

DIGITAL **NUTRIENTS**

ENGLISH GRAMMAR MASTERY GUIDE

A 30-Day Workbook for Clearer Speaking and Writing

A2-B1 Core Grammar with a Bridge Toward B2

Your promise

In 30 days, you will not memorize every rule in English. You will build a reliable system for forming, expanding, checking, and correcting sentences in real communication.

Student Workbook

Designed for adult multilingual learners who need structure, practice, and honest correction.

How to Use This Guide

Grammar becomes useful when learners can retrieve it while speaking, not only recognize it on a worksheet.

Honest note: Thirty days cannot create perfect grammar. It can create strong foundations, better self-correction, and a clear path from A2 toward B1 and B2.

The daily routine - 25 to 35 minutes

Step	What to do	Time
1. Review	Read yesterday's corrected sentence aloud.	3-5 min
2. Learn	Study the rule and examples. Say the examples aloud.	5-7 min
3. Control	Complete the short practice without translation tools.	8-10 min
4. Produce	Speak or write your own message using the pattern.	8-10 min
5. Correct	Compare with the answer key and record one repeated error.	3-5 min

Your error log

- Write the incorrect sentence exactly as you produced it.
- Write the corrected sentence.
- Name the reason in simple language: tense, article, agreement, word order, preposition, or sentence connection.
- Create one new sentence with the same pattern. A correction is not learned until you can reuse it.

Mastery standard

- Recognition: You can choose the correct form in an exercise.
- Control: You can write the form correctly without copying.
- Retrieval: You can use it while speaking with only a short pause.
- Repair: You can notice and correct your own mistake.

Best evidence: Record a 60- to 90-second answer every seventh day. Your voice shows whether grammar is becoming automatic.

30-Day Learning Map

Stage	Days	Main grammar work
Week 1 - Sentence Foundations	Days 1-7	Word order, nouns, articles, pronouns, be/have, present simple, review
Week 2 - Time and Verb Control	Days 8-14	Present continuous, past forms, present perfect, future forms, agreement, review
Week 3 - Expanding Meaning	Days 15-21	Adjectives/adverbs, comparison, modals, questions, prepositions, verb patterns, review
Week 4 - Complex and Accurate Communication	Days 22-30	Clauses, relatives, conditionals, passive, reported speech, complex sentences, editing, assessment

Start with a baseline

- Write eight sentences about your current life: two routines, two actions happening now, two past events, and two future plans.
- Speak for one minute on the same topic without reading.
- Circle every place where you were unsure. Do not hide uncertainty; it identifies what to study.
- Repeat the same task after Day 30 and compare sentence length, accuracy, and confidence.

Important: This workbook is a study-direction tool, not an official CEFR exam or certification.

**DAY
1****Sentence Anatomy and Word Order**

Foundation | A2

Learning target: Build complete statements with a clear subject, verb, and object or complement.**Rule snapshot**

- The normal pattern is Subject + Verb + Object: The student reads the article.
- With the verb be, use Subject + be + complement: The lesson is useful.
- Adverbs of time often go at the end: We practice English every evening.
- A complete sentence expresses a finished thought.

Examples in action

My sister studies nursing.	The classroom is quiet.
We finished the project yesterday.	English grammar becomes easier with patterns.

Watch the trap: Do not copy the word order of your first language. Incorrect: Every day English I study. Correct: I study English every day.**Practice A - Choose or complete**

1. Put in order: every morning / checks / her email / Lina
2. Choose the complete sentence: (a) Because I was tired. (b) I went to bed because I was tired.
3. Add the missing subject: ____ is learning English online.
4. Put in order: very useful / this guide / is
5. Choose the natural position: We practice (every Friday / Friday every).

Practice B - Repair or transform

6. Repair: Likes football my brother.
7. Turn into a complete sentence: When the meeting ended.
8. Expand with an object: The teacher explained ____.

Use it: Write five sentences about your normal day. Underline each subject once and each main verb twice. Then say the sentences without reading.**Mastery check:** Can you produce five complete sentences without losing the subject or changing the word order?

**DAY
2****Nouns, Plurals, and Countability**

Foundation | A2

Learning target: Use singular, plural, count, and noncount nouns accurately.**Rule snapshot**

- Most plural nouns add -s; nouns ending in s, sh, ch, x, or often o add -es.
- Consonant + y usually changes to -ies: city -> cities.
- Common irregular plurals include people, children, men, women, feet, and teeth.
- Noncount nouns such as information, advice, furniture, homework, and equipment do not normally take a plural -s.

Examples in action

Two students asked questions.

The cities have different traditions.

She gave me useful advice.

We bought three pieces of equipment.

Watch the trap: Incorrect: many informations, two advices, furnitures. Use much information, two pieces of advice, and furniture.**Practice A - Choose or complete**

9. Write the plural: class
10. Write the plural: country
11. Choose: three (child / children)
12. Choose: some (information / informations)
13. Choose: two (piece / pieces) of advice

Practice B - Repair or transform

14. Repair: I bought new furnitures.
15. Change to plural: The woman has a child.
16. Complete naturally: We need three ____ of paper.

Use it: List six items in your home or workplace. Use at least two singular count nouns, two plural nouns, and two noncount nouns.**Mastery check:** Can you explain why advice and information usually do not take -s?

**DAY
3****Articles and Determiners**

Foundation | A2-B1

Learning target: Choose a, an, the, or no article based on meaning and listener knowledge.**Rule snapshot**

- Use a/an for one nonspecific singular count noun: I need a pen.
- Use the when the noun is specific, already known, or unique in the situation: Close the door.
- Use no article for plural or noncount nouns in general: Books are useful. Water is essential.
- Choose a/an by sound, not spelling: a university, an hour.

Examples in action

She is a nurse.	I saw a movie. The movie was excellent.
Education changes lives.	He waited for an hour.

Watch the trap: A singular count noun usually needs a determiner. Incorrect: I bought book. Correct: I bought a book/the book/my book.

Practice A - Choose or complete

17. Choose: She wants to become (a / an) engineer.
18. Choose: I visited (a / the) museum you recommended.
19. Choose: (The / no article) patience is important when learning.
20. Choose: He studies at (a / an) university.
21. Choose: Please turn off (a / the) light in this room.

Practice B - Repair or transform

22. Repair: She gave me an useful suggestion.
23. Add articles: I bought ____ laptop. ____ laptop has a large screen.
24. Repair: Teacher explained lesson clearly.

