

## Grammar

### UNIT 1: IT'S PERSONAL!

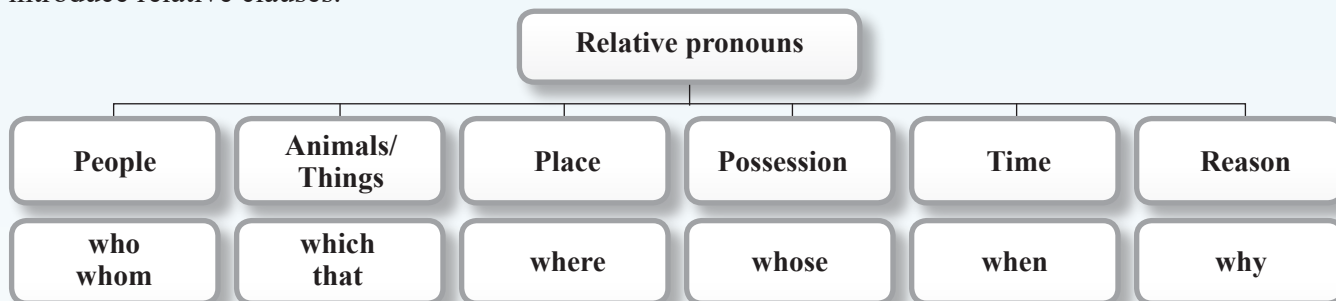
#### Present simple and present continuous tense

Present simple Subject + verb	Present continuous Subject + verb to be + verb-ing
<b>To talk about permanent situations</b> → I live in Bukit Tembok.	<b>To talk about actions happening now</b> → Maya isn't talking to Peter in the classroom.
<b>To express truths and facts</b> → Omyakon is the coldest place on Earth.	<b>To indicate temporary situations</b> → The circus is performing in town until the 23 <sup>rd</sup> .
<b>To show habits</b> → We always have dinner at 7 p.m.	<b>To show changing situations</b> → My brother is getting taller and taller each day.
<b>To indicate scheduled events (future)</b> → The concert starts at 8 p.m.	<b>To express plans and arrangements (future)</b> → We are watching a movie at Park Mall cinema tonight.

**Stative verbs** – Stative verbs describe state instead of action. They are usually related to emotions and thoughts.

<b>Emotion verbs</b>	love, hate, admire, dislike, appreciate, loathe
<b>Thinking verbs</b>	doubt, think, know, forget, remember, realise
<b>Sense verbs</b>	hear, feel, taste, touch, see

**Relative clauses** – to join two clauses together to give more information about something. It is used to introduce relative clauses.



- There are **two** types of relative clauses:

Defining clauses	Non-defining clauses
<ul style="list-style-type: none"> <li>• do not put in commas.</li> <li>• give more information about the noun that is being talked about and is needed in order to know what is being talked about.</li> </ul>	<ul style="list-style-type: none"> <li>• usually put in commas to separate the clauses.</li> <li>• give extra information about something, but the information isn't needed to understand the sentence.</li> </ul>
→ She's the teacher who <b>won</b> the excellence in teaching award. → There's a photo with the letter <b>that</b> came today.	→ My father, <b>who is 65</b> , is retiring today. → The bag, <b>which cost a fortune</b> , was a gift from my brother.

## UNIT 2: LIFE'S GREAT MYSTERIES

### Simple Past vs. Past Continuous

#### Simple Past vs. Past Continuous

##### Simple Past

- Used to talk about completed actions in the past.
- We **went** to the Mysteries of Egypt exhibition **last night**.
- Scientists **revealed** the remains of an ancient mummy in Saqqara **last year**.

##### Past Continuous

- Actions that were ongoing in the past.  
→ The detective **was investigating** the case **into the wee hours of the morning**.
- Two events taking place at the same time.  
→ The archaeologist's assistant **was writing** notes **while** he **was digging** up the bones.
- An action happening in the past that was interrupted.  
→ The duke **was enjoying** his dinner **when he heard** a strange noise outside.

