

Clauses & phrases

Participle Clauses

Participle Clauses

Knowing she loved reading, she got her friend a book.

Having bought tickets, we got on the plane to start our vacation.

Meaning

She already knew that her friend loves reading so she got her a book.
They bought tickets and then got on the plane to go on vacation.

Grammatical structure

Clauses and phrases: **participle clauses**
present participle (verb -ing) reduced clause, main clause

Participle Clauses

Usage

We use participle clauses to say information in a more economical way and to show literary style. **They are formed using the present and passive participle (given, standing, knowing, being, etc.) or the perfect participle (having seen, having bought, having been, etc.).** Present or passive participle clauses are used to talk about two actions that happen at the same time. They can also indicate a reason for an action. They are formed using the present participle (standing, knowing, being, etc.)

Being exhausted, I fell asleep during the movie.

I fell asleep during the movie because I was exhausted.

Opening the door, I noticed the bathroom was flooded.

Both the action of opening the door and seeing the flood happen at the same time.

Participle Clauses

Other
examples

Having walked in the park, he was tired.

Having finished her workout, she left the gym.

Standing in line, I realized I forgot my wallet.

Running late, she quickly grabbed her bag and rushed out the door.

Exhausted from the long journey, they decided to take a nap before exploring the city.

Having finished his work, he went for a walk in the park.

Surprised by the news, she couldn't contain her excitement.

Written by a renowned author, the book became an instant bestseller.

Participle Clauses

Participle clauses can be used at the beginning of sentences to add additional information or to create a sense of cohesion between ideas. Here's a guide on how to use participle clauses effectively at the beginning of sentences:

1. **Identify the participle form:** Participle clauses typically begin with a present participle ("-ing" form) or a past participle (usually ending in "-ed" or irregular forms).
2. **Make sure the subject of the main clause matches the subject of the participle clause:** The subject of the main clause and the participle clause should be the same to maintain clarity and avoid confusion.
3. **Ensure verb tense consistency:** The verb tense in the participle clause should be consistent with the main clause. For example, if the main clause is in the past tense, the participle clause should also reflect past actions.
4. **Use commas for clarity:** When using a participle clause at the beginning of a sentence, it's often helpful to separate it from the main clause with a comma. This helps to avoid confusion and clearly indicates the relationship between the clauses.
5. **Check for logical connections:** Participle clauses should provide additional information, describe the subject, or show a cause-and-effect relationship with the main clause. Ensure that the participle clause logically connects to the main clause and contributes to the overall meaning of the sentence.

Participle Clauses

Now, let's put it all together with an example:

Example: "Walking down the street, Sarah saw a dog."

- "Walking down the street" is a present participle clause. It describes the action of Sarah and acts as an adverbial phrase. It is a dependent clause because it cannot stand alone as a complete sentence.
- "Sarah saw a dog" is the main clause. It contains the subject "Sarah" and the verb "saw," and it expresses a complete thought. It is an independent clause because it can stand alone as a complete sentence.

In this example, the participle clause "Walking down the street" provides additional information about the main clause "Sarah saw a dog." It tells us what Sarah was doing when she saw the dog. The participle clause has been reduced from a full clause like "While Sarah was walking down the street."

Participle Clauses

Rewrite the sentences and add a perfect clause.

Mary has finished her homework. Mary went to bed.

Having finished her homework, Mary went to bed.

The movie had been released last week. The movie received positive reviews.

Having been released last week, the movie received positive reviews.

The team won the championship. The team celebrated their victory.

Having won the championship, the team celebrated their victory.

Participle Clauses

Rewrite the sentences and add a participle clause.

She was walking down the street. She noticed a beautiful sunset.

Walking down the street, she noticed a beautiful sunset.

She was listening to music. She relaxed and closed her eyes.

Listening to music, she relaxed and closed her eyes.

Relative Pronouns & Relative Clauses

Relative Pronouns & Relative clauses

We use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things

Subject	Object	Possessive
who	who/whom	whose
which	which	whose
that	that	-

Relative Clauses

Usage

1. We use relative clauses to make clear which person or thing we are talking about:

*-Marie Curie is the woman **who** discovered radium.*

*-This is the house **which** Jack built.*

*-Marie Curie is the woman **that** discovered radium.*

*-This is the house **that** Jack built.*

In this kind of relative clause, **we can use *that*** instead of *who* or *which*

2-We use relative clauses to give more information about a person, thing or situation:

*Lord Thompson, **who** is 76, has just retired.*

*We had fish and chips, **which** I always enjoy.*

Whose and whom

whose and whom

We use ***whose*** as the **possessive** form of *who*:

This is George, whose brother went to school with me.

whose and
whom

We sometimes use ***whom*** as the **object** of a verb or preposition:

This is George, whom you met at our house last year.

