



## Summary of English language lessons

### Condition

You can take my car **providing that** you don't damage it.

(Main clause)

(Subordinate clause)

#### The meaning:

I will lend you my car on condition that you don't damage it.

Verb in Future +  $\left\{ \begin{array}{l} \textit{providing that} \\ \textit{provided that} \\ \textit{as long as} \\ \textit{so long as} \\ \textit{but only if} \\ \textit{only if} \end{array} \right. + \text{verb in present simple}$

### Wishes

Present wish: (wish, past simple)

Example: I **wish** I **spoke** Italian. (I don't speak Italian.)

Present wish expresses an imaginary situation impossible to happen.

If only = wish

Past wish: (wish, past perfect)

Example: I **wish** I **hadn't eaten** so much. (I ate a lot.)

Past wish expresses a regret about a situation happened in the past.

Future wish: (wish, would + stem (a verb without "to"))

Example: I **wish** I **would stop** smoking.

Can = could

(You are smoking at the moment and it is annoying me.)

Future wish expresses impatience, annoyance or dissatisfaction with a present action.

Wish =  $\left\{ \begin{array}{l} \textit{If only} \\ \textit{It's time} \\ \textit{It's hightime} \\ \textit{It's about time} \end{array} \right. + \text{verb in past simple}$

### Had better

Had better is used to express **advice**

Had better = should = ought to

Had better + stem (a verb without "to")

Example: you **had better** **work** hard to pass your final exam.

#### Negative form:

Had better not +stem (a verb without "to").

Example: you look tired, you **had better not** **go** to school today.

### Result

Expressing results we use:

$\left\{ \begin{array}{l} \textit{so} + \textit{adj} + \textit{that} \\ \textit{such} + \textit{a noun} + \textit{that} \\ \textit{phrase} \end{array} \right.$

- Subject + verb + **so** + **adjective** + **that** + the rest of the sentence.

Example: copies of brand are **so cheap** **that** some consumers don't hesitate to buy them.

- Subject + verb + **such** + a **noun phrase** + **that** + the rest of the sentence.

Example: It was **such a good film** **that** I watched it twice.

We can express results using other link word:

$\left\{ \begin{array}{l} \textit{as a result} \\ \textit{Consequently} \\ \textit{as a consequence} \\ \textit{so} \\ \textit{thus} \\ \textit{therefore} \end{array} \right.$

### Cause

Expressing causes: we use:

- Sentence +  $\left\{ \begin{array}{l} \textit{because} \\ \textit{since} \\ \textit{as} \end{array} \right. + \text{subject} + \text{verb} \dots$

Example: - He succeeded in his exam because he had worked hard.

- The audience cheered as it was a good play.

- Sentence +  $\left\{ \begin{array}{l} \textit{because of} \\ \textit{due to} \\ \textit{for} \\ \textit{owing to} \end{array} \right. + \text{noun phrase}.$

Example: - She succeeded in his exam because of her work hard.

- I had to ask for help because of the difficult of the question.

## Summary of English language lessons

### Modals

These modals express:

- *Must*                    ↳ Strong obligation
- *Mustn't*                ↳ Prohibition “forbidden”
- *Have to*                ↳ Necessity
- { *don't have to*  
  *needn't*                ↳ Lack (absence) of obligation
- { *don't need to*  
  *Had better*  
  *should*                ↳ Advice
- { *ought to*
- { *could*  
  *might*                ↳ Remote possibility (15%)
- { *may*  
  *can*                    ↳ Possibility (50%)
- { *It's probably that*  
  *It will probably*    ↳ Probability (80%)
- *will certainly*        ↳ Certainty (100%)

### The “ing” form:

- As a past of verb called **participle**.

Examples: I'm **waiting**, I'm **playing**.

- As a noun or gerund.

Example: The **eating** of GMF's might harmful.

- As an adjective.

Example: This book is more **interesting** than that one.

### Stative (state) & action verb

**A state verb:** is a verb which describes a states (has not a well defined beginning & the end)

Examples: like, agree, believe, dislike, deserve, love, enjoy, prefer, hate, dread, and mind.

- A state verb is usually use in the present form
- A state verb can't be progressive (Continuous form (“ing” form)).