### Used to, would, be/get used to

Used to	Would	Be/Get used to
used to + base verb	would + base verb	be used to + ing-verb/ be used to + noun
		get used to + ing-verb/ get used to + noun
<ul style="list-style-type: none"> <li>• something often done in the past but no longer done now.</li> </ul>	<ul style="list-style-type: none"> <li>• something often done in the past but no longer done now.</li> <li>• not used with stative verbs (verbs that describe state not action)</li> </ul>	<ul style="list-style-type: none"> <li>• be used to – to be accustomed to doing something.</li> <li>• get used to – to start becoming accustomed to doing something.</li> </ul>
<ul style="list-style-type: none"> <li>• I <b>used to</b> read mystery novels when I was younger.</li> <li>• I <b>didn't use to</b> read mystery novels when I was younger.</li> <li>• <b>Did</b> you <b>use to</b> read mystery novels when you were younger?</li> </ul>	<ul style="list-style-type: none"> <li>• James <b>would</b> always know the solution.</li> <li>• James <b>wouldn't</b> always know the solution.</li> <li>• <b>Would</b> James always know the solution?</li> </ul>	<ul style="list-style-type: none"> <li>• Kiara <b>is used to</b> working in the lab./Kiara is <b>getting used to</b> working in the lab.</li> <li>• Kiara <b>isn't used to</b> working in the lab./Kiara <b>didn't get used to</b> working in the lab.</li> <li>• Is Kiara <b>used to</b> working in the lab?/Has Kiara <b>gotten used to</b> working in the lab?</li> </ul>

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### UNIT 3: THE WORLD OF SPORT

#### Present Perfect Simple and Present Perfect Continuous

	Present Perfect Simple	Present Perfect Continuous
Form	Subject + has/have + past participle verb → Mimi <b>has played</b> hockey for years.	Subject + has/have + been + verb-ing → Mimi <b>has been playing</b> hockey for years.
To	<ul style="list-style-type: none"> <li>show an action which has just been completed. → The athletes <b>have just completed</b> their training.</li> </ul>	<ul style="list-style-type: none"> <li>show actions which have yet to be completed. → Erina and Fifi <b>have been playing</b> tennis since 4 p.m.</li> </ul>
	<ul style="list-style-type: none"> <li>give emphasis on the result of a past action. → Kumar <b>sprained</b> his ankle, so he <b>has to sit</b> this match out.</li> </ul>	<ul style="list-style-type: none"> <li>give emphasis on the length of the action. → Rocco <b>has been jogging for</b> two hours.</li> </ul>
	<ul style="list-style-type: none"> <li>show actions that continue up to the present time. → Mrs Lim <b>has coached</b> her school swimming team <b>for years</b>.</li> </ul>	<ul style="list-style-type: none"> <li>indicate recent completed continuous actions in the past that have a result on the present. → I'm tired because <b>I've been playing</b> tennis.</li> </ul>
Negative	<ul style="list-style-type: none"> <li>I have not completed training.</li> </ul>	<ul style="list-style-type: none"> <li>I have not been training.</li> </ul>
Question	<ul style="list-style-type: none"> <li>Have you completed training?</li> </ul>	<ul style="list-style-type: none"> <li>Have you been training?</li> </ul>

#### Present Perfect Simple vs. Past Simple

	Present Perfect Simple	Past Simple
Form	Subject + has/have + past participle verb	Subject + past tense form of the verb
To	<ul style="list-style-type: none"> <li>express events that happened in the past and still continue to the present. → Carl <b>has coached</b> the volleyball team for three years. (He still does)</li> </ul>	<ul style="list-style-type: none"> <li>express completed events. → Carl <b>coached</b> the volleyball team in 2019. (He doesn't anymore)</li> </ul>
	<ul style="list-style-type: none"> <li>indicate unspecified time in the past. → I've <b>visited</b> that stadium <b>in 2010</b>.</li> </ul>	<ul style="list-style-type: none"> <li>indicate a specific time in the past. → I <b>went</b> to that stadium <b>two months ago</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>show the result of something. → They've <b>already completed</b> their warm-ups.</li> </ul>	<ul style="list-style-type: none"> <li>indicate a series of finished actions in the past. → They <b>did</b> some warm-ups and <b>got</b> ready for the race.</li> </ul>