(*whom* is the object of *met*)

This is George's brother, with whom I went to school.

(*whom* is the object of *with*)

When & where

when and where

We can use *when* with times and *where* with places to **make it clear which time or place** we are talking about:

*England won the World Cup in 1966. It was the year when we got married.
I remember my twentieth birthday. It was the day when the tsunami happened.*

*Do you remember the place where we caught the train?
Stratford-upon-Avon is the town where Shakespeare was born.*

Practice

1. Neil Armstrong was the man _____ was the first human on the moon.

a- who b- whose c- which d- where

2. The man _____ father was sent to prison lives in my hometown.

a- who b- whose c- which d- where

3. The story, _____ was written by Najeeb, will probably win an award.

a- who b- whose c- which d- where

4. The pilot _____ is flying the plane is very clever.

a- who b- whose c- which d- where

5. Ali is the student _____ can answer these questions.

a- who b- whose c- which d- where

6. This is the house in _____ I live.

a- who b- whose c- which

7. I saw a sick old man _____ could not walk.

a- who b- whose c- which

8. This is the bus _____ I came on.

a- who b- whose c- which

9. The pupil _____ is clever succeeds every year.

a- who b- whose c- which

10. Fatima, _____ mother makes lovely cakes, has invited us to tea.

a- who b- whose c- which

Future Perfect Continuous Tense

Future Perfect Continuous Tense

Form

The future perfect continuous, also sometimes called the future perfect progressive, is a verb tense that describes actions that will continue up until a point in the future. The future perfect continuous consists of:

will + have + been + the verb's present participle (verb root + -ing).

Future Perfect Continuous Tense

Usage

When we describe an action in the future perfect continuous tense, we are projecting ourselves forward in time and looking back at the duration of that activity. The activity will have begun sometime in the past, present, or in the future, and is expected to continue in the future.

Future Perfect Continuous Tense

Examples

In November, **I will have been working** at my company for three years.

At five o'clock, **I will have been waiting** for thirty minutes.

When I turn thirty, **I will have been playing** piano for twenty-one years.

Put the verbs into the correct form

1. By the end of the week I (work) here for four months.

By the end of the week I will have been working here for four months.

2. By the end of this month we (live) together for six years.

By the end of this month we will have been living together for six years.

3. By the end of the term she (study) for nine years.

By the end of the term she will have been studying for nine years.

4. By midnight we (play) this computer game for 48 hours.

By midnight we will have been playing this computer game for 48 hours.

**Conjunction :Subordinating
conjunctions**

Conjunction :Subordinating**Common Subordinating Conjunctions**

Time-related Conjunctions	after, as soon as, as long as, before, once, still, until, when, whenever, while
Concession and Comparison Conjunctions	although, as though, even though, just as, though, whereas, in contrast to
Cause Conjunctions	as, because, in order that, since, so that
Condition Conjunctions	even if, if, in case, provided that, unless
Place Conjunctions	where, wherever, whereas

Subordinating conjunctions

What Is a Subordinating Conjunction?

Subordinating Conjunctions are words or word phrases that connect an independent clause to a dependent clause, creating a complex sentence.

Dependent clauses add details to the independent clause and emphasize the idea in the independent clause. They also cannot stand alone, because they don't convey a complete thought – they **depend** on the independent clause.

Subordinating conjunctions showing cause and effect

as, since, though, due to, provided that, because of, and unless

Ex:

-As Sherri blew out the candles on top of her birthday cake, she caught her hair on fire.

Examples -He could not go to the party because his homework was not finished.

-Due to his fear of sharks, the boy refused to swim in the ocean.

Subordinating conjunctions signalling relationships of time or place

once, while, when, whenever, where, wherever, before, and after.

Ex:

-This is the house where I grew up.

Examples

-Everywhere I go, you always seem to be nearby.

-The dog needs to go out as soon as you get home.

-Before you leave, I need you to take this survey of your experience.

Conditional Relationships

If, Unless, Assuming that

Ex:

This is the house where I grew up.

Everywhere I go, you always seem to be nearby

Examples

We can go to the park if you clean your room.

Assuming that everyone is free this weekend, we can get together for dinner.

Concession/Contrasting Relationships

Although, Though, Whether, While, Even though.