Use it: Describe three objects you own and one place you visit. Explain why you chose each article.

Mastery check: Can you decide whether the listener already knows which noun you mean?

DAY
4**Pronouns and Possessives**

Foundation | A2

Learning target: Keep references clear with subject, object, possessive, and reflexive forms.**Rule snapshot**

- Subject pronouns perform the action: I, you, he, she, it, we, they.
- Object pronouns receive the action: me, you, him, her, it, us, them.
- Possessive adjectives come before nouns: my book. Possessive pronouns stand alone: The book is mine.
- Use reflexive pronouns when subject and object are the same: She taught herself.

Examples in action

They invited us.	This is her notebook; that one is mine.
Ahmed introduced himself.	Maria and I completed our work.

Watch the trap: Use subject forms as subjects. Incorrect: Me and Sara went. Better: Sara and I went.**Practice A - Choose or complete**

25. Choose: (She / Her) called me yesterday.
 26. Choose: The teacher helped (we / us).
 27. Choose: This phone is (my / mine).
 28. Choose: They prepared the meal (themselves / theirselves).
 29. Choose: Ali and (I / me) are classmates.

Practice B - Repair or transform

30. Repair: Him gave she the document.
 31. Replace repeated nouns: Sara called Sara's brother because Sara needed help.
 32. Complete: We completed ____ project by ____.

Use it: Describe a group activity. Use at least two subject pronouns, two object pronouns, and one reflexive pronoun.**Mastery check:** Can a listener identify exactly who each pronoun refers to?

**DAY
5****Be, Have, and There Is/Are**

Foundation | A2

Learning target: Describe identity, possession, existence, and location with the correct structure.**Rule snapshot**

- Use be for identity, condition, and location: She is a nurse. They are tired.
- Use have/has for possession and experience: I have a question. He has a cold.
- Use there is/are to introduce existence: There is a problem. There are two options.
- In the past, use was/were, had, and there was/were.

Examples in action

The students are ready.

My office has two windows.

There is some water on the table.

There were many people at the event.

Watch the trap: Do not use have for existence. Incorrect: Have many students in the room. Correct: There are many students in the room.**Practice A - Choose or complete**

33. Choose: She (is / has) very patient.
 34. Choose: He (is / has) a new job.
 35. Choose: There (is / are) two messages.
 36. Choose: There (was / were) a delay yesterday.
 37. Choose: We (was / were) at home.

Practice B - Repair or transform

38. Repair: There have a problem.
 39. Change to past: There are three meetings today.
 40. Combine: My apartment is small. My apartment has a balcony.

Use it: Describe your home, workplace, or classroom using be, have, and there is/are at least once each.**Mastery check:** Can you distinguish a description, a possession, and the existence of something?

DAY
6**Present Simple: Habits and Facts**

Core | A2

Learning target: Form affirmative, negative, and question patterns for routines and facts.**Rule snapshot**

- Use the base verb with I/you/we/they and add -s/-es with he/she/it.
- Use do not/don't or does not/doesn't + base verb for negatives.
- Use Do/Does + subject + base verb for questions.
- Frequency adverbs usually go before the main verb but after be.

Examples in action

She works from home.

They do not drive to work.

Does he speak Turkish?

I usually study after dinner.

Watch the trap: After does or doesn't, use the base verb. Incorrect: Does she works? Correct: Does she work?**Practice A - Choose or complete**

41. Complete: My brother ____ (watch) the news every evening.
42. Complete: They ____ not ____ (eat) meat.
43. Make a question: she / work / on Saturdays?
44. Place the adverb: He is late. (never)
45. Choose: Water (boil / boils) at 100°C.

Practice B - Repair or transform

46. Repair: She don't likes coffee.
47. Change to negative: He studies at night.
48. Write a WH-question for: I work at the hospital.

Use it: Speak for one minute about your weekly routine. Use one negative, one question, and two frequency adverbs.**Mastery check:** Can you keep the third-person -s in statements but remove it after does?

**DAY
7****Review 1: Foundation Control**

Checkpoint | A2

Learning target: Combine Days 1-6 in accurate, complete sentences.**Rule snapshot**

- Check sentence order first.
- Then check noun number and articles.
- Then check pronouns and the main verb.
- Read the sentence aloud to hear missing words.

Examples in action

My colleague usually brings her lunch.

There are two new students in the class.

Does your brother have a car?

The information is useful.

Watch the trap: Do not correct only the verb. Many sentences contain two or three connected errors.**Practice A - Choose or complete**

49. Repair: She are teacher at university.
 50. Repair: There is many informations online.
 51. Choose: My parents (lives / live) nearby.
 52. Choose: This bag is (her / hers).
 53. Put in order: every day / the bus / takes / he

Practice B - Repair or transform

54. Write one sentence with a singular count noun and a/an.
 55. Write one sentence with a noncount noun and some.
 56. Turn into a question: Your friend studies English.

Use it: Record a 60-second introduction about your life. Include your work or studies, family, routine, and one place you visit.**Mastery check:** Score yourself: 1 point each for complete sentences, word order, articles, agreement, and clear pronouns. Aim for 4/5 or better.

**DAY
8****Present Continuous and Stative Verbs**

Core | A2-B1

Learning target: Separate actions happening now from states, preferences, and routines.**Rule snapshot**

- Form the present continuous with am/is/are + verb-ing.
- Use it for actions happening now, temporary situations, and changing trends.
- Many stative verbs are not normally continuous: know, believe, understand, want, need, own, belong, like.
- Compare: I work at UVA (regular). I am working from home this week (temporary).

Examples in action

She is speaking on the phone.

We are studying a difficult unit this week.

I understand the question.

The number of learners is increasing.

Watch the trap: Incorrect: I am knowing the answer. Correct: I know the answer.**Practice A - Choose or complete**

57. Complete: They ____ ____ (wait) outside now.
 58. Choose: I (need / am needing) more time.
 59. Choose: She usually (drives / is driving) to work.
 60. Complete: We ____ ____ (prepare) for an exam this month.
 61. Choose: This laptop (belongs / is belonging) to me.

Practice B - Repair or transform

62. Repair: He is understand the lesson.
 63. Change to temporary: I work in the library. (this week)
 64. Write a question about an action happening now.

Use it: Describe what is happening around you and one temporary situation in your life. Include one stative verb.**Mastery check:** Can you explain why know and want usually do not use -ing?