**An action verb:** is a verb which describes an action or an event (has a specific beginning & the end).

Examples: go, stop, come, start, achieve, write, win, Describe, Search, and Replace.

- An action verb can be used in simple and continuous form (“ing” form) (progressive)

### Prefix & suffix

**Prefix:** it comes before the word and changes its meaning.

#### Opposites

Agree	↳ disagree	Moral	↳ immoral
Legal	↳ illegal	Fair	↳ unfair
Direct	↳ indirect	Responsible	↳ irresponsible

**Suffix:** it comes after the word and changes its form to an adjective, an adverb, a noun, a verb.

#### Example:

- The suffix “**ty**” is added to an adjective to form a noun.

Stupid ↳ Stupid**ity**

- The suffix “**y**” is added to a noun to form an adjective.

Spice ↳ Spic**y**

### Conditionals

We have four types of conditionals:

#### Type zero: T<sub>0</sub>

If + Verb in **present simple**, Verb in **present simple**.

Eg: If you heat water, it boils.

- **T<sub>0</sub>** is used to describe a general or scientific truth.

#### Type one: T<sub>1</sub>

If + Verb in **present simple**, verb in **future** (will + stem)

Eg: If she **works** hard, she **will go** to university.

- The situation in **T<sub>1</sub>** is possible to happen.

#### Type two: T<sub>2</sub>

If + Verb in **past simple**, **would** + stem

Eg: If I **were** you, I **would buy** a car.

- The situation in **T<sub>2</sub>** is impossible to happen (an imaginary situation).

## Summary of English language lessons

### Type three: T<sub>3</sub>

If + Verb in **past perfect**, **would have** + **past participle**

Eg: If I **had read** the question well, I **would have taken** the best mark.

- The situation in **T<sub>3</sub>** is a regret about an event that had happened in the past

#### Quantifiers

- $\begin{cases} \text{many} \\ \text{few} \end{cases}$  for countable nouns.
- $\begin{cases} \text{much} \\ \text{little} \end{cases}$  for uncountable nouns.
- $\begin{cases} \text{a lot of} \\ \text{some} \end{cases}$  for countable & uncountable nouns(both).

$\begin{cases} \text{sufficient} \\ \text{appropriate} \end{cases} = \text{enough}$  (It's the right quantity).

*insufficient* = *not enough* (It isn't the right quantity).

### The excessive and the insufficient of something:

An excessive amount:  $\begin{cases} \text{too much} \mapsto \text{uncountable nouns} \\ \text{too many} \mapsto \text{countable nouns} \end{cases}$

An insufficient amount:  $\begin{cases} \text{too little} \mapsto \text{uncountable nouns} \\ \text{too few} \mapsto \text{countable nouns} \end{cases}$

#### Used for & Used to

$\begin{cases} \text{used to} \\ \text{used for} \end{cases}$  are verbs used to describe purpose and function of objects

- Used to + **stem** (a verb without "to")  
Eg: It's used to cut wood.
- Used for + **verb+ing** (gerund)  
Eg: It's used for cutting wood.

#### How ...?

How: is a word question used for ask about dimension and size of objects.

- How tall...?  $\mapsto$  Height
- How long...?  $\mapsto$  Height
- How high...?  $\mapsto$  Height
- How far...?  $\mapsto$  Distance
- How fast...?  $\mapsto$  Speed
- How deep...?  $\mapsto$  Depth
- How wide...?  $\mapsto$  Width
- How much...?  $\mapsto$  Weight

### Content & structure (function) words

Sentences contain two kind of word:

Content words: are necessary and contain the meaning.

- Main verb (play, go, work...).
- Nouns.
- Adjectives (serious, nice...).
- Adverbs (carefully, quickly...).
- Demonstratives pronouns (this, that...).
- Negative auxiliaries (wasn't, couldn't...).
- Yes, No (auxiliary) questions.
- Wh questions.

Structure (function) words: they make the sentences correct grammatically.

- Pronouns (I, he, they...).
- Prepositions (on, the, at, to, under...).
- Articles (a, an, the).
- Conjunctions (but, and, because...).
- Auxiliary verbs (is, are, do, have, can...).