The underlined portion of the sentence shows the dependent clause, starting with the subordinating conjunction:

Examples

- That man is one of the greediest people though he is far wealthier than others.
- While they are highly intelligent, those children have little common sense.

Due to unforeseen circumstances, the shop is closed.

The cause of the damage was a fire in the forest.

The marine life was destroyed **as a consequence of** pollution in the rivers.

Functional
language
point

Describing causes and consequences

Associated
grammar

Noun and verb forms, preposition (of, by), subordinating conjunction

Choose the correct answer:

1. _____ the basement flooded, we spent all day cleaning up.
1. After ✓
 2. Although
 3. Before
 4. Even if
2. I don't want to go to the movies _____ I hate the smell of popcorn.
1. Although ✓
 2. Because
 3. Whenever
 4. So that
- GRAMM of popcorn.

1. I paid Larry, _____ garden design work is top-notch.
Whenever Whose ✓
After If
2. _____ spring arrives, we have to be prepared for more snow.
Because Until
Although Now that
3. _____ the alarm goes off, I hit the snooze button.
As soon as Because
Before Now that

passives

Passives

Form

Be + -ed (past participle)

The most common passive structure is *be + -ed* form:

Ex:

Five million people watch the show every week. (active present simple of watch)

The show is watched by five million people every week. (passive present simple of be + -ed form of watch)

Active and passive voice

What is
the
difference
?

The active voice is the typical word order. We put the subject (the topic or the theme) first. The subject is the 'doer' or agent of the verb:

Edward Barnes designed these houses in the 1880s. (active)

In the passive, the person or thing that the action was done to becomes the topic or theme. We can leave out the 'doer' or agent, or we can place the 'doer' in a prepositional phrase (*by + 'doer'*):

These houses were designed in the 1880s. (passive without agent)

These houses were designed in the 1880s by Edward Barnes. (passive + by + doer)

The table gives examples of the most common forms in the passive.

tense	be form		examples
present simple	<i>am</i> <i>are</i> <i>is</i>		<i>Am I invited too?</i> <i>One or two new types of insect are found in Britain each year.</i> <i>It's not made in China.</i>

present continuous	<i>am</i> <i>are</i> <i>is</i>	<i>being</i>
past simple	<i>was</i> <i>were</i>	

Am I being recorded?

*We're already **being served**, thanks.*

*That computer **isn't being used** any more.*

*The story **was reported** in yesterday's paper.*

*We didn't know what was in the boxes. They **weren't labelled**.*

past simple

was

were

*The story **was reported** in yesterday's paper.*

*We didn't know what was in the boxes. They **weren't labelled**.*

past continuous

was

were

being

Was he being examined?

*They **were being watched** carefully.*

present
perfect simple

have
has

been

+ -ed
form

Haven't they been asked to the wedding?

He's been hurt.

past perfect
simple

had

been

An important discovery had been made.

Had he been injured in the war?

modal simple	can	be	<p>Reservations can be accepted up to 24 hours before arrival.</p> <p>I don't think I'll ever be paid.</p> <p>Might we not be allowed to go in?</p>
modal continuous	could may must	be being	<p>She couldn't still be being interviewed.</p> <p>The photocopier may be being repaired.</p> <p>It must be being done now.</p>

modal perfect
simple

could
must

have
been

Do you think we **could have been heard**?

The document **must have been written** when they sold the house.

Verbs with two objects

Usage

Verbs with two objects

When verbs have two objects, either object can be the theme or subject of the passive structure, depending on what we want to focus on:

*Her mother **gave** each child a present. (active)*

*A present **was given** to each child (by her mother). (passive)*

*Each child **was given** a present (by her mother). (passive)*

Change Active Voice into Passive Voice

1. The dog chased the cat.

The cat was chased by the dog.

2. Miss Mary teaches us English.

English is taught to us by Miss Mary.

3. Shiva was flying a kite.

A kite was being flown by Shiva.

4. My sister has drawn this portrait.

This portrait has been drawn by my sister.

Change Active Voice into Passive Voice

1. The people were helping the wounded woman.

The wounded woman was being helped by the people.

2. Sam had taken the medicines.

The medicines had been taken by Sam.

3. The player is taking extra time.

Extra time is being taken by the player.

4. The lion attacked the zebra.

The zebra was attacked by the lion.

Reported Speech

Reported Speech

Knowing she loved reading, she got her friend a book.

Having bought tickets, we got on the plane to start our vacation.

Meaning

Reported speech or indirect speech is the form of speech used to convey what was said by someone at some point of time.

