

We add **-er** for the Comparative form and **the -est** for the Superlative form.

old - older (than) - the oldest (of / in)

narrow - narrower (than) - the narrowest (of / in)

SPELLING

big - bigger - biggest

tidy - tidier - tidiest (consonant + y)

- **Two or more syllable** adjectives.

We add **more (less)** before the comparative adjectives and **the most (the least)** before the superlative adjectives.

beautiful - more / less beautiful - the most / the least beautiful

- The comparative is followed by **than** to introduce the other element in the comparison.

I'm younger than you.

- The superlative is preceded by **the** and is followed by **of** or **in** (especially with places)

It's the most interesting of all the subjects.

It's the noisiest place in Europe.

- **Irregular adjectives**

good - better - best

bad - worse - worst

much / many - more - most

little - less - least

far - farther / further - farthest / furthest

USE:

We use the **Comparative** to compare one person / thing with another. One is viewed as separate from the other.

We use the **Superlative** to compare one person / thing in a group with the other persons / things in that group.

!!! NOTE

- (not) so / as + adjective + as
He's not so / as tall as his brother.
- (not) nearly as + adjective + as
It is nearly as cold as it was yesterday.
- much + comparative + than
She's much cleverer than her friends.

AS / LIKE

We use **as** to say what someone really is.
He works as a teacher.

We use **like** to show similarity.
He works like a slave (He isn't a slave).

UNIT 2

PRESENT PERFECT SIMPLE

FORM (have + past participle)

Affirmative

I have ('ve) worked

He has ('s) written

Negative

I have not (haven't) worked

He has not (hasn't) written

Question

Have you worked?

Has he written?

Short answers

Yes, I have / No, I haven't

Yes, he has / No, he hasn't

USE: to talk about

- things that started in the past and continue up to the present
She's been in Rome since December.
I've known her for 5 years.
- an action that happened in the past but we do not know 'when'
They've bought a new house.
- finished actions that have results now
He's lost the map. Now he can't find the way.
Have you heard? They've found new artifacts.
- actions repeated in an unfinished period of time
He's been to Asia several times this year.
- recent actions
I have just finished my school project.

TIME EXPRESSIONS

for (to talk about length of time), since (to say when something started), already, always, just, ever / never, lately, recently, so far, today, still, yet (at the end of the sentence), this year, How long ... ?

!!! REMEMBER

go - went - gone / been

He's gone to Italy (He isn't home. He's in Italy)

He's been to Italy (He went to Italy but he's back now)

He's been in Italy (He lives in Italy)

SIMPLE PAST

FORM

Affirmative

I worked

I wrote

Negative

I did not (didn't) work

I did not (didn't) write

Question

Did I work?

Did you write?

Short answers

Yes, I did / No, I didn't

USE: to talk about

- finished actions at a definite time in the past. The time is stated, known or implied
He left at 7 o'clock yesterday.

- actions that happened immediately one after the other in the past
*She **came** into the room and **turned on** the light.*
- actions of people who are no longer alive
*Papadiamantis **wrote** many books about his island.*
- habits or states in the past
*They **went** out a lot when they were younger.*

!!! NOTE

- **Used to + verb** can replace the **Simple Past** for habits or repeated actions in the past that are no longer happening.
*When I was younger, I **went** to school by bike.*
*When I was younger, I **used to go** to school by bike.*

PRONUNCIATION

There are three ways to pronounce ‘-ed’ at the end of the regular verbs in the Past Simple:

- verbs ending in sounds /t/, /d/ are pronounced /id/
start – started
- verbs ending in /k/, /p/, /s/, /ʃ/, /tʃ/ are pronounced /t/
stop – stopped, watch – watched
- all the other verbs are pronounced /d/
learn – learned

TIME EXPRESSIONS

yesterday, a week **ago**, a long time ago, when I was ..., **last year** / week / month, **in** 1990, **When** ...?

PAST CONTINUOUS

FORM (was / were – ing)

Affirmative	Negative
I was working	I was not (wasn't) working
You were writing	You were not (weren't) writing

Question	Short answers
Was I working?	Yes, I was / No, I wasn't
Were you writing?	Yes, you were / No, you weren't

USE: to talk about

- an action that was in progress around a particular time in the past
*At the time of the eruption some children **were playing**.*
- an action that was in progress when another action interrupted it
*As they **were walking** in the ruins, a rock **fell** off.*
- for two or more actions happening at the same time in the past

*I **was digging** in the garden while my mum **was making** lunch.*

- to describe the setting of a story
*Jason **was sitting** at his desk. Suddenly, ...*

TIME EXPRESSIONS

when, while, as, all day / morning / week, etc.

