

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.

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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 ↪ dis agree Legal ↪ il legal Direct ↪ in direct | - - | Moral ↪ im moral Fair ↪ un fair Responsible ↪ ir responsible |
|--|---------------------|---|

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 ↪ **Stupidity**

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

Spice ↪ **Spicy**

Conditionals

We have four types of conditionals:

Type zero: T₀

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

Eg: If you heat water, it boils.

- **T₀** is used to describe a general or scientific truth.

Type one: T₁

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

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

- The situation in **T₁** is possible to happen.

Type two: T₂

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

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

- The situation in **T₂** is impossible to happen (an imaginary situation).

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Type three: T₃

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 T₃ 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

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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.)

| <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: (∅) 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

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- 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: $\left\{ \begin{array}{l} \textit{myself} \\ \textit{yourself} \\ \textit{himself} \\ \textit{herself} \\ \textit{ourselves} \\ \textit{yourselves} \\ \textit{themselves} \end{array} \right.$

Example: He is a self-educated person.

He is educated himself.

Expressing like & dislike:

- $\left\{ \begin{array}{l} \textit{enjoy} \\ \textit{dislike} \\ \textit{don't mind} \\ \textit{avoid} \end{array} \right. + \text{Gerund (verb + “ing”).}$
- $\left\{ \begin{array}{l} \textit{like} \\ \textit{love} \\ \textit{hate} \\ \textit{can't stand} \\ \textit{prefere} \end{array} \right. + \text{Gerund or to + stem (infinitive).}$
- 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 **2nd syllable**.

Eg: correct, present.

c. Most word of three syllables words: **nouns, verbs, adjectives, adverbs** are stressed on **1st 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 **2nd 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 **3rd 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, engineerer, 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 |ɪz| 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) |
| | <i>Verb</i> |
| | 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?

Tutorial Class N°1 /Articles**Exercise 1:** Complete the story about the theft of a river barge. Put in *a, an, one* or *the*.

This is (►) **a** true story about (1) man who chose (2)worst possible time for his crime. It happened in London in (3) summer of 1972. (4)..... man stole a barge on (5)... .. River Thames (in case you don't know, (6)..... barge is a river boat used for carrying goods). (7)..... owner of (8) barge soon discovered that it was missing and immediately informed (9) police so that they could look for it. Normally (10)..... river is quite (11)..... busy place, and it would be difficult to find what you were looking for. On this day, however, there was (12)..... dock strike, and so there was only (13)..... barge on (14) river. (15) thief was quickly found and arrested.

Exercise 2: Decide which word is correct.

► What colour shall we have? ~ I don't mind. Pick *any* colour you like.

a) any b) some c) that d) what

1 Peter has two brothers, but he doesn't speak to..... of them.

a) any b) both c) either d) neither

2 has left a bicycle outside.

a) Anyone b) Anything c) Someone d) Something

3 I likepictures here. ~ Yes, so do I.

a) that b) these c) this d) those

4 Would you mind waiting..... minutes?

a) a few b) a little c) few d) little

5 countries still have a king or a queen, don't they?

a) Any b) Half c) Part d) Some

6 Safety should come first..... lives shouldn't be put at risk,

a) People b) Peoples c) People's d) Peoples'

7 Nigel isn't very well. ~ Oh, I'm sorry to hear

a) so b) that c) this d) you

8 Mr Jones is an uncle of

a) Polly b) Pollys c) Polly's d) Pollys'

Exercise 3: Decide which word is correct.

► Have you had enough to eat, or would you like something *else* ?

a) another b) else c) new d) other

1 Take care, won't you, Anna? Look after

a) you b) your c) yours d) yourself

2 Yes,would be lovely to see you again.

a) it b) that c) there d) you

3 If you want some apples, I'll get you..... at the shop.

a) any b) it c) one d) some

4 We've brought some food with

a) me b) ourselves c) us d) we

5 Who does this CD belong to? ~ I've just bought it.

a) I b) Me c) Mine d) Myself

6 The shop doesn't sell new books. It on\y sells old.....

a) of them b) ones c) some d) them

7 Is a post office near here, please?

a) here b) it c) there d) this

8 The two girls often wearclothes.

a) each other b) each other's c) themselves d) themselves'

Tutorial Class N°2/ Modal verbs
Exercise 1: Decide which word is correct.