Grammatical structure

Subject said that (report whatever the speaker said)

Reported Speech: change of tense

Direct Speech	Reported Speech
Simple Present Example: Preethi said, "I cook pasta."	Simple Past Example: Preethi said that she cooked pasta.
Present Continuous Example: Preethi said, "I am cooking pasta."	Past Continuous Example: Preethi said that she was cooking pasta.
Present Perfect Example: Preethi said, "I have cooked pasta."	Past Perfect Example: Preethi said that she had cooked pasta.
Present Perfect Example: Preethi said, "I have been cooking pasta."	Past Perfect Continuous Example: Preethi said that she had been cooking pasta.

Reported Speech: change of tense

<p>Simple Past</p> <p>Example: Preethi said, "I cooked pasta."</p>	<p>Past Perfect</p> <p>Example: Preethi said that she had cooked pasta.</p>
<p>Past Continuous</p> <p>Example: Preethi said, "I was cooking pasta."</p>	<p>Past Perfect Continuous</p> <p>Example: Preethi said that she had been cooking pasta.</p>
<p>Past Perfect</p> <p>Example: Preethi said, "I had cooked pasta."</p>	<p>Past Perfect (No change)</p> <p>Example: Preethi said that she had cooked pasta.</p>
<p>Past Perfect Continuous</p> <p>Example: Preethi said, "I had been cooking pasta."</p>	<p>Past Perfect Continuous (No change)</p> <p>Example: Preethi said that she had been cooking pasta.</p>

Reported Speech: change of modals

Direct Speech	Reported Speech
Will	Would
May	Might
Can	Could
Shall	Should
Has/Have	Had

Reported Speech: change of Adverbs of time

Adverbs of Time	
Now	Then
Today	That day
Tomorrow	The next day / The following day
Yesterday	The previous day
Tonight	That night
Last week	The week before
Next week	The week after
Last month	The previous month
Next month	The following month
Last year	The previous year
Next year	The following year

Reported Speech: pronouns

Direct Speech	Reported Speech
I	He, she
Me	Him, her
We	They
Us	Them
You	He, she, they
You	Him, her, them
My	His, her

Reported Speech: pronouns

Mine	His, hers
Our	Their
Ours	Theirs
Your	His, her, their
Yours	His, hers, theirs

Examples of Reported Speech

Example S

- Sara said that she would be auditioning for the lead role in *Funny Girl*.
- Ali requested us to help him with the algebraic equations.
- Hind asked me if I knew where her car keys were.
- Saeed told me that he would help me out after lunch.
- The police ordered everyone to leave from the bus stop immediately.
- Hamad said that he was drawing a caricature.

Transform the following sentences into reported speech by making the necessary changes.

1. Rachel said, "I have an interview tomorrow."

Rachel said that she had an interview the next day.

2. Anna said, "I look forward to meeting you."

Anna said that she looked forward to meeting me.

3. The teacher said, "Make sure you complete the homework before tomorrow."

The teacher told us to make sure we completed the homework before the next day.

4. Jade said, "My sister is moving to Los Angeles."

Jade said that his sister was moving to Los Angeles.

After years of hard work and dedication, the day finally arrives when you graduate from school. The world stands before you, filled with opportunities and possibilities. Life after school can be an exciting and transformative journey. Let's explore what lies ahead.

Life after school is like a blank canvas waiting to be painted with your dreams. It's a time of self-discovery and growth, where you have the freedom to choose your path. Some may decide to pursue higher education, digging deeper into their fields of interest. Others may choose to enter the workforce, eager to apply their knowledge and skills in practical settings.

Regardless of the chosen path, life after school often comes with newfound responsibilities and challenges. It's a time when you must navigate the complexities of adulthood, making important decisions about careers, finances, and relationships. It may require determination and flexibility to overcome obstacles and find your place in the world.

Life after school also offers opportunities for personal and professional development. You have the chance to explore your passions, sharpen your talents, and continue learning beyond the confines of the classroom. It's a time to broaden your horizons, embrace new experiences, and embrace lifelong learning.

Q. Read the text then choose the correct answers

1. What is the main idea of the passage?

- Life after school is filled with responsibilities and challenges.
- Life after school is the end of opportunities and possibilities.
- Life after school is a time for rest and relaxation.

2. What does the phrase "blank canvas" in the passage mean?

- A time to pursue higher education.
- A time to start a new job.
- A time to shape one's future.

Q. Read the text then choose the correct answers

3. Which of the following is NOT mentioned as a possible option after school?

Pursuing higher education.