Note:  $\begin{cases} \text{Content words are stressed.} \\ \text{Structure words are not stressed.} \end{cases}$

#### Comparatives & superlatives

##### Comparatives

We must have two elements to compare.

- Superiority

Short adjectives: adjectives of one syllable

**Adj + er + than** (Eg: she is **taller than** me.)

Long adjectives: adjectives of two or more syllables

**More + adj + than** (Eg: meat is **more expensive than** chicken.)

- Equality

**As + adj + as** (she is **as intelligent as** her brother.)

- Inferiority:

**Less + adj + than** (he is **less intelligent than** me.)

**Not as + adj + as** (our garden is not as large as yours).

**Not so + adj + as**



## Summary of English language lessons

### Superlatives:

We compare one element to a group or a whole.

- Superiority:

Short adjectives: adjectives of one syllable

**The + Adj + est.** (Eg: Uranus is **the biggest** planet in the solar system.)

Long adjectives: adjectives of two or more syllables

**The most + adj.** (Eg: English is **the most important** language in the world.)

- Inferiority:

**The least + adj.** (Eg: the cat is the least dangerous animal.)

<u>Adjectives</u>	↔	<u>Comparatives</u>	↔	<u>Superlatives</u>
Well/good	↔	Better	↔	The best
Bad	↔	Worse	↔	The worst
Far	↔	Farther	↔	The farthest
Many	↔	More	↔	The most
Much	↔	More	↔	The most
Little	↔	Less	↔	The least

### Similarity & difference

#### Expressing Similarity:

We use these expressions: **like, the same as, such as, both, similar to, too.**

#### Examples:

- She is intelligent **like** her brother.
- **Both** she and her brother are intelligent.
- She is intelligent **the same as** (such as) her brother.
- She is **similar to** her brother, they are intelligent.
- She is intelligent, her brother **too**.

#### Expressing difference:

We use these expressions: **unlike, whereas, while, but, different from, in contrast to.**

#### Examples:

- **Unlike** Algeria, U.S.A is a developed country.
- Algeria is **different from** U.S.A.
- U.S.A is a developed country **but** (while, whereas) Algeria is not.
- U.S.A is a developed country **in contrast to** Algeria.

### Unless

Unless: expresses warning.

Unless = If ... not

- Unless + an affirmative verb

Unless + verb present, Future (will + stem).

(Will not = won't)

Example: Unless you revise your lessons, you won't pass your exam.

The real meaning: If you don't revise your lessons, you won't pass your exam.

### Articles

#### Indefinite articles:

a: is used before consonants (sound).

an: is used before vowels (sound).

- We use it before countable nouns that are unknown:

Eg: a table, a car, a house.

- We use it before names of profession (jobs).

Eg: a doctor, a painter.

- We use it before measurement.

Eg: a liter, an hour.

#### Definite articles: (the)

- We use it before adjectives to specify the category of people.

Eg: the homeless, the poor, the jobless, the rich.

- We use it before an object that is the only one.

Eg: the moon, the earth, the pyramids.

- When we talk about institutions.

Eg: the radio, the bank, the television.

- When we refer to a class of animals.

Eg: the tiger is a dangerous animal.



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Zero articles: ( $\emptyset$ ) no article is used.

- Before uncountable nouns. (money, oil ...)
- Before abstract nouns. (Peace, happiness...)
- Before names of people & places.
- Before plural nouns.

### Purpose (goal)

Expressing purpose:

We can express purpose using a number of conjunctive phrases: **to, so as to, in order to, so that, in order that.**

- Subject + verb +  $\begin{cases} to \\ so\ as\ to \\ in\ order\ to \end{cases}$  + stem.

Examples:

- John went to the station **to meet** his parents.
- I study **in order to** succeed.

There are also negative forms:

- Subject + verb +  $\begin{cases} not\ to \\ so\ as\ not\ to \\ in\ order\ not\ to \end{cases}$  + stem.

Examples:

The soldiers moved at night, **so as not to** alarm the villagers.

- $\begin{cases} so\ that \\ in\ order\ that \end{cases}$  + Subject + verb (model).

Example:

I leave the window open **so that** the cat **can get** out.