► **Could** I have some more tea, please?

a) Could b) Shall c) Will d) Would

1 Everyone's asleep. We..... make a noise.

a) couldn't b) mustn't c) needn't d) wouldn't

2 you like to go for a ride with us?

a) Do b) Should c) Will d) Would

3 I wonder if this is the right way. Itnot be.

a) can b) could c) might d) must

4 I don't think I want to see this film. ~ Oh, I think you..... enjoy it.

a) can b) shall c) will d) would

5 I'm quite happy to walk. You drive me home.

a) don't b) haven't c) mustn't d) needn't

6 Ishow you the way? ~ Oh, thank you.

a) Do b) Shall c) Will d) Would

7 It's late. I think we better go.

a) had b) have c) should d) would

8 We all tried to push the van, but it..... move.

a) can't b) couldn't c) won't d) wouldn't

Exercise 2: Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Perhaps Susan knows the address, (may) > *Susan **may** know the address.*

1 We should be careful, (ought) >

2 I managed to finish all my work, (able) >

3 I realize that it was a terrible experience for you. (must) >

4 It's against the rules for players to have a drink, (allowed) >

5 The best thing for you to do is sit down, (better) >

6 The report must be on my desk tomorrow morning, (has) >

7 It is possible that Joanne did not receive my message, (might) >

8 It's impossible for Martin to be jogging in this weather, (can't) >

9 Tessa wants a cup of coffee, (like) >

10 It was not necessary for Nancy to clean the flat, (didn't) >

Exercise 3: Write the missing words. Use one word only in each space.

Here is some information for visitors to New York City.

Before you travel to the US, you (►) **must** find out what documents you need. British people do not

(1)..... to get a visa, but there are different rules for different nationalities. For example,

you (2).....need to show that you have enough money with you. But there's one rule you can be

sure about: everyone (3)..... to show their passport. The roads in New York are very

busy, but don't worry - you (4)..... get around cheaply and easily by subway. Remember that

you are not (5)..... to smoke on public transport or in shops. And don't forget either that you

are (6) to tip taxi drivers and waiters. New York is not the most dangerous city in the

US, but you really (7) walk along empty streets at night. And it is safer if you are (8)

..... to travel around in a group.

Tutorial Class N° 3
[Present simple + present continuous]

Exercise 1: Complete the sentences by putting in the verbs. Use the present simple. You have to decide if the verb is positive or negative.

- ▶ Claire is very sociable. She *knows* (know) lots of people.
- ▶ We've got plenty of chairs, thanks. We *don't want* (want) any more.

1. My friend is finding life in Paris a bit difficult. He (speak) French.
2. Most students live quite close to the college, so they (walk) there.
3. My sports kit is really muddy. This shirt.....(need) a good wash.
4. I've got four cats and two dogs. I (love) animals.
5. No breakfast for Mark, thanks. He.....(eat) breakfast.
6. What's the matter? You (look) very happy.
7. Don't try to ring the bell. It.....(work).
8. I hate telephone answering machines. I just (like) talking to them.
9. Matthew is good at badminton. He (win) every game.
10. We always travel by bus. We (own) a car.

Exercise 2: At work Mark is talking to Alan in the corridor. Complete their conversation.

Put in the present continuous or simple of the verbs.

Mark: (▶) *Are you looking* (you / look) for someone?

Alan: Yes, (▶) / *I need* (I / need) to speak to Neil. He isn't in his office.

Mark: (1)..... (he / talk) to the boss at the moment.

(2)..... (I / think) (3)..... (they / discuss) money.

Alan: Oh, right. And what about you? (4)..... (you / look) for someone too?

Mark: Yes, Linda. (5)..... (you / know) where she is?

Alan: Oh, she isn't here today. She only (6)..... (work) four days a week.

(7)..... (she / not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. (8)..... (you / know) a lot about Linda.

Alan: Well, most days (9)..... (I / give) her a lift, or (10)..... (she / give) me one.