Entering the workforce.

Traveling the world.

4. What does the passage say about the challenges of life after school?

There are no challenges; life is easy.

Challenges may require determination and adaptability.

Challenges are only present in the classroom.

Q. Read the text then choose the correct answers

5. According to the passage, what opportunities does life after school offer?

- Opportunities for personal and professional development.
- Opportunities to escape responsibilities.
- Opportunities to forget what was learned in school.

6. What is the tone of the passage?

- Depressing
- Encouraging
- Disinterested

Q. Read the text then choose the correct answers

7. What phrase best describes the feeling of life after school?

- A time of inactivity and disappointment.
- A time of joy and excitement.
- A time of isolation and loneliness.

8. What does the passage suggest about lifelong learning?

- It is unnecessary after completing school.
- It is limited to the classroom.
- It is an essential and a connected part of life after school.

Q. Read the text then choose the correct answers

9. What can be inferred about the author's perspective on life after school?

- The author believes life after school is difficult to navigate.
- The author believes life after school offers limited opportunities.
- The author believes life after school is an exciting and transformative journey.

10. How would you summarize the main message of the passage?

- Life after school is filled with hardships and regrets.
- Life after school is a time to relax and take a break.
- Life after school is an opportunity for growth and exploration.

A healthy mind and a healthy body are interconnected and vital for overall well-being. When we prioritize mental and physical health, we can lead fulfilling and balanced lives.

Having a healthy mind involves maintaining good mental health. This includes managing stress, practicing self-care, nurturing positive relationships, and engaging in activities that promote emotional well-being. Taking time for relaxation, practicing mindfulness, and seeking support when needed are all essential aspects of maintaining a healthy mind.

A healthy body, on the other hand, relies on regular physical activity, proper nutrition, and adequate rest. Engaging in exercise not only strengthens our muscles and improves cardiovascular health but also releases endorphins, promoting a positive mood. Eating a balanced diet rich in nutrients fuels our bodies, supporting overall health and immune function. Prioritizing sufficient sleep allows our bodies and minds to recharge, promoting optimal functioning.

The connection between a healthy mind and body is equal. Engaging in physical activity boosts our mental well-being by reducing stress, improving cognitive function, and enhancing self-esteem. Similarly, when we prioritize our mental health, we are more likely to make choices that support our physical well-being, such as adopting healthier habits and seeking proper medical care when needed.

By nurturing a healthy mind and body, we can experience improved resilience, increased energy levels, and a greater sense of happiness and performance in our lives. Taking care of ourselves allows us to thrive and better manage the challenges that come our way.

1. What is the relationship between a healthy mind and a healthy body?

a) They have no relationship

b) They are completely independent of each other

■ They are interconnected and important for overall well-being

2. What are some aspects of maintaining a healthy mind?

a) Regular physical activity and proper nutrition

■ Managing stress and practicing self-care

c) Engaging in relaxation techniques and seeking medical care

3. What are the benefits of regular physical activity?

- a) Strengthening muscles and improving cardiovascular health
- b) Enhancing cognitive function and reducing stress
- c) Promoting positive mood and releasing endorphins

All of the above

4. How does a balanced diet contribute to a healthy body?

- It supports overall health and immune function
- b) It promotes positive mental well-being
- c) It helps manage stress and improve self-esteem

5. How does prioritizing mental health impact physical well-being?

- a) It reduces stress and improves cardiovascular health
- b) It promotes a positive mood and encourages relaxation
- It leads to healthier habits and better medical care choices
- d) It strengthens muscles and increases energy levels

6. What are the potential benefits of nurturing a healthy mind and body?

- a) Improved resilience and increased energy levels
- Reduced cognitive function and weakened immune system
- b) None of the above
- c) None of the above

7. How can physical activity affect mental well-being?

a) It increases stress levels and reduces self-esteem

■ It promotes a positive mood and enhances cognitive function

c) It has no impact on mental well-being

8. What is the importance of sufficient sleep for overall well-being?

■ It allows the mind and body to recharge and function optimally

b) It promotes positive relationships and emotional well-being

c) It releases endorphins and strengthens the immune system

9. How does practicing mindfulness contribute to a healthy mind?

a) It strengthens muscles and improves cardiovascular health

■ It reduces stress and enhances self-esteem

c) It promotes positive relationships and social activities

10. What are some benefits of a healthy mind and body?

a) Increased stress levels and decreased energy levels

b) Weakened immune function and reduced resilience

■ Improved resilience and increased happiness and fulfillment