**DAY
9****Past Simple: Completed Events**

Core | A2-B1

Learning target: Describe finished past actions with regular and irregular verbs.**Rule snapshot**

- Use the past form for affirmative statements: worked, studied, went, saw.
- Use did not/didn't + base verb for negatives.
- Use Did + subject + base verb for questions.
- Time expressions such as yesterday, last week, in 2024, and two hours ago signal finished time.

Examples in action

I visited my family last weekend.

She went to the interview yesterday.

They did not finish the report.

What did you learn?

Watch the trap: After did/didn't, return to the base form. Incorrect: Did she went? Correct: Did she go?**Practice A - Choose or complete**

65. Past form: study

66. Past form: take

67. Complete: We ____ (meet) last year.

68. Complete: He did not ____ (call) me.

69. Make a question: they / arrive / on time?

Practice B - Repair or transform

70. Repair: She didn't bought the book.

71. Change to negative: I saw the message.

72. Write a WH-question for: They traveled by train.

Use it: Tell a five-sentence story about yesterday. Use at least two regular and two irregular past verbs.**Mastery check:** Can you keep past tense in affirmative statements and base forms after did?

**DAY
10****Past Continuous and Story Sequencing**

Core | B1

Learning target: Show an action in progress when another past event happened.**Rule snapshot**

- Form the past continuous with was/were + verb-ing.
- Use it for background actions or actions in progress at a past time.
- Use past simple for the shorter event that interrupts: I was cooking when the phone rang.
- Use while with longer simultaneous actions; use when for the event or time point.

Examples in action

I was driving when it started to rain.	While she was studying, her brother was watching television.
They were waiting at 8:00 p.m.	The lights went out while we were eating.

Watch the trap: Do not use the continuous for every past verb. The main completed event usually stays in past simple.**Practice A - Choose or complete**

73. Complete: I ____ (sleep) when you called.
 74. Complete: While they ____ (walk), it began to snow.
 75. Choose: The alarm (rang / was ringing) suddenly.
 76. Choose: At nine, we (worked / were working).
 77. Complete: She ____ (drop) the glass while she was washing it.

Practice B - Repair or transform

78. Combine with when: I was reading. The power went out.
 79. Combine with while: He cooked. I set the table.
 80. Repair: When I was arriving, the meeting started.

Use it: Tell a short story with background, interruption, and result. Use when and while.**Mastery check:** Can the listener tell which event was in progress and which event happened?

**DAY
11****Present Perfect vs. Past Simple**

Core | B1

Learning target: Connect past experience or unfinished time to the present.**Rule snapshot**

- Form the present perfect with have/has + past participle.
- Use it for life experience, recent results, or unfinished time: I have studied twice this week.
- Use past simple with finished time: I studied yesterday.
- Common markers: ever, never, already, yet, just, since, for.

Examples in action

I have visited Morocco twice.	She has just finished the lesson.
We have lived here for five years.	They moved here in 2021.

Watch the trap: Do not combine present perfect with a finished past time. Incorrect: I have seen him yesterday. Correct: I saw him yesterday.

Practice A - Choose or complete

81. Choose: I (have finished / finished) the report yesterday.
 82. Complete: She ___ never ___ (try) sushi.
 83. Choose: We (have lived / lived) here since 2020.
 84. Complete: He has not called ___. (yet / ago)
 85. Choose: Did you ever visit / Have you ever visited Spain?

Practice B - Repair or transform

86. Repair: I have graduated in 2018.
 87. Change to present perfect: I started studying English three years ago and still study it.
 88. Write one experience question with ever.

Use it: Speak about three life experiences and one activity that began in the past and continues now.

Mastery check: Can you identify whether the time period is finished or still connected to now?

**DAY
12****Future Forms: Plans, Decisions, and Predictions**

Core | A2-B1

Learning target: Choose will, be going to, or present continuous for different future meanings.**Rule snapshot**

- Use be going to for intentions and evidence-based predictions.
- Use will for instant decisions, promises, offers, and opinion-based predictions.
- Use present continuous for arranged future plans with details.
- Use present simple for fixed schedules: The class starts at six.

Examples in action

I am going to study tonight.

I will help you with the form.

We are meeting the advisor on Friday.

The train leaves at 7:15.

Watch the trap: Future meaning does not always require will. A planned appointment is often present continuous.**Practice A - Choose or complete**

89. Choose: I bought the ingredients. I (will cook / am going to cook) tonight.

90. Choose: The phone is ringing. I (will answer / am answering) it.

91. Complete: We ____ (meet) the professor at 2:00 tomorrow.

92. Choose: I think technology (will / is going to) change education.

93. Complete: The workshop ____ (start) at nine.

Practice B - Repair or transform

94. Repair: I will going to apply next week.

95. Write a promise with will.

96. Write an arrangement with present continuous.

Use it: Describe one intention, one appointment, one schedule, and one prediction.**Mastery check:** Can you explain the difference between an intention and an arranged appointment?

**DAY
13****Subject-Verb Agreement**

Accuracy | A2-B1

Learning target: Match the verb with the true grammatical subject, even in longer sentences.**Rule snapshot**

- Singular present subjects take is/has or a verb with -s; plural subjects take are/have or the base verb.
- Words between subject and verb do not change agreement: The list of names is ready.
- Each, every, everyone, somebody, and nobody are grammatically singular.
- There is/are agrees with the noun that follows in careful standard English.

Examples in action

The results are surprising.

The group of students meets weekly.

Everyone needs practice.

There are several reasons.

Watch the trap: Do not match the verb with the nearest noun. In The box of files is heavy, box is the subject.**Practice A - Choose or complete**

97. Choose: The list of tasks (is / are) long.
 98. Choose: Everyone (need / needs) feedback.
 99. Choose: My friends (has / have) arrived.
 100. Choose: There (is / are) two problems.
 101. Choose: Each student (writes / write) a response.

Practice B - Repair or transform

102. Repair: The information are useful.
 103. Repair: My teacher and advisor is helpful.
 104. Underline the true subject: The quality of the videos has improved.

Use it: Write five sentences with different subjects: one singular, one plural, one with of, one with everyone, and one with there are.**Mastery check:** Can you find the head subject before choosing the verb?