(11).....(she / live) quite close to me. (12).....(it / save) petrol.

Mark: Yes, of course. Good idea. Yes, (13)..... (I / agree).

Well, (14)..... (I / waste) my time here then. I'll get back to my computer.

Exercise 3: Read Tessa's postcard to Angela and write the missing words. Use one word only in each space.

We're (▶) *having* a great time here. It's beautiful, and the sun (1)shining.

Yesterday I went water-skiing! What (2)you think of that?

I'm (3)at a table in our hotel room and writing a few postcards. The room is fine, but we (4)like the food very much. But it (5).....matter because we (6)out to a restaurant every evening.

We're both (7)..... very lazy at the moment. I (8) up quite

late in the morning, and Nigel (9)up even later. You know of course how much

Nigel's work (10)to him and how he's (11)talking

about it. Well, the holiday is so good that he's forgotten all about work. So it's the perfect holiday. The only problem is that it's (12)us a lot of money. But we'll worry about that later.

Tutorial Class N° 4
[Past simple + past continuous]

Exercise 1:

• **Positive forms** / Complete the newspaper story about a fire. Put in the past simple forms of the verbs.

Two people (►) *died* (die) in a fire in Ellis Street, Oldport yesterday morning. They (1)..... (be) Herbert and Molly Paynter, a couple in their seventies. The fire (2)..... (start) at 3.20 am. A neighbour, Mr Aziz, (3)..... (see) the flames and (4) (call) the fire brigade. He also (5)..... (try) to get into the house and rescue his neighbours, but the heat (6)..... (be) too great. The fire brigade (7)(arrive) in five minutes. Twenty fire-fighters (8) (fight) the fire and finally (9)..... (bring) it under control. Two fire-fighters (10).....(enter) the burning building but (11)..... (find) the couple dead.

• **Negatives and questions** / Complete the conversation. Put in the past simple negatives and questions.

Claire: (►) *Did you have* (you / have) a nice weekend in Paris?

Mark: Yes, thanks. It was good. We looked around and then we saw a show.

(1) (we / not / try) to do too much.

Claire: What sights (2)..... (you / see)?

Mark: We had a look round the Louvre. (3)..... (I / not / know) there was so much in there.

Claire: And what show (4) (you / go) to?

Mark: Oh, a musical. I forget the name. (5) (I / not / like) it.

Claire: Oh, dear. And (6) (Sarah / enjoy) it?

Mark: No, not really. But we enjoyed the weekend. Sarah did some shopping, too, but (7) (I / not / want) to go shopping.

Exercise 2: Put in the past simple of the verbs in brackets.

► The car *stopped* (stop) at the lights.

1 We..... (leave) the cinema before the end of the film.

2 The streets.....(be) crowded with people.

3 My grandmother..... (die) last year.

4 Everyone..... (have) a marvellous time.

5 We..... (not / like) the food they gave us.

6 Claire..... (go) to Egypt last month.

7 The accident..... (happen) last weekend.

8 It..... (not / be) a very comfortable journey.

9 I..... (know) that ages ago.

Exercise 3: Complete the conversation. Put in the past continuous forms.

Jessica: (►) *I was looking* (I / look) for you, Vicky. I'm afraid I've broken this dish.

Vicky: Oh no! What (1).....(you / do)?

Jessica: (2)..... (I / take) it into the kitchen.

I bumped into Emma. (3)..... (she / come) out just as

(4) (I/go) in.

Vicky: I expect it was your fault. (5) (you / not / look) where

(6)..... (you/ go). Jessica: Sorry. I'll buy you another one as soon as I have some money.

Tutorial Class N°5
[PRESENT perfect & perfect continuous + PAST perfect & perfect continuous]

Exercise 1: Complete the dialogue. Use the **present perfect** with *just*, *already* and *yet*.

Vicky: (►) *You haven't done your project yet* (you / not do / your project / yet), I suppose.

Rachel: No, I haven't. (1) (I / not / start / it / yet).

Vicky: (2) (I / just / see / Andrew), and he says

(3) (he / already / do) about half of it.

Rachel: Well, he works too hard.