#### Time Expressions

+ Present Perfect Simple	+ Present Perfect Simple and Present Perfect Continuous
<ol style="list-style-type: none"> <li><b>Ever – at any time</b> → Have you <b>ever</b> tried rock-climbing?</li> <li><b>Never – at no time at all</b> → Maureen <b>has never been</b> to Wimbledon.</li> <li><b>Just – a short time ago</b> → Jiman has <b>just swam</b> four laps around the pool.</li> <li><b>Already – before or by the time in question</b> → Coach has <b>already taken</b> out the equipment.</li> </ol>	<ol style="list-style-type: none"> <li><b>How long – what duration</b> → <b>How long</b> has Suzy <b>coached</b> the team? → <b>How long</b> has Suzy <b>been coaching</b> the team?</li> <li><b>For – period of time</b> → She <b>has dived/has been diving for</b> years.</li> <li><b>Since – starting point in the past</b> → Remy <b>has ice-skated/has been ice-skating since</b> he was 3 years old.</li> <li><b>Recently – lately</b> → I <b>haven't gone/haven't been going</b> sky diving <b>recently/lately</b>.</li> </ol>

## UNIT 4: SHOPPING THERAPY

### Past Perfect

Past Perfect Tenses	
Past Perfect Simple (had + past participle)	Past Perfect Continuous (had been + v-ing)
<ul style="list-style-type: none"> <li>Talk about time up to a certain point in the past.</li> </ul> <p>→ The children <b>had finished</b> all the food before we even reached the seaside.</p>	<ul style="list-style-type: none"> <li>To talk about an action which started in the past and continued up to another point in the past.</li> </ul> <p>→ Nona <b>had been working</b> at the boutique for two months when she was suddenly got <b>laid</b> off.</p>
<ul style="list-style-type: none"> <li>To show that an action happened before another in the past.</li> </ul> <p>→ When we arrived, the mall <b>had closed</b>.</p>	<ul style="list-style-type: none"> <li>To show emphasis on how long something had been going on in the past.</li> </ul> <p>→ We <b>had been getting</b> takeaways for months before we <b>decided</b> that it was time to stop.</p>
	<ul style="list-style-type: none"> <li>To show the result of a past action.</li> </ul> <p>→ The supermarket staff <b>had been stocking up</b> the shelves all night, so they <b>were</b> very tired.</p>

### The Simple Past and Past Perfect Tense

- Use the simple past in sentences when we know which of the two actions happened first.
- We **drove** the car and **went** to the zoo.
- In certain sentences, we can use a combination of the past perfect tense with the simple past. In this case, we use the past perfect tense to talk about the action that happened first.
  - Often, time expressions like ‘before’, ‘after’, ‘until’ etc are used.
- We put the shopping bags in the car after **we had paid** for them.
- I wasn’t aware that I **had spent** so much until I checked the receipts.

## UNIT 5: THE ENVIRONMENT

Future Simple Subject + will + base verb	Future Continuous Subject + will + be + verb-ing
<ul style="list-style-type: none"> <li>decisions made at the time of speaking → <b>I will (I'll) sort out</b> the trash right now.</li> </ul>	<ul style="list-style-type: none"> <li>actions in progress at a future time → The protest by <b>the animal rights group will be starting</b> at 10 a.m.</li> </ul>
<ul style="list-style-type: none"> <li>promises, refusals, requests and offers → <b>The Green Society will organise</b> a 'Plant-A-Tree' campaign soon.</li> </ul>	<ul style="list-style-type: none"> <li>future plans → The <b>farmers will be harvesting</b> their crops in June.</li> </ul>
<ul style="list-style-type: none"> <li>predictions and facts → <b>There'll be</b> another eruption soon. → <b>The sun will rise</b> tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>action happening now and is expected to continue up to some time in the future. → <b>Glaciers will still be melting</b> in years to come.</li> </ul>

<b>Shall</b> <b>Shall + subject + verb</b>	<ul style="list-style-type: none"> <li>to make offers/suggestions/promises → <b>Shall</b> we sign up for the Earth Day activities?</li> </ul>
<b>Be going to</b> <b>Subject + be going to + verb</b>	<ul style="list-style-type: none"> <li>Make future predictions → The volcano <b>is going to</b> erupt soon.</li> </ul>

Future perfect simple Subject + will + have + past participle	Future perfect continuous Subject + will + have + been + verb-ing
<ul style="list-style-type: none"> <li>To show that something will be completed before a specified time in future. → The <b>conservation centre</b> for tapirs <b>will have opened</b> by June.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about an action that will have continued to sometime in the future. → At 2 p.m., <b>we will have been cleaning</b> out the drain for five hours.</li> </ul>
<ul style="list-style-type: none"> <li>To show a specified duration that an action has taken place in the future. → <b>Jamie will have worked</b> at Greenpeace organisation for exactly 20 years next month.</li> </ul>	