Note:

- The Present purpose: we use these models

$\begin{cases} so\ that \\ in\ order\ that \end{cases}$  + Subject +  $\begin{cases} will \\ can \\ may \end{cases}$  + stem.

- The past purpose:

$\begin{cases} so\ that \\ in\ order\ that \end{cases}$  + Subject +  $\begin{cases} would \\ could \\ might \end{cases}$  + stem.

Example:

We took an umbrella so that we **wouldn't** get wet.

## Concession

Expressing concession:

We can express concession using a number of conjunctive phrases: **although, even though, though, despite, in spite of.**

- $\begin{cases} although \\ even\ though \\ though \end{cases}$  + Subject + verb ...

Examples: **Although** it rained a lot, we enjoyed our holiday.

- $\begin{cases} in\ spite\ of \\ despite \end{cases}$  + A Noun phrase or a Gerund.

Examples:

- **In spite of being** ill, she went to school.
- **Despite her illness**, she went to school.

Note:

$\begin{cases} despite\ the\ fact\ that \\ in\ spite\ of\ the\ fact\ that \end{cases}$  + Subject + verb...

Examples: we enjoyed our holiday **despite the fact that** it rained a lot.

## Formation of plural

- The plural of the most nouns is formed by ending "s"

Boy  $\rightarrow$  Boys  
 Girl  $\rightarrow$  Girls  
 Book  $\rightarrow$  books

- Nouns ending in "s, ch, sh, x, z" we add "es"

Brush  $\rightarrow$  brushes  
 Kiss  $\rightarrow$  kisses  
 Match  $\rightarrow$  matches

- Most nouns ending in "o" also form their plural by adding "es" to the singular.

Hero  $\rightarrow$  heroes  
 Potato  $\rightarrow$  potatoes  
 Volcano  $\rightarrow$  volcanoes

- Note that a few nouns ending in "o" merely add "s".

Dynamo  $\rightarrow$  dynamos  
 Piano  $\rightarrow$  pianos  
 Photo  $\rightarrow$  photos  
 Logo  $\rightarrow$  logos  
 Kilo  $\rightarrow$  kilos



## Summary of English language lessons

- Nouns ending in a consonant “y”:
- Before “y” a consonant, we change “y” into “ies”

Lady → ladies  
City → cities

- Before “y” a vowel, we add “s”

boy → boys

- Nouns ending in “f” or “fe”, we form their plural by changing “f” or “fe” into “ves”.

Wife → wives  
Leaf → leaves  
Half → halves

### Except some nouns like:

Chief → Chiefs  
Gulf → Gulfs  
Safe → Safes  
Proof → Proofs

### Invariable nouns ending in “s” or “es”:

News, Series, species, Billiards, Dominoes

### Some nouns form their plural by mutation:

Foot → feet  
Tooth → teeth  
Goose → geese  
Man → men  
Ox → oxen  
Child → children

### Silent letter

A silent letter is a letter which is written and not pronounced.

- k before n at the beginning. → Knife
- p before s at the beginning. → Psychology
- b before t at the end. → Dept
- b after m at the end. → Lamb
- l before d → Should
- l before f → Half
- l before k → Walk
- s before l → Island
- w before r at the beginning → Write
- t in the middle of some words → Castle
- d in the middle of some words → Wednesday
- g before n at the end → Foreign
- n after m at the end → Autumn
- h at the beginning → Honest
- gh → High
- r before consonant → Bird
- h before the sounds |k; d; t| → Ask him

### Word formation

We can form verbs by adding the suffix “en” to some adjectives.

- Wide + en → widen.
- Bright + en → brighten.
- Short + en → shorten.

The prefix “self” is added to some adjectives

Self refer to:  $\left\{ \begin{array}{l} \text{myself} \\ \text{yourself} \\ \text{himself} \\ \text{herself} \\ \text{ourselves} \\ \text{yourselves} \\ \text{themselves} \end{array} \right.$

Example: He is a self-educated person.

He is educated himself.