**DAY
14****Review 2: Verb-Time Control**

Checkpoint | B1

Learning target: Control present, past, perfect, future, and agreement in connected communication.**Rule snapshot**

- Choose time meaning before choosing tense.
- Look for finished versus unfinished time.
- Check helping verbs before changing the main verb.
- Check subject-verb agreement last.

Examples in action

I have worked here since 2022.

I worked from home yesterday.

I am meeting a client tomorrow.

Everyone has completed the form.

Watch the trap: A paragraph can shift tense, but every shift must have a reason.**Practice A - Choose or complete**

105. Repair: I am working here since 2021.
 106. Choose: She (called / has called) me ten minutes ago.
 107. Complete: At 8:00 last night, we ____ (study).
 108. Choose: The team of designers (is / are) meeting today.
 109. Choose: Look at those clouds! It (will / is going to) rain.

Practice B - Repair or transform

110. Write one sentence that contrasts a routine with an action happening now.
 111. Write one sentence with past continuous + when + past simple.
 112. Write one present-perfect sentence with for or since.

Use it: Record a 90-second update: what you normally do, what you are doing this week, what happened yesterday, and what you will do next.**Mastery check:** Listen again. Are your tense changes connected to clear time meanings?

**DAY
15****Adjectives, Adverbs, and Word Order**

Expansion | A2-B1

Learning target: Describe nouns and actions with accurate forms and natural placement.**Rule snapshot**

- Adjectives describe nouns and follow linking verbs: a careful student; She is careful.
- Adverbs often describe verbs: She speaks carefully.
- Many adverbs add -ly, but common exceptions include fast, hard, late, early, and well.
- A common adjective order is opinion, size, age, color, origin, material, noun.

Examples in action

He gave a clear explanation.

He explained the rule clearly.

She is a good speaker; she speaks well.

They bought a beautiful small wooden table.

Watch the trap: After be, seem, look, feel, sound, and become, use an adjective: The idea sounds good, not sounds well.**Practice A - Choose or complete**

113. Choose: She answered (polite / politely).
 114. Choose: The soup smells (good / well).
 115. Choose: He is a (careful / carefully) driver.
 116. Choose: They worked (hard / hardly).
 117. Order: a / Italian / beautiful / old / painting

Practice B - Repair or transform

118. Repair: She speaks English very good.
 119. Change adjective to adverb: He gave a quiet response. He responded ____.
 120. Expand with two adjectives: They rented a house.

Use it: Describe a person, a place, and an action. Use at least three adjectives and three adverbs.**Mastery check:** Can you identify whether the word describes a noun, a linking-verb subject, or an action?

**DAY
16****Comparatives and Superlatives**

Expansion | A2-B1

Learning target: Compare two or more people, things, and ideas accurately.**Rule snapshot**

- Short adjectives usually take -er/-est: smaller, smallest.
- Long adjectives usually use more/most: more useful, most useful.
- Use than after a comparative and the before a superlative.
- Use as + adjective + as for equality; use less/least for lower degree.

Examples in action

This lesson is easier than the last one.	Speaking is more difficult for me than reading.
That was the most useful example.	The second option is not as expensive as the first.

Watch the trap: Do not double the comparison. Incorrect: more easier, most fastest.**Practice A - Choose or complete**

121. Comparative: busy
122. Superlative: interesting
123. Complete: My new phone is faster ____ my old one.
124. Choose: This is (the best / the most best) solution.
125. Complete: The blue chair is not as comfortable ____ the green one.

Practice B - Repair or transform

126. Repair: English is more easier now.
127. Compare online learning and classroom learning with one comparative.
128. Write one superlative about a place, book, or experience.

Use it: Compare two learning methods. Give two comparative sentences, one equality sentence, and one superlative.**Mastery check:** Can you choose between -er/-est and more/most without doubling them?

**DAY
17****Modal Verbs: Ability, Advice, Obligation, Possibility**

Expansion | A2-B1

Learning target: Express attitude and strength without changing the base verb.**Rule snapshot**

- Can/could express ability or requests; may/might/could express possibility.
- Should gives advice; must gives strong obligation or strong logical conclusion.
- Have to expresses external necessity; do not have to means no necessity.
- Use the base verb after a modal: can speak, should study, might arrive.

Examples in action

She can speak three languages.	You should review your error log.
Employees have to wear identification.	He might arrive late.

Watch the trap: Must not means prohibition; do not have to means it is optional. They are not the same.**Practice A - Choose or complete**

129. Choose: You (should / might) see a doctor if the pain continues.
 130. Choose: Visitors (must not / do not have to) enter this area.
 131. Complete: She can ____ (drives / drive).
 132. Choose: It (might / has to) rain later; I am not sure.
 133. Choose: I (had to / must) work late yesterday.

Practice B - Repair or transform

134. Repair: He should studies more.
 135. Explain no necessity: You are not required to bring food.
 136. Write a polite request with could.

Use it: Give four recommendations to an English learner: one with should, one with could, one with have to, and one with do not have to.**Mastery check:** Can you control both the meaning strength and the base verb after the modal?

**DAY
18****Questions and Indirect Questions**

Expansion | A2-B1

Learning target: Build natural yes/no, WH-, subject, and polite indirect questions.**Rule snapshot**

- Most present and past questions use do/does/did + subject + base verb.
- Questions with be or modals invert directly: Are you ready? Can she come?
- Subject questions do not use do: Who called you?
- Indirect questions use statement order: Could you tell me where the office is?

Examples in action

Where do you work?

Why did she leave?

Who sent the email?

Do you know what time the class starts?

Watch the trap: Do not invert twice in an indirect question. Incorrect: Do you know where is he? Correct: Do you know where he is?**Practice A - Choose or complete**

137. Make a question: you / understand / the instructions?
138. Make a past question: she / arrive / when?
139. Choose: Who (called / did call) you?
140. Choose: Can you tell me where (is the station / the station is)?
141. Make a question with can: he / attend?

Practice B - Repair or transform

142. Repair: Where you live?
143. Change to a polite indirect question: Where is the restroom?
144. Write a subject question for: Maria sent the message.

Use it: Prepare five questions for a conversation partner, including one indirect question and one subject question.**Mastery check:** Can you hear the difference between direct question order and indirect statement order?

**DAY
19****Prepositions of Time, Place, and Movement**

Expansion | A2-B1

Learning target: Use high-frequency prepositions as meaningful patterns rather than isolated translations.**Rule snapshot**

- Time: at for precise times, on for days/dates, in for months/years/long periods.
- Place: at for a point/activity, in for an enclosed area, on for a surface.
- Movement: to shows destination, into movement inside, onto movement to a surface, through movement within, across from one side to another.
- Many verb-preposition combinations must be learned together: listen to, depend on, apply for, arrive at/in.