Temporals (Time words and expressions)
<ul style="list-style-type: none"> <li>When two clauses are joined by time expressions, the future tense is used in the main clause while the present simple is used in the time clause. → More people <b>will know</b> about ways to go green <b>when</b> the website is finally up and running.</li> </ul>
<ul style="list-style-type: none"> <li>The present perfect tense is used to stress that an earlier action will be completed before another one starts. → <b>I will wait</b> here <b>until you've finished your essay</b> about global warming.</li> </ul>

## Grammar

### UNIT 6: CRIME

#### Modals (1)

- Modals are helping verbs that are used to express ideas like *ability*, *permission*, *requests* etc.
- The verb after a modal verb is usually in the base form.

<b>Ability</b>	can/can't/ am able to/am not able to	To ask/talk about the ability/ inability to do something in the simple present.	<ul style="list-style-type: none"> <li>• I <b>can/can't</b> climb up these stairs.</li> <li>• I'm <b>able to/I'm not able to</b> decipher this code.</li> </ul>
	could/couldn't was/were able to/ wasn't/weren't able to	To ask/talk about the ability/ inability to do something in the past.	<ul style="list-style-type: none"> <li>• <b>Could</b> Sandra speak five languages when she was five years old?</li> <li>• The children <b>were/weren't able to</b> guess who the culprit was.</li> </ul>
<b>Permission</b>	can/can't	To ask/give permission (or not) to do something.	<ul style="list-style-type: none"> <li>• Firdaus <b>can/can't</b> go to the museum.</li> </ul>
	may/may not (more polite)	To ask/give permission (usually used with 'I' or 'we')	<ul style="list-style-type: none"> <li>• <b>May</b> we enter this room?</li> <li>• You <b>may not</b> enter this room.</li> </ul>
<b>Requests/ Suggestions/ Offers</b>	can/will	<ul style="list-style-type: none"> <li>• To request someone to do something.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can</b> I borrow the mystery novel?</li> <li>• <b>Will</b> you help me solve the mystery?</li> </ul>
	could/would (more polite)	<ul style="list-style-type: none"> <li>• To make a suggestion.</li> <li>• To offer something.</li> </ul>	<ul style="list-style-type: none"> <li>• I <b>could</b> make a sandwich for you if you like.</li> <li>• Rajah <b>would</b> like some water, please.</li> </ul>

#### Modals (2)

<b>Necessity</b>	must/have got/need to	<ul style="list-style-type: none"> <li>• To show that something needs to be done.</li> </ul>	<ul style="list-style-type: none"> <li>• You <b>must</b> read this book to score your exam.</li> <li>• The students <b>need not/needn't</b> to look for all the clues.</li> </ul>
<b>Prohibition</b>	can't/ mustn't	<ul style="list-style-type: none"> <li>• To show that something is not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>• You <b>can't/mustn't</b> be late for the court hearing.</li> </ul>
<b>Deduction</b>	must/must have	<ul style="list-style-type: none"> <li>• To show that there is a high certainty of something being true.</li> </ul>	<ul style="list-style-type: none"> <li>• That man <b>must</b> be the thief.</li> <li>• You <b>must have</b> run a red light.</li> </ul>
	can't	<ul style="list-style-type: none"> <li>• To show a high certainty that something isn't true.</li> </ul>	<ul style="list-style-type: none"> <li>• He <b>can't</b> be the suspect!</li> </ul>
<b>Possibility</b>	may/ might/ could	<ul style="list-style-type: none"> <li>• To talk about possibilities in the present or future.</li> </ul>	<ul style="list-style-type: none"> <li>• The Lu's <b>may be</b> at home now.</li> <li>• The burglars <b>might/could</b> still be in the building.</li> </ul>
<b>Advice</b>	should/ ought to	<ul style="list-style-type: none"> <li>• To give advice.</li> </ul>	<ul style="list-style-type: none"> <li>• You <b>should/ought to</b> reveal the truth of the matter.</li> </ul>
<b>Criticism</b>	shouldn't/ ought not to	<ul style="list-style-type: none"> <li>• To express criticism.</li> </ul>	<ul style="list-style-type: none"> <li>• They <b>shouldn't/ought not to</b> have taken the easy way out.</li> </ul>

## Grammar

### UNIT 7: THE MEDIA

#### The Passive Voice

- Use the passive voice when there is a need to emphasise the action (verb) and the object of the sentence.
- The subject is deemed less important and does not necessarily need to be known.