Vicky: (4) (I / not / finish / my plan / yet).

Rachel: (5) (you / already / begin) to worry about it, haven't you?

Take it easy. There's plenty of time.

Exercise 2: Put in the verbs. Use the **present perfect continuous**.

Ilona: Sorry I'm late.

Emma: It's OK. (►) / *haven't been waiting* (I / not / wait) long.

What(1) (you/do)?

Ilona: I've been with Mrs King. (2) (she / help) me with my English.

Emma: Your English is very good. You don't need lessons, surely.

How long (3) (you / study) English?

Ilona: Er, eight years now. But my accent wasn't so good before I came to England.

(4) (I / try) to improve it.

I think (5) (it / get) better lately.

Emma: Your accent is fine, Ilona. Honestly.

Exercise 3: Put the verbs in the **present perfect** (*have done*) **or past perfect** (*had done*).

ex1: It isn't raining now. It's *stopped* (stop) at last.

ex2: We had no car at that time. *We'd sold* (sell) our old one.

1 The park looked awful. People (leave) litter everywhere.

2 You can have that newspaper. I (finish) with it.

3 There's no more cheese. We (eat) it all, I'm afraid.

4 There was no sign of a taxi, although I (order) one half an hour before.

5 This bill isn't right. They (make) a mistake.

6 I spoke to Melanie at lunch-time. Someone (tell) her the news earlier.

7 I was really tired last night. I (have) a hard day.

Exercise 4*: Put in the correct form of the verbs.

► Tom could hear shouts from the flat next door. His neighbours *were arguing* (argue) again.

1 Emma went into the sitting-room. It was empty, but the television was still on.

Someone (watch) it.

2 I (play) tennis, so I had a shower. I was annoyed because

I (not win) a single game.

3 The walkers finally arrived at their destination. They (walk) all day, and

they certainly needed a rest. They (walk) thirty miles.

4 When I saw Nick last week, he said he (stop) smoking. But when I saw him two days later, he (smoke) a cigarette. He looked rather ashamed.

5 I really must go and see the dentist. One of my teeth (ache) for weeks.

6 When Melanie arrived at David's place, he (lie) on the sofa reading a

detective novel. He (buy) it at the second-hand bookshop, and

he (read) it for most of the afternoon.

Tutorial Class N° 6
[FUTURE Simple, continuous, perfect & perfect continuous]

Exercise 1: Complete the live news report. Put in *will* and the **simple, continuous or perfect** form of the verb.

The Quiz Marathon (►) *will begin* (begin) in five minutes. (1)..... (it / be) a big test for the World Quiz Champion, Claude Jennings, (2)..... (who / answer) questions from a group of quiz writers. Claude (3) (answer) their questions for a very long time. In fact, (4).....(he / still / give) answers when the rest of us are in bed tonight. Claude hopes that after 24 hours (5) (he / reply) to about seventeen thousand questions. No meal breaks are planned, so (6)..... (he / not / eat) anything. If all goes well, his name (7) (be) in the next Guinness Book of Records. Claude has also got a number of sponsors, and by tomorrow (8) (he / earn) at least £10,000 for charity. Well, (9)..... (we / return) this afternoon for news of how Claude is getting on. We think that by then (10)..... (he / get) some way past the five thousandth question.

Exercise 2: Complete the conversation. **Put in a pronoun and the future continuous** form of the verb.

Daniel: I'm going to go into business when I leave college. Five years from now (►) *I'll be running* (I / run) a big company. I expect (1)..... (I / earn) lots of money.

Vicky: I don't know what (2)..... (I / do). What about you, Natasha?

What (3) (you / do), do you think?

Natasha: I'm too lazy to do any work. I intend to marry someone very rich.

(4)..... (I / give) dinner all the time. We'll have a cook

(5)..... (who / do) all the work, of course. And you'll both get invitations.

Vicky: You're joking, aren't you, Natasha? I expect (6).....(you / play) in an orchestra. That's what you really want to do, isn't it?

Exercise 3*: Complete the conversation. In each sentence choose the best form of the verb to express the future. (Usually more than one answer is possible.)

Mark: Hello, Claire. Sarah tells me (►) *you're going* (you / go) to New York.