Examples in action

The class begins at 6:00 on Monday in August.	She is at work, in her office, on the second floor.
They walked across the bridge and into the building.	I applied for the position.

Watch the trap: Prepositions rarely translate one-to-one. Record the whole phrase, not only the preposition.**Practice A - Choose or complete**

145. Choose: The meeting is (at / on / in) Friday.
 146. Choose: We arrived (at / to) the airport early.
 147. Choose: The keys are (in / on) the table.
 148. Choose: She walked (across / through) the tunnel.
 149. Choose: I am interested (in / on) technology.

Practice B - Repair or transform

150. Repair: We discussed about the problem.
 151. Complete: He depends ____ public transportation.
 152. Write one sentence using in, on, and at correctly.

Use it: Describe your route to a familiar place. Include at least five prepositions of place or movement.**Mastery check:** Can you remember common words as chunks such as interested in and apply for?

**DAY
20****Gerunds and Infinitives**

Expansion | B1

Learning target: Choose verb-ing or to + verb after common verbs and expressions.**Rule snapshot**

- Some verbs commonly take gerunds: enjoy, avoid, finish, consider, suggest, keep.
- Some verbs commonly take infinitives: want, need, decide, plan, hope, promise.
- Some take both with little change: like, love, hate, begin, start.
- Some change meaning: stop smoking = end the habit; stop to smoke = pause another action in order to smoke.

Examples in action

I enjoy learning languages.	She decided to apply.
They suggested taking the bus.	He stopped checking his phone during class.

Watch the trap: Do not use to after suggest. Incorrect: She suggested to leave. Correct: She suggested leaving.**Practice A - Choose or complete**

153. Complete: I enjoy ____ (read) in English.
 154. Complete: She plans ____ (study) abroad.
 155. Complete: They suggested ____ (meet) earlier.
 156. Choose: He avoided (to answer / answering).
 157. Choose: We hope (to finish / finishing) today.

Practice B - Repair or transform

158. Repair: I want improving my grammar.
 159. Explain the meaning difference: He stopped talking / He stopped to talk.
 160. Write one sentence with decide and one with enjoy.

Use it: Describe your learning habits and plans using two gerunds and two infinitives.**Mastery check:** Can you learn the verb and its following pattern as one unit?

**DAY
21****Review 3: Expanding Meaning**

Checkpoint | B1

Learning target: Combine description, comparison, modality, questions, prepositions, and verb patterns.**Rule snapshot**

- Choose the grammatical form based on its job in the sentence.
- Check whether the next verb needs -ing, to + verb, or a base verb.
- Use prepositions in complete phrases.
- Use polite question structures for real conversations.

Examples in action

Could you tell me where the nearest station is?	Online lessons can be more flexible than classroom lessons.
I enjoy studying at home, but I need to practice speaking with people.	You do not have to be perfect to communicate.

Watch the trap: A sophisticated word does not repair a weak structure. Accuracy and clarity come first.**Practice A - Choose or complete**

161. Repair: She speaks very fluent.
 162. Repair: This method is more better.
 163. Repair: He suggested to practice every day.
 164. Choose: You (must not / do not have to) pay; the event is free.
 165. Repair: Can you tell me where does the bus stop?

Practice B - Repair or transform

166. Write an indirect question about a schedule.
 167. Write advice with should and possibility with might.
 168. Compare two places using not as...as.

Use it: Speak for 90 seconds: compare two ways of learning English and recommend one. Use a comparative, a modal, a gerund, and an indirect question.**Mastery check:** Can you use at least four different grammar systems in one organized response?

**DAY
22****Conjunctions and Clause Control**

Complexity | B1-B2

Learning target: Connect complete and dependent ideas without fragments or run-on sentences.**Rule snapshot**

- Coordinating conjunctions such as and, but, or, so, and yet connect equal ideas.
- Subordinators such as because, although, when, if, while, and since create dependent clauses.
- Use a comma before a coordinator joining two complete clauses.
- Use a comma after a dependent clause that comes first.

Examples in action

I wanted to speak, but I felt nervous.

Because I practiced, I felt more confident.

I practiced because I wanted to improve.

Although the task was difficult, we finished it.

Watch the trap: Do not use because and so together in the same standard cause-result structure: Because I was tired, so I left.**Practice A - Choose or complete**

169. Choose: I was tired, (so / because) I went home.
 170. Choose: I went home (so / because) I was tired.
 171. Add punctuation: Although she was nervous she answered clearly.
 172. Choose: We can meet online (or / because) we can meet in person.
 173. Identify: Because the class ended. (complete / fragment)

Practice B - Repair or transform

174. Repair: I was busy, I did not answer.
 175. Repair: Because the weather was bad.
 176. Combine with although: The test was difficult. I remained calm.

Use it: Write a five-sentence paragraph using and, but, so, because, and although correctly.**Mastery check:** Can each complete clause stand alone, and is each dependent clause attached to a complete idea?

**DAY
23****Relative Clauses**

Complexity | B1-B2

Learning target: Add identifying or extra information with who, that, which, where, and whose.**Rule snapshot**

- Use who for people, which for things, and that for people or things in defining clauses.
- Use where for places and whose for possession.
- Defining clauses identify the noun and normally have no commas.
- Nondefining clauses add extra information and use commas; that is not normally used in them.

Examples in action

The tutor who helped me was patient.

The book that I bought is useful.

Charlottesville, which is in Virginia, is a university city.

I met a learner whose pronunciation improved quickly.

Watch the trap: Do not repeat the object. Incorrect: The book that I bought it was useful.**Practice A - Choose or complete**

177. Choose: The woman (who / which) called is my advisor.
 178. Choose: This is the office (where / who) I work.
 179. Complete: I know a student ____ goal is to become a nurse.
 180. Add commas if needed: My laptop which I bought last year is already slow.
 181. Choose: The course (that / where) begins Monday is full.

Practice B - Repair or transform

182. Repair: The teacher who she helped me was kind.
 183. Combine: I bought a dictionary. It includes audio examples.
 184. Write one sentence with whose.

Use it: Describe a person, a place, and an object that have helped your learning. Use three different relative words.**Mastery check:** Can you decide whether the clause identifies the noun or only adds extra information?