Tense	Active Voice	Passive Voice
Present simple	• The writer writes an interesting story.	• An interesting story is written (by the writer).
Present continuous	• The writer is writing an interesting story.	• An interesting story is being written.
Past simple	• The writer wrote an interesting story.	• An interesting story was written.
Past continuous	• The writer was writing an interesting story.	• An interesting story was being written.
Present perfect	• The writer has written an interesting story.	• An interesting story has been written.
Past perfect	• The writer had written an interesting story.	• An interesting story had been written.
Future simple	• The writer will write an interesting story.	• An interesting story will be written.
Be going to	• The writer is going to write an interesting story.	• An interesting story is going to be written.
Infinitive	• The writer has to write an interesting story.	• An interesting story has to be written.
Modals	• The writer might write an interesting story.	• An interesting story might be written.

#### The Passive Voice: Personal and Impersonal Structures

- Verbs like *believe*, *know*, *think*, *suppose* and *consider* can be used in the passive voice in personal and impersonal structure.

Active	Personal Passive noun + passive verb + full infinitive
We know that a majority of teens are Facebook users.	A majority of teens are known to be Facebook users.

Active	Impersonal Passive it + passive verb + that + clause
People believe that he is a whistleblower.	It is believed that he is a whistleblower.

## Grammar

### UNIT 8: A HARD DAY'S WORK

Zero Conditional	
<ul style="list-style-type: none"><li>If + present tense + present tense</li><li>Used for habits, general truths, facts.</li></ul> → If you <b>apply</b> for the job, you will <b>need</b> a CV.	<ul style="list-style-type: none"><li>'If' can also be interchanged with 'when'.</li></ul> → My supervisor <b>isn't</b> happy <b>if/when I don't finish</b> my work on time.
1 <sup>st</sup> Conditional	
<ul style="list-style-type: none"><li>If + simple present + simple future</li><li>Used for possibilities, plans or warnings in the present time or future.</li><li>The 'if' clause contains the present tense while the main clause contains the future tense.</li></ul>	→ <b>If you leave</b> your job, you'll <b>have</b> no income. → <b>If Maria has</b> time tomorrow, <b>I'll help</b> her prep for the interview. → <b>If you don't submit</b> your résumé, you <b>won't get</b> the job.
2 <sup>nd</sup> Conditional	
<ul style="list-style-type: none"><li>If + simple past + would</li><li>Used for things that most likely will not come true.</li><li>It can be used to give advice to.</li></ul>	→ <b>If Luke had</b> more time, he <b>would</b> get another job (meaning Luke hasn't got more time). → <b>If I were</b> you, <b>I'd ask</b> for more pay.
3 <sup>rd</sup> Conditional	
<ul style="list-style-type: none"><li>If + past perfect + would have + past participle</li><li>Used to talk about a past situation that did not happen and to imagine the result of that situation.</li><li>Commonly used to express hypothetical situations and regret.</li></ul>	→ <b>If I had a better</b> paying job, I <b>would be</b> happier. → <b>If he had gone</b> earlier, he <b>wouldn't have</b> missed the meeting.
Mixed Conditionals	
<ul style="list-style-type: none"><li>These are conditionals whereby the tense in the main clause differs from that of the conditional clause.</li><li>Used to express the present result of a hypothetical past situation.</li></ul> <b>Present result of a past condition</b> <ul style="list-style-type: none"><li>Expresses a situation which is opposite to reality in both past and present.</li></ul> → If I <b>had studied harder</b> at school, I'd <b>have</b> a better paying job now. (I didn't study hard in school, so I don't have a job with a better pay now.)	<b>Past result of present or ongoing situation</b> <ul style="list-style-type: none"><li>Expresses an unreal situation in the present and its probable (but unlikely) past result.</li></ul> → <b>If I knew</b> about your situation, I <b>would have helped</b> .

**NOTE:** If the conditional clause (the phrase containing 'if') comes first, a comma must be used to separate it from the main clause.

## Grammar

### UNIT 9: GETTING AWAY

#### Gerunds

- Gerunds are formed by adding -ing to a verb. Gerunds can be used as nouns.  
→ **Travelling** is part and parcel of a flight attendant's life.
- Gerunds can be used after prepositions or phrasal verbs.  
→ We gave up **walking** and took a bus to the museum instead.
- Gerunds can be used after certain nouns like 'enjoy', 'deny', 'avoid' and 'consider'.  
→ The travellers considered **staying** at a youth hostel.