Claire: Yes, (1) (I / spend) a couple of days there next week.

(2) (I / look) round the shops.

Mark: (3) (that / be) exciting.

Claire: Exhausting, you mean. I think (4) (I / be) pretty tired when I get back.

Mark: (5) (you / stay) with friends?

Claire: No, (6) (I / stay) at a hotel near Central Park. But

(7) (I / see) my friends. (8) (I / go) to their apartment for a meal one evening. And it isn't definite yet, but

(9) (we / see) a show.

Mark: And when (10) (you / leave)?

Claire: My flight (11)..... (be) on Tuesday morning.

Mark: OK, (12) (I / see) you when you get back then.

Tutorial Class N° 7
[Passive Verb Forms]

Exercise 1: Passive verb tenses / Complete the information about Barford Hall. Put in the correct form of these verbs.

► *build* (past simple) 2 *use* (past continuous) 4 *not look* (past perfect) 6 *use* (present simple)

1 *own* (present simple) 3 *buy* (past simple) 5 *do* (present perfect)

The building at the end of the High Street is Barford Hall, which (►) *was built* in 1827. Today the Hall

(1)..... by Bardale Council. It (2)as a warehouse when it

(3) by the Council in 1952, and it (4)after very well.

Since then a lot of work (5)on it, and these days the Hall

(6)..... as an arts centre.

Exercise 2: Active or passive verb? / Choose the correct verb forms in this news report about a storm.

Millions of pounds' worth of damage (► *has caused*/*has been caused* by a storm which (1) *swept*/*was swept* across the north of England last night. The River Ribble (2) *burst*/*was burst* i t s banks after heavy rain. Many people (3) *rescued*/*were rescued* from the floods by fire-fighters, who (4) *received*/*were received* hundreds of calls for help. Wind speeds (5) *reached*/*were reached* ninety miles an hour in some places. Roads (6) *blocked*/*were blocked* by fallen trees, and electricity lines (7) *brought*/*were brought* down, leaving thousands of homes without electricity. 'Everything possible (8) *is doing*/*is being done* to get things back to normal,' a spokesman (9) *said*/*was said*.

Exercise 3: The future and modal verbs in the passive / A press conference is being held. Put in the correct form of the verbs.

► Reporter: Can this new drug prolong human life?

Professor: Yes, we believe that human life *can be prolonged* by the drug.

1 Reporter: Are you going to do any more tests on the drug?

Professor: Yes, further tests..... soon.

2 Reporter: What..... the drug ?

Professor: It will be called Bio-Meg.

3 Reporter: Can people buy the drug now?

Professor: No, it by the public yet.

4 Reporter: Do you think the company should sell this drug?

Professor: Yes, I think Bio-Meg to anyone who wants it.

Exercise 4*: Complete each sentence using the correct form of the verb in CAPITALS.

1. Nobody else is..... in connection with the incident. (SEEK)

2. The Chairman hasto severe criticism for his policy. (SUBJECT)

3. The new team willfrom those currently involved in sales. (DRAW)

4. The play is on his successful book. (BASE)

5. The actor is to have recovered quickly from the fall. (REPORT)

6. His anger has as a sign of his guilt. (INTERPRET)

7. The President isto be very disturbed by the news. (UNDERSTAND)

8. At the ceremony next month, Britain by the Chancellor. (REPRESENT)

9. Iron isas a metal. (CLASSIFY)

10. The effects arewith increased blood pressure. (ASSOCIATE)

Tutorial Class N° 8
[1-2 Nouns and agreement, 3-Adjectives and adverbs]

Exercise 1: Tessa is talking about her shopping trip. Write the missing words. Use one word only in each space.

I spent (►) some time looking round the shops in Oxford Street yesterday. I spent far too

(1).....money, of course. I bought some (2).....: three dresses, a sweater, a blouse, two (3)..... of trousers and a skirt. I enjoyed myself- it was great (4)..... . The skirt is really nice. A hundred pounds (5)..... quite expensive, but I couldn't resist it. Anyway, it was reduced from a hundred and twenty pounds, so I made a (6)..... of twenty pounds. One of the dresses (7)..... fit, I've discovered, but I can take it back next time I go. I had a wonderful time and bought all these lovely things, But it was very crowded. Everyone (8)..... rushing about. And the traffic (9)..... terrible. I usually have a coffee and a (10).....of cake, but the cafes were all full, so I didn't bother.