**DAY
24****Conditionals: Real, Possible, and Imagined**

Complexity | B1-B2

Learning target: Use zero, first, and second conditionals for different degrees of reality.**Rule snapshot**

- Zero conditional: if + present, present for facts and routines.
- First conditional: if + present, will/can/may + base verb for real future possibility.
- Second conditional: if + past, would/could + base verb for imagined or unlikely situations.
- Do not normally use will in the if-clause.

Examples in action

If I practice, I improve.	If I finish early, I will call you.
If I had more time, I would study Arabic every day.	If I were you, I would ask for feedback.

Watch the trap: Incorrect: If I will have time, I will come. Correct: If I have time, I will come.**Practice A - Choose or complete**

185. Choose: If water reaches 100°C, it (boils / will boil).
 186. Complete: If she studies, she ____ (pass) the test.
 187. Complete: If I ____ (have) more confidence, I would speak more.
 188. Choose: If I (was / were) you, I would rest.
 189. Choose: If they arrive early, we (start / would start).

Practice B - Repair or transform

190. Repair: If I will see him, I will tell him.
 191. Change to second conditional: I do not have enough money, so I cannot travel.
 192. Write a zero conditional about learning.

Use it: Give one fact, one possible future result, and one imagined situation using three conditional types.**Mastery check:** Can you explain how the verb pattern changes the reality level?

**DAY
25****Passive Voice**

Complexity | B1-B2

Learning target: Focus on an action or result when the doer is unknown, obvious, or less important.**Rule snapshot**

- Form the passive with be + past participle.
- The tense appears in be: is made, was made, has been made, will be made.
- Use by + agent only when the doer is important.
- Prefer active voice when the actor is clear and important.

Examples in action

English is spoken in many countries.

The application was submitted yesterday.

The road has been closed.

The results will be announced Friday.

Watch the trap: The passive needs both a form of be and a past participle. Incorrect: The form submitted yesterday.**Practice A - Choose or complete**

193. Change to passive: People speak English worldwide.
194. Complete: The email ____ ____ (send) yesterday.
195. Choose: The building (was built / built) in 1990.
196. Complete: The work has ____ ____ (finish).
197. Choose active or passive: The manager approved the request.

Practice B - Repair or transform

198. Repair: The report was complete by Sara.
199. Change to active: The lesson was explained by the teacher.
200. Write a passive sentence without an agent.

Use it: Describe a process or workplace procedure using at least three passive verbs.**Mastery check:** Can you identify the tense of be and the past participle separately?

**DAY
26****Reported Speech**

Complexity | B1-B2

Learning target: Report statements, questions, and requests without repeating exact words.**Rule snapshot**

- After a past reporting verb, present often shifts to past: am -> was, will -> would, can -> could.
- Pronouns and time words may change according to perspective.
- Reported questions use statement order and no do/does/did.
- Reported requests often use asked/told + object + to + verb.

Examples in action

She said, "I am tired." -> She said that she was tired.

He said, "I will call." -> He said that he would call.

She asked where I worked.

The teacher told us to open our books.

Watch the trap: Say does not normally take a direct object; tell usually does. She said to me... or She told me..., not She said me.**Practice A - Choose or complete**

201. Report: "I need help," he said.
202. Report: "We will arrive soon," they said.
203. Report: "Where do you live?" she asked me.
204. Choose: He (said me / told me) to wait.
205. Report: "Please close the door," the teacher said.

Practice B - Repair or transform

206. Repair: She asked where did I work.
207. Repair: He said me that he was busy.
208. Write one reported statement from a conversation today.

Use it: Summarize a short conversation using two reported statements, one reported question, and one reported request.**Mastery check:** Can you remove question order when reporting a question?

**DAY
27****Complex Sentences for Reasons, Contrast, and Purpose**

Complexity | B1-B2

Learning target: Choose connectors that show the exact relationship between ideas.**Rule snapshot**

- Reason: because, since, as. Result: so, therefore, as a result.
- Contrast: although, even though, while, whereas, however.
- Purpose: to + verb, in order to + verb, so that + clause.
- Place however between sentences or clauses with correct punctuation; it is not the same grammar as but.

Examples in action

I practiced because I wanted more confidence.

I was nervous, so I slowed down.

Although I made mistakes, I continued speaking.

I recorded myself so that I could hear my progress.

Watch the trap: Connector meaning and connector grammar must both be correct. However cannot simply replace but without changing punctuation.**Practice A - Choose or complete**

209. Choose: I spoke slowly (because / so) the listener could understand me.
210. Choose: I was tired, (but / although) I finished the task.
211. Complete: I took notes so that I ____ remember the details.
212. Punctuate: The lesson was difficult however it was useful.
213. Choose: She practices daily (to / so that) improve her pronunciation.

Practice B - Repair or transform

214. Repair: Although I was tired, but I continued.
215. Change because to so: I reviewed the rule because I was confused.
216. Write one sentence that shows purpose with so that.

Use it: Write a five-sentence opinion paragraph with a reason, contrast, result, example, and conclusion.**Mastery check:** Can a reader immediately recognize the relationship between every connected idea?

**DAY
28****Common Error Repair**

Accuracy | A2-B2

Learning target: Detect and repair fragments, run-ons, double negatives, agreement, and unnecessary words.**Rule snapshot**

- A fragment lacks a complete independent idea.
- A run-on joins complete sentences without correct punctuation or a connector.
- Standard English normally uses one negative form per clause.
- Avoid repeated subjects, objects, and helper verbs that the structure does not need.

Examples in action

Fragment: Because I was late. -> Because I was late, I called.	Run-on: I was late, I called. -> I was late, so I called.
Double negative: I did not see nobody. -> I did not see anybody.	Repetition: The book that I bought it... -> The book that I bought...

Watch the trap: Do not "correct" a sentence by making it longer. Add only the missing structure or relationship.**Practice A - Choose or complete**

217. Repair: When the meeting finished.
218. Repair: I studied hard, I passed the test.
219. Repair: She doesn't know nothing.
220. Repair: The students in my class is friendly.
221. Repair: The person who he called me was polite.

Practice B - Repair or transform

222. Name the error type: Because I needed help.
223. Give two correct repairs for: The bus was late, I missed the appointment.
224. Shorten: In my personal opinion, I personally think that...

Use it: Find five errors from your own writing or messages. Classify and correct each one.**Mastery check:** Can you name the error type before attempting the correction?