### Expressing like & dislike:

- $\left\{ \begin{array}{l} \text{enjoy} \\ \text{dislike} \\ \text{don't mind} \\ \text{avoid} \end{array} \right. + \text{Gerund (verb + “ing”).}$
- $\left\{ \begin{array}{l} \text{like} \\ \text{love} \\ \text{hate} \\ \text{can't stand} \\ \text{prefere} \end{array} \right. + \text{Gerund or to + stem (infinitive).}$
- It is better + to + stem.
- Would rather + stem (a verb without “to”).

### Each other & one another

Compound pronoun, they express reciprocity.

Each other: is used to refer to two persons only.

Eg: Women kiss **each other**.

One another: is used to refer to more than two (a group)

Eg: players hug **one another** when they score.

### Type of questions

We have two types of questions:

- Reference question: is a direct question.
- Inference question: is a indirect question, you have to read between the lines to find the answer.



## Summary of English language lessons

### Stress

#### Definition:

Stress is an extra force used when pronouncing a particular word or syllable.

- A prefix is not stressed
- A suffix is not stressed
- |ə| schwa is never stressed

a. A word of one syllable has stress on the first letter.

Eg: hot, teach, got, take.

b. A word of two syllables:

- A noun has stress on the **1st syllable**.

Eg: teacher, actor, English.

- An adjective has stress on the **1st syllable**.

Eg: happy, sunny, stupid.

- A adverb has stress on the **1st syllable**.

Eg: under, over, always, never, after.

- A verb has stress on the **2<sup>nd</sup> syllable**.

Eg: correct, present.

c. Most word of three syllables words: **nouns, verbs, adjectives, adverbs** are stressed on **1<sup>st</sup> syllable**.

Eg: difficult, consider, photograph.

But: remember, together, advisor.

- Nouns ending by “**ion**” are stressed on the syllable before the last.

Eg: addition, solution.

d. Words ending in “**ic**” are stressed on the **2<sup>nd</sup> syllable** from the end.

Eg: graphic, sympathetic.

e. Word ending in “**cy**”, “**thy**”, “**ty**”, “**phy**”, “**gy**”, “**ical**”, “**ence**”, “**ate**”, “**ent**” are all stressed on the **3<sup>rd</sup> syllable** from the end.

Eg: competence, identical, democracy.

f. Word with prefix “**in**”, “**im**”, “**il**”, “**ir**”, “**un**”, “**dis**”, “**mis**” are stressed on **the root**.

Eg: impossible, disagree, mislead, irregular, illegal.

g. Word with suffixes like: **ee**, **eer**, **ese** are stressed on **the suffix itself**.

Eg: trainee, enginer, Japanese.

h. Word with the following suffixes are stressed on **the syllable before them**.

- |       |       |        |
|-------|-------|--------|
| - Ish | - Ive | - Ian  |
| - Ity | - Ia  | - Ient |
| - Aty | - Ial | - Ious |

Eg: university, society, expensive.

## Summary of English language lessons

### Phonetics

#### The final “s”:

The final “s” is pronounced in different ways, according to the “Sound” before:

- “s” is pronounced |s| after: |p; t; k; f; θ|
- “s” is pronounced |z| after: |s; z; ʃ; t ʃ; Dʒ|
- “s” is pronounced |z| after:
  - Vowels: **goes**.
  - Nasals sounds: **cleans**.
  - Voiced sounds: **drives**.

#### The final “ed”:

The final “ed” is pronounced in different ways, according to the “Sound” before:

- “s” is pronounced |t| after: |p; k; f; θ; ʃ; t ʃ; s|
- “s” is pronounced |ɪd| after: |t; d|
- “s” is pronounced |d| after:
  - Vowels: **prayed**.
  - Nasals sounds: **cleaned**.
  - Voiced sounds: **traveled**.

### Active & Passive Voice

#### Use of Passive:

- Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action.
- Sometimes a statement in passive is more polite than active voice

#### Form of Passive:

Subject (the Object in active) + **finite form of to be** + **Past Participle** (3rd column of irregular verbs) + Object (the Subject in active).

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

#### Examples:

Simple Present: Rita **writes** a letter.

- A letter **is written** by Rita.

Simple Past: Rita **wrote** a letter.

- A letter **was written** by Rita.

Present Perfect: Rita **has written** a letter.

