a smaller chance)

He **might** join the team tomorrow. (Perhaps a **30%** chance)

He **may** join the team tomorrow. (Perhaps a **50%** chance)



Grammar Note 4

A. Dadvar

MODALS

Must

A

Necessity and obligation

Meat **must** be cooked thoroughly.

B

Strong advice and orders

You **must** read that book.



“Must” vs. “Have (got) to”

- I. They both express necessity, obligation, strong advice, and orders.
- II. **Must** is generally used when the speaker decides that something is necessary, or needs to be done.
I **must** write a letter to my friend. (*I want to.*)
- III. **Have (got) to** is generally used when somebody else (not the speaker) has made the decision. (The obligation comes from “outside”.)

The students **have to** prepare the essays by Friday. (*The teacher wants them to.*)

GRAMMAR - Unit 4

Pre-Intermediate 2

A. Dadvar





Let's Review

MUST

1

Necessity and Obligation

Meat **must** be cooked thoroughly.

2

Strong Advice and Orders

You **must** read that book.

A. Dadvar



Negative

must not / mustn't

- **Must** is used to talk about necessity.
- **Must not** is **NOT** used to say that things are not necessary.
- **Must not** expresses strong prohibition.

don't / doesn't have to

-No obligation-

To express the idea that something is unnecessary use the negative form of **have to**.



Examples:

Children **mustn't** walk on the grass.
(*Walking on grass is prohibited in the park.*)

People **mustn't** smoke in hospitals.
(*Smoking is prohibited in hospitals. People have no choice in the matter.*)

You **don't have to** go to the bank.
(*You may go or not go to the bank. The decision is yours!*)

He **doesn't have to** wear a tie in our office.
(*He may wear or not wear a tie. It is up to him!*)



Questions and Short Answers

MUST

Subj. + must + main verb +

Must + subj. + main verb + ... ?

The nurse **must** watch the baby.



Must the nurse watch the baby?

Yes, he **must**. / No, he **mustn't**.

HAVE TO

Subj. + have/has to + main verb +

Do/Does + subj. + have to + main verb + ... ?

They **have to** wear a tie at work.

Do they **have to** wear a tie at work?

Yes, they **do**. / No, they **don't**.



Past Obligation

- Must has **NO** past form.
- Past obligation is usually expressed by using **had to**.

She **had to** stay in bed yesterday.

When I was six, I **had to** get up early every morning.



Grammar Note 7

Must

1

Necessity and Obligation

Meat **must** be cooked thoroughly.

2

Strong Advice and Orders

You **must** read that book.

3

Deduction or Conclusion

They **must** be tired.



Must to Express Deduction and Conclusion



Sue is taller than
Sam.



And **Sam** is taller
than **Ted**.



Then **Sue must** be
taller than **Ted**.

GRAMMAR - Unit 5

Pre-Intermediate 2

A. Dadvar





Grammar Note 1

Noun Modifiers or Adjectives

1

Single-Word Noun Modifiers

The **tall** man is our **new** teacher.

2

Phrasal Noun Modifiers (Adj. Phrases)

The tall man **in the office** is our teacher.

3

Adj. Clauses (Relative Clauses)

My father is the man **who works hard**.



Single-Word Noun Modifiers

ATTRIBUTIVE

used **before** the noun they modify

I have read an **interesting** book.

A **black** cat passed by.

PREDICATIVE

used **after** the verb **to be** and other **predicative verbs** (**become, grow, turn, go, get, feel, look, seem, and sound**)

This house looks **interesting**.

The cat was **black**.



Phrasal Noun Modifiers (Adjective Phrases)

- They are **prepositional phrases** that modify nouns or pronouns.
- They usually follow the noun they modify.

The girl **in the black uniform** is my cousin.

The show **after this one** is my favorite.



Adjective Clauses (Relative Clauses)

- They are **subordinating clauses** that modify nouns or pronouns.
- They always follow the **noun** they modify.
- They also follow the **phrasal noun modifiers**, if any.
- They are usually introduced by the relative pronouns (**who, whom, whose, which, and that**).

The **girls who** serve in the shop are hardworking.

The **students in class B whose** names are on the list will get a reward.

This is the **classroom in which** we study.

GRAMMAR - Unit 6

Pre-Intermediate 2

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the same + (noun) + as



My twin brother is wearing
the same shirt **as** I am.



Simon is **the same** height **as**
Fred is.