#### Infinitives

- To + infinitive can be used after certain verbs, especially verbs of thinking and feeling.  
→ I'd hate **to be** late for the concert.  
→ Don't forget **to take** your passport.
- Used with '**too**' and '**enough**'. The infinitive here describes the conditions for something to be done.  
→ I'm **too** scared **to take** a ride on the roller coaster.  
→ They are young **enough to enjoy** the ride.
- The bare infinitives (no 'to') are often used after modal verbs.  
→ Nancy will wait at the bus stop. (Nancy will **to wait** at the bus stop. (X))  
→ The tour guide **can** speak French really well.

Make Subject + make + object + bare infinitive	Let/Let's Subject + let + object + bare infinitive
<ul style="list-style-type: none"> <li>• To force someone to do something → Look what you <b>made</b> me do.</li> </ul>	<ul style="list-style-type: none"> <li>• To give permission → The security <b>lets</b> us take some photos of the ruins.</li> <li>• To suggest → <b>Let's</b> hike up Mount Kinabalu next year.</li> </ul>

Comparison of adjectives and adverbs	
1. as + adjective/adverb + as <i>To show that two people or things are equal in some way.</i>	→ June is <b>as hot as</b> April.
2. Comparatives <i>To compare two people or things etc.</i>	→ The castle in Edinburgh is <b>older than</b> the one in Suffolk.
3. Superlative <i>To compare more than two people, things to the highest or lowest degree.</i>	→ This is <b>the best</b> holiday I have had in recent years. → October is <b>the least</b> favourite month to travel for many.
4. Double comparatives <i>To show that one situation leads to another.</i>	→ The <b>more</b> you travel, the <b>more</b> knowledge you will gain.
5. Progressive comparatives <i>To show that things are escalating.</i>	→ Admission fees to the attractions are getting <b>dearer and dearer</b> .

## Grammar

### UNIT 10: WHERE ON EARTH?

#### Reported Speech: Statements

- Use reported speech to tell someone what another person said.
- When using reported speech, personal pronouns, possessive adjectives and main verbs shifts back one tense into the past.

Tense	Direct Speech	Indirect Speech	Tense
<b>Present simple</b>	“I live in Spain,” Eduardo said.	Eduardo said that he lived in Spain.	Past simple
<b>Present continuous</b>	“She’s travelling around Europe,” Dawn said.	Dawn said that she was travelling around Europe.	Past continuous
<b>Present perfect</b>	“Perry hasn’t been to Paris,” said Luke.	Luke said that Perry hadn’t been to Paris.	Past perfect simple
<b>Present perfect continuous</b>	“She has been reading up about China,” he said.	He said that she had been reading up about China.	Past perfect continuous
<b>Past simple</b>	“I went to Russia,” Jack said.	Jack said that he had gone to Russia.	Past perfect simple
<b>Past continuous</b>	Paula said, “We were hiking.”	Paula said that they had been hiking.	Past perfect continuous
<b>Modal Verbs can/may/will</b>	“Can I borrow a pen?” he asked.	He asked if he could borrow a pen.	Modal verbs could/might/would

#### Reported Speech: Questions

Question Type	Direct	Indirect
Yes/No	“Are you a tourist?” the man asked.	The man asked if I was a tourist.
	“Do you like Tioman?” Marian wanted to know.	Marian wanted to know if I liked Tioman.
Wh-question	“Where do you live?” he asked.	He asked where I lived.
	“How much are the tickets?” I asked.	I asked how much the tickets were.

#### Reported Speech: Commands & Requests

Direct Speech	Indirect Speech
“Please walk this way,” the man said to me.	The man told me <b>to walk that</b> way.
“Wait here,” she said to me.	She asked me to <b>wait there</b> .