- A letter **has been written** by Rita.

Future simple: Rita **will write** a letter.

- A letter **will be written** by Rita.

Modals: Rita **can write** a letter.

- A letter **can be written** by Rita.

Present Progressive (Continuous): Rita **is writing** a letter.

- A letter **is being written** by Rita.

Past Progressive (Continuous): Rita **was writing** a letter.

- A letter **was being written** by Rita.

Past Perfect: Rita **had written** a letter.

- A letter **had been written** by Rita.

Future perfect: Rita **will have written** a letter.

- A letter **will have been written** by Rita.

Conditional simple: Rita **would write** a letter.

- A letter **would be written** by Rita.

Conditional perfect: Rita **would have written** a letter.

- A letter **would have been written** by Rita.

#### Pronouns

- |        |        |
|--------|--------|
| - I    | - Me   |
| - She  | - Her  |
| - He   | - His  |
| - It   | - It   |
| - You  | - You  |
| - We   | - Us   |
| - They | - Them |



## Summary of English language lessons

### Direct & reported speech

When we report we a statement, we use one of these main verbs: **say, tell, announce, declare, order, ask, and wanted to know.**

- Rule one:

When the main verb is in the present tense, the future or present perfect:

We can report without any change of tense.

Eg: Paul says: "I am trying to get a taxi."

→ Paul says that he is trying to get taxi.

- Rule two:

When the main verb is in the past:

We have to change the tense of the verbs used in the statement.

Present simple: "I play football".

To Simple Past: He said that he **played** football

Past simple: "I played football".

To Past Perfect: He said that he **had played** football

Present Perfect: "I have played football".

To Past Perfect: He said that he **had played** football

Present Continuous: "I am playing football".

To Past Continuous: He said that he **was playing** football

Past Continuous: "I was playing football".

To Past perfect continuous: He said that he **had been playing** football.

Past Perfect: "I had played football".

To Past Perfect: He said that he **had played** football.

Present perfect continuous: "I have been playing football."

To Past perfect continuous: He said that he **had been playing** football.

### Other changes:

#### Modals:

<u>Direct</u>	<u>Reported</u>
- Will	- Would
- Can	- Could
- Must	- Had to
- May	- Might
- Should	- Should
- Ought to	- Ought to

#### Time and place reference:

<u>Direct</u>	<u>Reported</u>
- Now.	- Then.
- Today.	- That day.
- Tonight.	- That night.
- Here.	- There.
- This.	- That.
- These.	- Those.
- This week.	- That week.
- Tomorrow.	- The day after.
- Tomorrow.	- The next (following) day.
- Next week.	- The week after.
- Next week.	- The following week.
- Yesterday.	- The day before.
- Yesterday.	- The previous day.
- Last week.	- The week before.
- Last week.	- The previous week.
- 2 week ago.	- 2 week before.

#### Reporting question:

When we report a question we use: **asked, questioned, wanted to know.**

There is no question mark "?"

- "Wh" question:

"Wh" question are reported with the question word.

The verb has the form of normal statement.

Note: we do not use: **do, does, did** in the reported.

Eg: "Where are you going?"

→ I asked her where she was going.

## Summary of English language lessons

### - Auxiliary question (Yes/No):

When we report an auxiliary question we use: **If**.

We omit (delete): **do, does, did**.

The verb has the form of normal statement.

Eg: "Do you like hamburgers?"

→ He asked me if I like hamburgers.

### Reported other forms of speech:

#### Commands or request:

Subject +  $\left\{ \begin{array}{l} \text{told} + \text{to} + \text{stem} \\ \text{ordered} + \text{to} + \text{stem} \\ \text{asked} + \text{to} + \text{stem} \end{array} \right.$

Eg: "stop writing" → he **told** them **to stop** writing.

"Please wait" → I **asked** her **to wait**.

Advice: when we find in direct speech:  $\left\{ \begin{array}{l} \text{should} \\ \text{ought to} \\ \text{had better} \\ \text{If I were} \\ \text{why don't you} \end{array} \right.$

The reported: are: subject + **advised** + to + stem.

Eg: "I wouldn't buy that car if I were you."

→ I **advised** him not **to buy** that car.