Adjective Clauses (Reduced Forms)

Relative pronouns **that**, **whom**, and **which** can be omitted if the clause **modifies objects**.

He is the gentleman **whom** I admire.

He is the gentleman I admire.



Grammar Note 3

- An adjective clause can begin with a preposition (formal English).

prep. + whom

The girl **to whom** I spoke is my cousin.

prep. + which

The window **through which** I saw him was broken.

prep. + that

(incorrect)



Grammar Note 3

- A preposition can also be used at the end of an adjective.

This is the scientist **to whom** I talked.

This is the scientist **whom** I talked **to**.

This is the scientist **that** I talked **to**.



Grammar Note 4

- **Adjective clauses** can often be reduced to **adjective phrases**.
(The meaning of the sentence will remain the same.)

The student **who is talking to the teacher** failed the exam.

The student **talking to the teacher** failed the exam.

Do you know the boy **who is sitting over there**?
Do you know the boy **sitting over there**?



Grammar Note 5

If there is no form of **be** in the adjective clause, the **subject relative pronoun** can be **omitted**. However, the **verb** should change to **-ing** form.

The people **who live next door** are very nice.

The people **living next door** are very nice.

GRAMMAR - Unit 7

Pre-Intermediate 2

Azar Dadvar





Conditional Sentences (Type I)



If you study hard, you will get a good grade.



Conditional Sentences (Type I)

if-clause (condition)

,

main clause (result)

•

- Conditional Sentences are used to express that the action in the main clause can only take place **when** a certain condition is fulfilled.
- The main clause states what will happen under the condition of the if-clause.



Conditional Sentences (Type I)

If Clause (condition)	Main Clause (result)
simple present	future

If we **win**, I **am taking** you out to dinner.

If we **win**, I **am going to take** you out to dinner.

If we **win**, I **take** you out to dinner.

If we **win**, I'll **take** you out to dinner.



if-clause \leftrightarrow main clause

If you don't hurry

you will miss the bus

,

•

You will miss the bus

×

if you don't hurry

•

When the **same verb** is used in the **if-clause** and the **result clause**, it is more common to use the verb **only in the first clause**.

If he doesn't **clean up**, I'll have to **clean up**.

→ If he doesn't **clean up**, I'll have to.

I'll have to **clean up**, if he doesn't **clean up**.

→ I'll have to **clean up**, if he doesn't.





More Examples

I'll **go** if she **goes**.

→ I'll **go** if she **does**.

I won't **go** if she **goes**.

→ I won't go if she **does**.

I won't **go** if she **doesn't go**.

→ I won't **go** if she **doesn't**.

If she **doesn't go**, I won't **go** either.

→ If she **doesn't go**, I won't either.

GRAMMAR - Unit 8

Pre-Intermediate 2

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Conditional Type I

Imperative

A

Order/Command

B

Request

C

Suggestion



The form of the verb used in the imperative is the **base form** of the main verb used **without a subject**.

A. Order/Command

If the machine doesn't work, **push** this button twice.

B. Request

If you go to the market. Please **buy** me an ice-cream.

C. Suggestion

If you're free tonight, let's **go** to the movies.



Modals in Conditional Sentences

- to express ideas such as permission, advice, future responsibilities, etc.

can

may

might

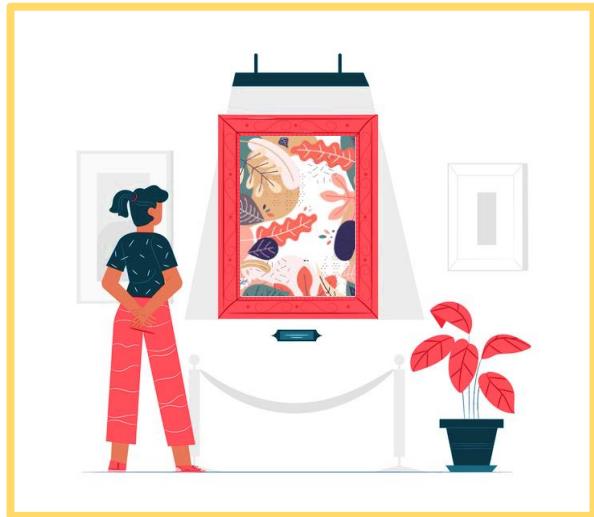
should

ought

must



If you finish your homework,
you **can** watch TV.



If you have a few hours to spare,
you **may** visit the museum.



If I have time, I **might**
make a cake.



If he doesn't feel well, he
should consult a doctor.



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