**DAY
29****Editing and Self-Correction System**

Mastery Habit | A2-B2

Learning target: Edit in deliberate passes instead of trying to check everything at once.**Rule snapshot**

- Pass 1 - Meaning: Is the main idea clear and complete?
- Pass 2 - Verbs: Check time, helping verbs, forms, and agreement.
- Pass 3 - Nouns: Check singular/plural, articles, and pronoun reference.
- Pass 4 - Connections: Check clauses, connectors, punctuation, and sentence boundaries.
- Pass 5 - Read aloud: Listen for missing words and unnatural rhythm.

Examples in action

Original: She don't went because was tired.	Verb repair: She didn't go because she was tired.
Subject repair: Add she after because.	Final check: The sentence is complete and logical.

Watch the trap: Reading the same sentence five times in the same way produces weak editing. Give each pass one job.**Practice A - Choose or complete**

225. Pass 1: Is this idea complete? Although I wanted to attend.
226. Pass 2: Repair verbs: He has went there yesterday.
227. Pass 3: Repair nouns/articles: I bought computer and two mouse.
228. Pass 4: Repair connection: I was tired however I continued.
229. Pass 5: Read aloud and improve: The reason why is because I need English.

Practice B - Repair or transform

230. Create a four-category error code: V, N, C, and WO. Define each.
231. Edit this sentence in passes: My friend who live nearby she give me many advices.
232. Write one personal "most common error" and its correction rule.

Use it: Edit one paragraph you wrote earlier. Keep the original and corrected versions so progress remains visible.**Mastery check:** Can you explain every change instead of saying only, "It sounds better"?

**DAY
30**

Final Grammar Mastery Assessment

Assessment | A2-B2 Bridge

Learning target: Demonstrate recognition, controlled writing, connected production, and self-correction.

Rule snapshot

- Part 1 measures recognition and repair.
- Part 2 measures controlled sentence building.
- Part 3 measures paragraph-level grammar under meaning pressure.
- Part 4 measures speaking retrieval and self-correction.

Examples in action

Accuracy matters, but communication must remain clear.	A shorter correct sentence is stronger than a long uncontrolled sentence.
Self-correction is evidence of growth, not failure.	Your next plan should target repeated errors, not random topics.

Watch the trap: Do not judge progress by one perfect exercise. Compare your Day 1 baseline with your Day 30 writing and recording.

Practice A - Choose or complete

233. Repair: She has finished the course last month.
 234. Repair: If I will have time, I will practice.
 235. Repair: Can you tell me where is the office?
 236. Repair: The report completed yesterday.
 237. Repair: Although the lesson was difficult, but I understood it.

Practice B - Repair or transform

238. Write one present-perfect sentence, one first conditional, and one passive sentence.
 239. Combine: The student is from Morocco. She asked the question. Use a relative clause.
 240. Rewrite as reported speech: "I can help tomorrow," he said.

Use it: Write 120-150 words: Explain one English-learning challenge, why it happens, what you have tried, and what you will do next. Then speak on the same topic for two minutes without reading.**Mastery check:** Use the final rubric later in this guide. Choose your next 30-day focus from the errors that repeat in both writing and speaking.

Final Assessment Rubric

Use this rubric for the Day 30 paragraph and two-minute recording.

Area	1 - Beginning	2 - Developing	3 - Controlled	4 - Strong
Sentence completeness	Mostly fragments or run-ons	Some complete sentences; repeated boundary errors	Mostly complete and controlled sentences	Complete sentences with purposeful variety
Verb control	Time is often unclear	Basic tenses work; several repeated errors	Tenses match meaning with minor errors	Flexible tense use and accurate shifts
Nouns and reference	Articles, number, or pronouns often confuse meaning	Meaning is usually clear despite repeated errors	Mostly accurate noun phrases and references	Accurate, clear, and varied reference
Connections	Ideas are listed or incorrectly joined	Uses basic connectors with some errors	Reasons, contrast, and results are clear	Complex relationships are clear and natural
Self-correction	Does not notice errors	Corrects after help	Notices and repairs some errors independently	Repairs errors without losing the message

Interpretation: 15-20 points: strong control for this guide. 10-14: useful progress with targeted gaps. 5-9: repeat the foundation days connected to your most frequent errors. This score is not an official CEFR result.

Compare Day 1 and Day 30

- Are your sentences longer because they are better connected, not merely because they contain more words?
- Do you pause less before choosing a verb form?
- Can you notice and repair an error while continuing your message?
- Which three error types still repeat? Those become your next study plan.

Answer Key: Practice A

Day 1: 1. Lina checks her email every morning. | 2. (b) | 3. He/She/A name | 4. This guide is very useful. | 5. every Friday

Day 2: 1. classes | 2. countries | 3. children | 4. information | 5. pieces

Day 3: 1. an | 2. the | 3. no article | 4. a | 5. the

Day 4: 1. She | 2. us | 3. mine | 4. themselves | 5. I

Day 5: 1. is | 2. has | 3. are | 4. was | 5. were

Day 6: 1. watches | 2. do / eat | 3. Does she work on Saturdays? | 4. He is never late. | 5. boils

Day 7: 1. She is a teacher at a university. | 2. There is much/a lot of information online. | 3. live | 4. hers | 5. He takes the bus every day.

Day 8: 1. are waiting | 2. need | 3. drives | 4. are preparing | 5. belongs

Day 9: 1. studied | 2. took | 3. met | 4. call | 5. Did they arrive on time?

Day 10: 1. was sleeping | 2. were walking | 3. rang | 4. were working | 5. dropped

Day 11: 1. finished | 2. has / tried | 3. have lived | 4. yet | 5. Have you ever visited

Day 12: 1. am going to cook | 2. will answer | 3. are meeting | 4. will | 5. starts

Day 13: 1. is | 2. needs | 3. have | 4. are | 5. writes

Day 14: 1. I have worked here since 2021. | 2. called | 3. were studying | 4. is | 5. is going to

Day 15: 1. politely | 2. good | 3. careful | 4. hard | 5. a beautiful old Italian painting

Open-response note: Practice B and Use It tasks may have more than one correct answer. Compare grammar, meaning, and clarity rather than copying one exact sentence.

