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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.

$$\text{Verb in Future} + \begin{cases} providing\ that \\ provided\ that \\ as\ long\ as \\ so\ long\ as \\ but\ only\ if \\ only\ if \end{cases} + \text{verb in present simple}$$

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.

$$\text{Wish} = \begin{cases} If\ only \\ It's\ time \\ It's\ hightime \\ It's\ about\ time \end{cases} + \text{verb in past simple}$$

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:

$$\begin{cases} so + adj + that \\ such + \begin{matrix} a\ noun \\ phrase \end{matrix} + that \end{cases}$$

- 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:

$$\begin{cases} as\ a\ result \\ Consequently \\ as\ a\ consequence \\ so \\ thus \\ therefore \end{cases}$$

Cause

Expressing causes: we use:

- Sentence + $\begin{cases} because \\ since \\ as \end{cases}$ + subject + verb …
  Example: - He succeeded in his exam because he had worked hard.
  - The audience cheered as it was a good play.
- Sentence + $\begin{cases} because\ of \\ due\ to \\ for \\ owing\ to \end{cases}$ + 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* $\longmapsto$ Strong obligation
- *Mustn't* $\longmapsto$ Prohibition "forbidden"
- *Have to* $\longmapsto$ Necessity
- $\begin{cases} don't\ have\ to \\ needn't \\ don't\ need\ to \end{cases}$ $\longmapsto$ Lack (absence) of obligation
- $\begin{cases} Had\ better \\ should \\ ought\ to \end{cases}$ $\longmapsto$ Advice
- $\begin{cases} could \\ might \end{cases}$ $\longmapsto$ Remote possibility (15%)
- $\begin{cases} may \\ can \end{cases}$ $\longmapsto$ Possibility (50%)
- $\begin{cases} It's\ probably\ that \\ It\ will\ probably \end{cases}$ $\longmapsto$ Probability (80%)
- *will certainly* $\longmapsto$ 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 $\longmapsto$ disagree		Moral	$\longmapsto$ immoral
Legal $\longmapsto$ illegal		Fair	$\longmapsto$ unfair
Direct $\longmapsto$ indirect		Responsible	$\longmapsto$ 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 $\longmapsto$ Stupidity

- The suffix "y" is added to a noun to form an adjective.

Spice $\longmapsto$ Spicy

Conditionals

We have four types of conditionals:

Type zero: T_0

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

Eg: If you heat water, it boils.

- T_0 is used to describe a general or scientific truth.

Type one: T_1

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

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

- The situation in T_1 is possible to happen.

Type two: T_2

If + Verb in past simple, would + stem

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

- The situation in T_2 is impossible to happen (an imaginary situation).

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Type three: T_3

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_3 is a regret about an event that had happened in the past

Quantifiers

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

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

$insufficient = not\ enouth$ (It isn't the right quantity).

The excessive and the insufficient of something:

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

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

Used for & Used to

$\begin{cases} used\ to \\ used\ for \end{cases}$ 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…? $\longmapsto$ Height
- How long…? $\longmapsto$ Height
- How high…? $\longmapsto$ Height
- How far…? $\longmapsto$ Distance
- How fast…? $\longmapsto$ Speed
- How deep…? $\longmapsto$ Depth
- How wide…? $\longmapsto$ Width
- How much…? $\longmapsto$ 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

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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.)

Adjectives	↦	Comparatives	↦	Superlatives
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: (∅) 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 conjunctional 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 conjunctional 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	↦	Boys
Girl	↦	Girls
Book	↦	books

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

Brush	↦	brushes
Kiss	↦	kisses
Match	↦	matches

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

Hero	↦	heroes
Potato	↦	potatoes
Volcano	↦	volcanoes

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

Dynamo	↦	dynamos
Piano	↦	pianos
Photo	↦	photos
Logo	↦	logos
Kilo	↦	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:
$$\begin{cases} myself \\ yourself \\ himself \\ herself \\ ourselves \\ yourselves \\ themselves \end{cases}$$

Example: He is a self-educated person.

He is educated himself.

Expressing like & dislike:

- $\begin{cases} enjoy \\ dislike \\ don't\ mind \\ avoid \end{cases}$ + Gerund (verb + "ing").

- $\begin{cases} like \\ love \\ hate \\ can't\ stand \\ prefere \end{cases}$ + 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

<u>Definition:</u>

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

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

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

<u>Eg:</u> <u>h</u>ot, <u>t</u>each, <u>g</u>ot, <u>t</u>ake.

b. A word of two syllables:
- A noun has stress on the 1*st syllable*.

<u>Eg:</u> <u>tea</u>cher, <u>ac</u>tor, <u>E</u>nglish.

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

<u>Eg:</u> <u>ha</u>ppy, <u>su</u>nny, <u>stu</u>pid.

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

<u>Eg:</u> <u>un</u>der, <u>o</u>ver, <u>a</u>lways, <u>ne</u>ver, <u>a</u>fter.