Suggestion: when we find in direct speech:  $\left\{ \begin{array}{l} \text{Let's} \\ \text{How about} \\ \text{What about} \end{array} \right.$

The reported: are: subject + **suggested** +  $\left\{ \begin{array}{l} \text{verb} + \text{ing} \\ \text{or} \\ \text{to} + \text{stem} \end{array} \right.$

Eg: "Let's go to the theatre."

→ He **suggested** going to the theatre.

Agreement: subject + **agreed** + to + stem.

Eg: "Ok, I'll give you a lift."

→ He **agreed** **to give** me a lift.

Apologize: subject + **apologized for** + verb + ing (gerund).

Eg: "I am sorry for being late."

→ I **apologized for** being late.

Congratulation: subject + **congratulated on** + verb + ing.

Eg: "well done, you've passed your exam."

→ She **congratulated** her **on** passing her exam.

Denying: subject + **denied** + verb + ing.

Eg: Alice said: "No, I didn't take it! I was there."

→ Alice **denied** taking it.

Inviting: subject + **invited** + to + stem.

Eg: "would you like to come to the cinema, Jane?"

→ They **invited** Jane **to come** to the cinema.

Offering: subject + **offered** + to + stem.

Eg: "Shall I carry your case, Pam?"

→ He **offered** to carry Pam's case.

Promising: subject + **promised** + to + stem.

Eg: "I'll be at home by eight."

→ He **promised** to be at home by eight.

### Summary of commends statement

- Told + to + stem.
- Ordered + to + stem.
- Asked + to + stem.
- Advised + to + stem.
- Apologized for + verb + ing.
- Congratulated on + verb + ing.
- Denied + verb + ing.
- Suggested + verb + ing.
- Suggested + to + stem.
- Agreed + to + stem.
- Invited + to + stem.
- Offered + to + stem.
- Promised + to + stem.

## Summary of English language lessons

### How to ask a question

#### “Wh” question:

Wh + **Auxiliary** + Subject + **Verb**?

- If the auxiliary exist we don't change the tense of the verb.
- If the auxiliary doesn't exist we use the infinitive of the verb.

#### Example:

The lion eats the meats. (Subject, verb, object)

- **What** eats the meats? (subject) (we replace the subject by “Wh”)
- **What** does the lion do? (verb)
- **What** does the lion eat? (Object)

#### WH Question Words:

- **Who:** subject person.
  - a) His mother prepares the lunch.
  - b) **Who** prepares the lunch?
- **What:**

}	Subject (thing / animal)
	Verb
}	Object (thing / animal)

  - a) The lion eats the meats.
  - b) **What** does the lion eat?
- **Whom:** Object person.
  - a) She phoned to her friend.
  - b) **Whom** did she phone to?
- **When:** Time (Last, next, yesterday, tomorrow).
  - a) She will have an exam next week.
  - b) **When** will she have an exam?
- **Where:** Place.
  - a) She is leaving to Paris.
  - b) **Where** is she leaving?
- **Why:** Cause (reason).
  - a) They move to new house because the first one is too old.
  - b) **Why** do they move to new house?
- **What ... for:** purpose, goal (to, in order to, so as to).
  - a) They are working hard to succeed
  - b) What are they working hard for?

- **Whose:** possession

Whose + noun + aux + subject + verb?

- a) The pen is mine.
- b) **Whose** pen is it?

- **Which:** choice

Which + noun + aux + subject + verb?

- a) They took the blue Jacket.
- b) **Which** jacket did they take?

- **How:** manner

- a) She feels better now.
- b) **How** does she feel now?

- **How often:** (Always, Usually, Often, Sometimes, Never).

- a) He sometimes visits his friend.
- b) **How often** does he visit his friend?

- **How long:** period of time (duration).

- a) The exam lasted two hours.
- b) **How long** did the exam last?

- **How many:** countable nouns (numbers).

- a) Three pupils got a good mark.
- b) **How many** pupils got a good mark?

- a) They will visit four towns in the country.
- b) **How many** towns will they visit?

- **How much:** uncountable nouns (quantity).

- a) He put some sugar in the cup.
- b) **How much** sugar did he put in the cup?