Answer Key: Practice A (Days 16-30)

Day 16: 1. busier | 2. most interesting | 3. than | 4. the best | 5. as

Day 17: 1. should | 2. must not | 3. drive | 4. might | 5. had to

Day 18: 1. Do you understand the instructions? | 2. When did she arrive? | 3. called | 4. the station is | 5. Can he attend?

Day 19: 1. on | 2. at | 3. on | 4. through | 5. in

Day 20: 1. reading | 2. to study | 3. meeting | 4. answering | 5. to finish

Day 21: 1. She speaks very fluently. | 2. This method is better. | 3. He suggested practicing every day. | 4. do not have to | 5. Can you tell me where the bus stops?

Day 22: 1. so | 2. because | 3. Although she was nervous, she answered clearly. | 4. or | 5. fragment

Day 23: 1. who | 2. where | 3. whose | 4. My laptop, which I bought last year, is already slow. | 5. that

Day 24: 1. boils | 2. will pass | 3. had | 4. were | 5. start

Day 25: 1. English is spoken worldwide. | 2. was sent | 3. was built | 4. been finished | 5. Active is clear and appropriate.

Day 26: 1. He said that he needed help. | 2. They said that they would arrive soon. | 3. She asked me where I lived. | 4. told me | 5. The teacher asked/told us to close the door.

Day 27: 1. so that | 2. but | 3. could/would | 4. The lesson was difficult; however, it was useful. | 5. to

Day 28: 1. When the meeting finished, we left. | 2. I studied hard, so I passed the test. | 3. She does not know anything. | 4. The students in my class are friendly. | 5. The person who called me was polite.

Day 29: 1. Incomplete; attach it to an independent clause. | 2. He went there yesterday. / He has gone there. | 3. I bought a computer and two mice. | 4. I was tired; however, I continued. | 5. The reason is that I need English. / I need English because...

Day 30: 1. She finished the course last month. | 2. If I have time, I will practice. | 3. Can you tell me where the office is? | 4. The report was completed yesterday. | 5. Although the lesson was difficult, I understood it.

Model Repairs for Practice B

Use these as models, not as the only possible answers.

Day 1: My brother likes football. / When the meeting ended, everyone left. / The teacher explained the rule.

Day 3: She gave me a useful suggestion. / I bought a laptop. The laptop has a large screen. / The teacher explained the lesson clearly.

Day 6: She does not like coffee. / He does not study at night. / Where do you work?

Day 8: He understands the lesson. / I am working in the library this week.

Day 9: She did not buy the book. / I did not see the message. / How did they travel?

Day 10: I was reading when the power went out. / While he was cooking, I was setting the table. / When I arrived, the meeting started.

Day 11: I graduated in 2018. / I have studied English for three years.

Day 13: The information is useful. / My teacher and advisor are helpful.

Day 15: She speaks English very well. / He responded quietly.

Day 17: He should study more. / You do not have to bring food. / Could you repeat that?

Day 18: Where do you live? / Could you tell me where the restroom is? / Who sent the message?

Day 19: We discussed the problem. / He depends on public transportation.

Day 20: I want to improve my grammar. / He stopped talking = he ended the conversation; he stopped to talk = he paused another action in order to talk.

Day 22: I was busy, so I did not answer. / Because the weather was bad, the event was canceled. / Although the test was difficult, I remained calm.

Day 23: The teacher who helped me was kind. / I bought a dictionary that includes audio examples.

Day 24: If I see him, I will tell him. / If I had enough money, I could travel.

Day 25: The report was completed by Sara. / The teacher explained the lesson.

Day 26: She asked where I worked. / He told me that he was busy.

Day 27: Although I was tired, I continued. / I was confused, so I reviewed the rule.

Day 28: Because I needed help is a fragment. / The bus was late, so I missed the appointment. OR The bus was late; therefore, I missed the appointment.

Day 29: My friend, who lives nearby, gives me a lot of advice.

Day 30: The student from Morocco asked the question. OR The student who asked the question is from Morocco. / He said that he could help the next day.

30-Day Progress Tracker

Day	Lesson complete	Practice checked	Spoke aloud	Error logged	Confidence 1-5
1	☐	☐	☐	☐	—
2	☐	☐	☐	☐	—
3	☐	☐	☐	☐	—
4	☐	☐	☐	☐	—
5	☐	☐	☐	☐	—
6	☐	☐	☐	☐	—
7	☐	☐	☐	☐	—
8	☐	☐	☐	☐	—
9	☐	☐	☐	☐	—
10	☐	☐	☐	☐	—
11	☐	☐	☐	☐	—
12	☐	☐	☐	☐	—
13	☐	☐	☐	☐	—
14	☐	☐	☐	☐	—
15	☐	☐	☐	☐	—
16	☐	☐	☐	☐	—
17	☐	☐	☐	☐	—
18	☐	☐	☐	☐	—
19	☐	☐	☐	☐	—
20	☐	☐	☐	☐	—
21	☐	☐	☐	☐	—
22	☐	☐	☐	☐	—
23	☐	☐	☐	☐	—
24	☐	☐	☐	☐	—
25	☐	☐	☐	☐	—
26	☐	☐	☐	☐	—
27	☐	☐	☐	☐	—
28	☐	☐	☐	☐	—
29	☐	☐	☐	☐	—
30	☐	☐	☐	☐	—

Personal Error Log

Date/Day	My sentence	Corrected sentence	Error type	New example

Personal Error Log - Continued

Date/Day	My sentence	Corrected sentence	Error type	New example

Your Next 30 Days

Choose patterns, not random topics: Your next study cycle should focus on the three error categories that appeared most often in both your writing and speaking.

Weakest area	Next focus
Verb time and form	Repeat Days 6, 8-14, 17, 20, 24-26. Record short timelines before speaking.
Articles and nouns	Repeat Days 2-5 and edit noun phrases separately from verbs.
Questions and conversation	Repeat Days 6, 18, and 26. Prepare questions, then ask follow-up questions without reading.
Sentence connections	Repeat Days 22-24 and 27-29. Build one main idea, two reasons, an example, and a conclusion.
Speaking retrieval	Use one grammar target for three recorded answers each week. Accuracy under speaking pressure is the real test.

Final reflection

- The grammar pattern I can now use most confidently is: _____
- The error I still repeat most often is: _____
- The speaking situation where I need more control is: _____
- My next 30-day goal is measurable because: _____

Keep communicating: Grammar supports meaning. Do not wait for perfect grammar before speaking; practice speaking in a way that gives you enough time to notice and repair your patterns.