- A verb has stress on the 2nd syllable.

<u>Eg:</u> cor<u>rect</u>, pre<u>sent</u>.

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

<u>Eg:</u> <u>di</u>fficult, <u>con</u>sider, <u>pho</u>tograph.

<u>But:</u> re<u>mem</u>ber, to<u>ge</u>ther, ad<u>vi</u>sor.

- Nouns ending by "ion" are stressed on the syllable before the last.

<u>Eg:</u> ad<u>di</u>tion, so<u>lu</u>tion.

d. Words ending in "ic" are stressed on the 2nd syllable from the end.

<u>Eg:</u> <u>gra</u>phic, sympa<u>the</u>tic.

e. Word ending in "
$$\begin{cases} cy \\ thy \\ ty \\ phy \\ gy \\ ical \\ ence \\ ate \\ ent \end{cases}$$
" are all stressed on the 3rd syllable from the end.

<u>Eg:</u> <u>com</u>petence, i<u>den</u>tical, de<u>mo</u>cracy.

f. Word with prefix "
$$\begin{cases} in \\ im \\ il \\ ir \\ un \\ dis \\ mis \end{cases}$$
" are stressed on the root.

<u>Eg:</u> im<u>pos</u>sible, dis<u>a</u>gree, mis<u>lead</u>, ir<u>re</u>gular, il<u>le</u>gal.

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

<u>Eg:</u> train<u>ee</u>, engin<u>eer</u>, Japan<u>ese</u>.

h. Word with the following suffixes are stressed on the syllable before them.
- Ish
- Ity
- Aty
- Ive
- Ia
- Ial
- Ian
- Ient
- Ious

<u>Eg:</u> uni<u>ver</u>sity, so<u>ci</u>ety, ex<u>pen</u>sive.

Summary of English language lessons

Phonetics

The final "s":

The final "s" is pronounced in different ways, according the "Sound" before:

- "s" is pronounced $|s|$ after: $|p; t; k; f; \theta|$
- "s" is pronounced $|iz|$ after: $|s; z; \int; t\int; D\zeta|$
- "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 the "Sound" before:

- "s" is pronounced $|t|$ after: $|p; k; f; \theta; \int; t\int; s|$
- "s" is pronounced $|id|$ 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:

Direct	Reported
- Will	- Would
- Can	- Could
- Must	- Had to
- May	- Might
- Should	- Should
- Ought to	- Ought to

Time and place reference:

Direct	Reported
- 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

- <u>Auxiliary question (Yes / No):</u>

When we report an auxiliary question we use: If.

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

The verb has the form of normal statement.

<u>Eg:</u> "Do you like hamburgers?"

↦ He asked me if I like hamburgers.

<u>Reported other forms of speech:</u>

<u>Commands or request:</u>

Subject + $\begin{cases} told + to + stem \\ ordered + to + stem \\ asked + to + stem \end{cases}$

<u>Eg:</u> "stop writing" ↦ he told them to stop writing.

"Please wait" ↦ I asked her to wait.

<u>Advice:</u> when we find in direct speech: $\begin{cases} should \\ ought\ to \\ had\ better \\ If\ I\ were \\ why\ don't\ you \end{cases}$

<u>The reported:</u> are: subject + advised + to + stem.

<u>Eg:</u> "I wouldn't buy that car if I were you."

↦ I advised him not to buy that car.

<u>Suggestion:</u> when we find in direct speech: $\begin{cases} Let's \\ How\ about \\ What\ about \end{cases}$

<u>The reported:</u> are: subject + suggested + $\begin{cases} verb + ing \\ or \\ to + stem \end{cases}$

<u>Eg:</u> "Let's go to the theatre."

↦ He suggested going to the theatre.

<u>Agreement:</u> subject + agreed + to + stem.

<u>Eg:</u> "Ok, I'll give you a lift."

↦ He agreed to give me a lift.

<u>Apologize:</u> subject + apologized for + verb + ing (gerund).

<u>Eg:</u> "I am sorry for being late."

↦ I apologized for being late.

<u>Congratulation:</u> subject + congratulated on + verb + ing.

<u>Eg:</u> "well done, you've passed your exam."

↦ She congratulated her on passing her exam.

<u>Denying:</u> subject + denied + verb + ing.

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

↦ Alice denied taking it.

<u>Inviting:</u> subject + invited + to + stem.

<u>Eg:</u> "would you like to come to the cinema, Jane?"

↦ They invited Jane to come to the cinema.

<u>Offering:</u> subject + offered + to + stem.

<u>Eg:</u> "Shall I carry your case, Pam?"

↦ He offered to carry Pam's case.

<u>Promising:</u> subject + promised + to + stem.

<u>Eg:</u> "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:
$$\begin{cases} \text{Subject (thing / animal)} \\ \textit{Verb} \\ \textit{Object} \text{ (thing / animal)} \end{cases}$$
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?