#### Reported Speech: Change in time and place

today → that day	now → then	this → that
ago → before	tonight → that night	next week → the week after
yesterday → the day before	days ago → days before	next year → the following year

## UNIT 11: HIGH-TECH WORLD

Causatives	
<b>Have something done</b> <b>have + object + past participle</b>	<b>Get something done</b> <b>get + object + past participle</b>
<ul style="list-style-type: none"> <li>to arrange for someone to do something for us</li> <li>often used for services</li> <li>you don't say who the person is</li> </ul>	<ul style="list-style-type: none"> <li>similar meaning to 'have something done' but in less formal context.</li> </ul>
→ I had my computer fixed. (past) → I'll have my computer fixed. (future)	→ I got the Wi-Fi set up. → I'll get my Wi-Fi set up next week.
<b>Have somebody do something</b> <b>have + person + infinitive</b>	<b>Get somebody to do something</b> <b>get + person + to infinitive</b>
<ul style="list-style-type: none"> <li>to make someone do something</li> <li>you say who the person is</li> </ul>	<ul style="list-style-type: none"> <li>similar meaning to 'have somebody do something' but in less formal context.</li> </ul>
→ I had the technician fix my computer. (past) → I'll have the technician fix my computer. (future)	→ I got my friend to help me set up the Wi-Fi. → I'll get my friend to help me set up the Wi-Fi.

Talking about wishes	
<ul style="list-style-type: none"> <li>To talk about things that we would like to be different</li> <li>In terms of strength, 'if only' is slightly stronger than 'I wish'</li> </ul>	
<b>wish/if only + past simple</b>	<b>wish/if only + past perfect</b>
<ul style="list-style-type: none"> <li>Express an impossible desire in the present</li> </ul> → I wish I worked in Google Inc./If only I worked in Google Inc.	<ul style="list-style-type: none"> <li>To express a past regret</li> </ul> → I wish that I hadn't bought my sister an iPad. → If only you hadn't dropped the test tube.
<b>wish/if only + was/were</b>	<b>wish/if only + would</b>
<ul style="list-style-type: none"> <li>To express regret about a present situation</li> </ul> → If only I were rich enough to buy a flying car.	<ul style="list-style-type: none"> <li>To express annoyance/impatience</li> </ul> → I wish you would stop taking my iPhone without permission.
<b>wish/ if only + would/could</b>	
<ul style="list-style-type: none"> <li>To express something that is unlikely in the present</li> </ul> → I wish Rita would take her studies more seriously. → If only we could develop a popular app.	

Talking about preferences	
<b>General preferences</b>	<b>prefer + noun + to + noun</b> → I prefer air pods to wired headphones.
	<b>prefer + gerund + to + gerund</b> → Sarina prefers blogging to video gaming.
	<b>prefer + to-infinitive + rather than + bare infinitive</b> → Jerome prefers to video call rather than talk on the phone.
<b>To express specific preferences due to a particular situation</b>	<b>would prefer + to-infinitive + rather than + bare infinitive</b> → Given the Covid-19 situation, I would prefer to Zoom rather than meet face to face.

## Grammar

### UNIT 12: HAPPY TO HELP!

#### Question Tags

- Turn a statement into a question by adding a question tag to the end of the statement.
- It is often used to confirm information which we think is true and to verify that it is understood.

Positive Statement, Negative Tag	Negative Statement, Positive Tag
→ You donated, didn't you?	→ Maslan didn't volunteer, did he?
→ We've helped, haven't we?	→ The students didn't attend the campaign, did they?

#### Reflexive Pronouns

- It is used as an object when the subject and the object refer to the same person or thing.
- To show emphasis that someone does something without help. 'By' is often used in this case.

- George cut **himself** when he was cutting vegetables. (himself refers to George)
- I carried all the boxes **by myself**. (The carrying of the boxes is done by 'I' and no one else)

#### Indefinite Pronouns

- Indefinite pronouns are used to refer to people or things which are not specified.
- Some examples of indefinite pronouns are 'anyone', 'nothing', 'less', 'much', 'another', 'everybody' etc.

- **Everyone** pitched in to help the victims of the flood.
- **None** of his family members cared about him living on the streets.

#### Not only...but also

- This can be used to connect and to show that two phrases are at the same position.
- The businessman is **not only** rich but **also** kind.
  - **Not only** does Muthu help out at the youth centre **but** he **also** cooks at a soup kitchen.

#### Had better

- This can be used to give someone advice about what to do or what needs to be done.
- I **had better** help mom out with the BBQ preparations. (referring to the present)
  - The boys **had better** be early for the charity drive. (referring to the future)

#### It's about/high time

- To show that an event or action is overdue. The phrase is followed by the verb in past tense.
- It's **about time** Jared paid me back the RM50 I lent him.
  - It's high time is used to indicate that something should have been done a long time ago.
  - It's **high time** she looked for her own place to live in.