Exercise 2: Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets. ► Could I have some bread, please? (piece) > *Could I have a piece of bread, please ?*

- 1 All the windows were broken, (every) >
- 2 The money I earn isn't enough to live on. (earnings) >
- 3 There were bits of paper everywhere, (litter) >
- 4 We went to the hotel to get a meal, (food) >
- 5 Judy bought some binoculars, (pair) >
- 6 I need a new book of cheques, (cheque) >
- 7 I'll have some orange juice, please, (glass) >
- 8 The reporter needed some information, (two) >

Exercise 3: Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

► Jonathan was stupid, (behaved) > *Jonathan behaved stupidly.*

- 1 The drink had a strange taste, (tasted) >
- 2 Obviously, sick people need to be looked after, (the) >
- 3 The dog slept, (asleep) >
- 4 The young woman was polite, (spoke) >
- 5 The train was late, (arrived) >
- 6 The film's ending is dramatic, (ends) >
- 7 Polly gave an angry shout, (shouted) >
- 8 Billiards is a game for indoors, (indoor) >
- 9 The clown amused people, (amusing) >
- 10 There was almost no time left, (any) >

NB: All students are requested to make extra exercises at home.

THE ANSWERS OF TUTORIAL CLASS N°1**Exercise 1 > 1 to 15**

1 a 2 the 3 the 4 The 5 the 6 a 7 The 8 the 9 the 10 the 11 a 12 a 13 one 14 the 15 The

Exercise 2 > 1 to 8

1 either 2 Someone 3 these 4 a few 5 Some 6 People's 7 that 8 Polly

Exercise 3 > 1 to 8

1 yourself 2 it 3 some 4 us 5 Me 6 ones 7 there 8 each other's

THE ANSWERS OF TUTORIAL CLASS N°2**Exercise 1 > 1 to 8**

1 mustn't 2 Would 3 might 4 would 5 needn't 6 Shall 7 had 8 wouldn't

Exercise 2 > 1 to 10

1 We ought to be careful.

2 I was able to finish all my work.

3 It must have been a terrible experience for you.

4 Players aren't allowed/are not allowed to have a drink.

5 You'd/You had better sit down.

6 The report has to be on my desk tomorrow morning.

7 Joanne mightn't have/might not have received my message.

8 Martin can't be jogging in this weather.

9 Tessa would like a cup of coffee.

10 Nancy didn't need to clean the flat.

Exercise 3 > 1 to 8

1 have/need 2 may/might (Also possible: could) 3 has 4 can 5 allowed 6 supposed 7 shouldn't (Also possible: mustn't) 8 able

THE ANSWERS OF TUTORIAL N°3**Ex 1:**

1 doesn't speak

2 walk

3 needs

4 love

5 doesn't eat

6 don't look

7 doesn't work

8 don't like

9 wins

10 don't own

Ex 2:

1 He's/He is talking

2 I think

3 they're/they are

4 Are you looking

5 Do you know

6 works

7 She doesn't work

8 You know

9 I give

10 she gives discussing

11 She lives

12 It saves

13 I agree

14 I'm/I am wasting

Ex 3:

1 is

2 do

3 sitting

4 don't

5 doesn't

6 go

7 being

8 get

9 gets

10 means

11 always

12 costing

THE ANSWERS OF TUTORIAL N°4**Ex 1:**

Positive

forms

1 were

2 started

3 saw

4 called

5 tried

6 was

7 arrived

8 fought

9 brought

10 entered

11 found

Negatives and

questions

1 We didn't try

2 did you see

3 I didn't know

4 did you go

5 I didn't like

6 did Sarah enjoy

7 I didn't want

Ex 2:

1 left

2 were

3 died

4 had

5 didn't like

6 went

7 happened

8 wasn't

9 knew

Ex 3:

1 were you doing

2 I was taking

3 She was coming

4 I was going

5 You weren't looking

6 you were going

THE ANSWERS OF TUTORIAL N°5**Ex 1:**

- 1 I haven't started it yet.
- 2 I've/I have just seen Andrew
- 3 he's/he has already done
- 4 I haven't finished my plan yet.
- 5 You've/You have already begun

Ex 2:

- 1 have you been doing
- 2 She's/She has been helping
- 3 have you been studying
- 4 I've/I have been trying
- 5 it's/it has been getting

Ex 3:

- 1 had left
- 2 've/have finished
- 3 Ve/have eaten
- 4 'd/had ordered
- 5 've/have made
- 6 had told
- 7 'd had/had had

Ex 4:

- 1 had been watching
- 2 'd/had been playing, hadn't won
- 3 'd/had been walking, 'd/had walked
- 4 'd/had stopped, was smoking
- 5 has been aching
- 6 was lying, 'd/had bought, 'd/had been reading

THE ANSWERS OF TUTORIAL N°6**Ex 1:**

- 1 It will/It'll be
- 2 who will/who'll answer OR who will/who'll be answering
- 3 will be answering
- 4 he'll/he will still be giving
- 5 he'll/he will have replied
- 6 he won't/will not be eating OR he won't/will not eat
- 7 will be
- 8 he'll/he will have earned
- 9 we'll/we will be returning OR we'll/we will return
- 10 he'll/he will have got

Ex 2:

- 1 I'll/I will be earning
- 2 I'll/I will be doing
- 3 will you be doing
- 4 I'll/I will be giving
- 5 who'll/who will be doing
- 6 you'll/you will be playing

Ex 3:

- 1 I'm/I am spending OR I'm/I am going to spend
- 2 I'm/I am going to look OR I'll/I will be looking
- 3 That'll/That will be OR That's/That is going to be
- 4 I'll/I will be OR I'm/I am going to be
- 5 Are you staying/Are you going to stay OR Will you be staying/Will you stay
- 6 I'm/I am staying OR I'm/I am going to stay OR I'll/I will be staying
- 7 I'm/I am going to see OR I'm/I am seeing OR I'll/I will be seeing OR I'll/I will see
- 8 I'm/I am going OR I'll/I will be going
- 9 we might see OR we'll/we will probably see OR we're/we are probably going to see
- 10 do you leave OR are you leaving OR will you be leaving
- 11 is
- 12 I'll/I will see

THE ANSWERS OF TUTORIAL N°7**Ex 1:**

- 1 is owned , 2 was being used , 3 was bought , 4 hadn't been looked, 5 has been done, 6 is used

Ex 2:

- 1 swept , 2 burst , 3 were rescued ,4 received ,5 reached, 6 were blocked, 7 were brought
8 is being done , 9 said

Ex 3:

- 1 will be done/are going to be done, 2 will ... be called , 3 can't be bought , 4 should be sold

Ex 4:

- 1 being sought , 2 been subjected, 3 be drawn, 4 based, 5 reported, 6 been interpreted, 7 understood,
8 will be represented, 9 classified, 10 associated

THE ANSWERS OF TUTORIAL N°8**Ex 1:**

- 1 much , 2 clothes , 3 pairs ,
- 4 fun , 5 is/was , 6 saving ,
- 7 doesn't , 8 was ,9 was ,
- 10 piece/slice

Ex 2:

- 1 Every window was broken.
- 2 My earnings aren't enough to live on.
- 3 There was litter everywhere.
- 4 We went to the hotel to get some food.
- 5 Judy bought a pair of binoculars.
- 6 I need a new cheque book.
- 7 I'll have a glass of orange juice, please.
- 8 The reporter needed two pieces/bits/items of information.

Ex 3:

- 1 The drink tasted strange.
- 2 Obviously, the sick need to be looked after.
- 3 The dog was asleep.
- 4 The young woman spoke politely.
- 5 The train arrived late.
- 6 The film ends dramatically.
- 7 Polly shouted angrily.
- 8 Billiards is an indoor game.
- 9 The clown was amusing. (Also possible: People found the clown amusing.)
- 10 There was hardly any time left.