!!! REMEMBER

Some verbs are not used in continuous forms.
*He ~~was seeming~~ / **seemed** happy when I met him.*

PAST PERFECT SIMPLE

FORM (had + past participle)

Affirmative	Negative
I had worked	I had not worked
He had written	He hadn't written

Question	Short answers
Had you worked?	Yes, I had / No, he hadn't
Had he written?	

USE: to talk about

- an action that happened before another action or before a certain time in the past (the second action is in the **Simple Past**)
*After he **had finished** his homework, he **realised** how tired he was.*
- an action that finished in the past and the result was visible then
*She was very happy because she **had met** an old friend of hers.*

TIME EXPRESSIONS

by, by the time, before, after, for, since, already, just, never, till / until, etc.

UNIT 3

EXPRESSING PREFERENCE / LIKES / DISLIKES

General Preference

I like
I enjoy
I'm fond of
I'm keen on
I love
I'm crazy about

+ **ing**

*I like **visiting** museums.
I love **staying** at hotels.
I enjoy **sunbathing**.
I'm fond of **doing** water sports.
I'm keen on **playing** tennis.*

I dislike
I can't stand
I hate

*I hate **being** in overcrowded places.
I dislike **shopping**.
I can't stand **listening** to loud music.
I don't mind **travelling** by coach.*

I don't mind

Specific Preference

- would like to + verb
*I **would like to make** a reservation.*
- would rather + verb
*I **would rather** (I'd rather) **stay** home than go out tonight.*
- would prefer to + verb
*I'd **prefer to read** rather than watch TV.*
- fancy + ing
*I **fancy eating** out tonight.*

VERB + -ing

The **-ing form** can be used as a verbal noun (gerund) to talk about things we do in the following cases:

- as the subject or object of a sentence
***Reading** is fun.
I like **swimming**.*
- after prepositions and verbs followed by prepositions
*He left **without saying** a word.
She **gave up teaching**.*
- after certain verbs:
enjoy, like, prefer, hate, fancy, mind, avoid, deny, involve, suggest, finish, risk, keep (continue)
*I **suggest going** out tonight.
Don't **keep looking** at me.*
- after certain expressions:
be used to, can't help, can't stand, it's no fun/good/use, it's worth, spend/waste time/money
*It's **worth having** a look at this monument.*
- after **go** and **come** when used in expressions connected with sports and activities
*I **go shopping** every week.
Why don't you **come skiing** with me?*

!!! NOTE

Common verbs and expressions followed by an infinitive:

agree, arrange, afford, decide, want, manage, refuse, can't wait, expect, would like, would love, would hate

*I **can't afford to buy** this video camera.*

*We **managed to climb** to the top of the mountain.*

SIMPLE FUTURE

FORM (will + verb)

Affirmative

I will (I'll) work

Negative

I will not (won't) work

Question

Will I work?

Short answers

Yes, I will / No, I won't

USE: to talk about

- things you decide to do at the time of speaking
*"We are going out". / "Great! I'll **come** with you".*
- things that are certain to happen (will definitely happen in the future and we cannot control)
*It'll **be** winter soon.
He'll **be** 20 next April.*
- promises, offers, threats, warnings, hopes
*I **will buy** you a present.
I **will help** you with the housework.*
- predictions (usually with: think, believe, expect, be sure, probably, perhaps, etc.)
*I'm sure she **will be** very successful one day.*

TIME EXPRESSIONS

tomorrow, next week / month / year, in a week / month, the day after tomorrow, soon, tonight, etc.

BE GOING TO + VERB

FORM

Affirmative

I am going to work

Negative

I am not going to work

Question

Am I going to work?

Is he going to work?

Short answers

Yes, I am / No, I'm not

Yes, he is / No, he isn't

USE: to talk about

- future plans and intentions
*She's **going to book** a ticket tomorrow.*
- predictions based on what we see / know, especially when there is evidence something is going to happen
*Look at those clouds! It's **going to rain**.
Look out! You're **going to fall**.*

!!! REMEMBER

- **Time words** such as **before, after, when (όταν), till / until, as soon as, once, by the time**, etc. are not followed by Simple Future. Instead, we use **Simple Present** or **Present Perfect Simple**.
*He will call you **as soon as** he **comes** home.*
*They will watch TV **after** they **have finished** lunch.*
- Use **shall** with **I** or **we** to make suggestions or ask for information.
***Shall we go out** tonight?*
*Where **shall I** park?*

!!! NOTE

- The **PRESENT CONTINUOUS** is often used for **fixed arrangements** in the near future.
***We're having** a party on Saturday evening. Would you like to come? (everything is arranged)*
***I'm seeing** the doctor next week. (we have an appointment)*
- The **SIMPLE PRESENT** is also used with future meaning for **timetables or programmes**.
*His flight **arrives** at 6:00 tomorrow morning.*
*Christmas Day **falls** on a Sunday this year.*

TOO / ENOUGH

Too and **enough** are adverbs of degree. **Too** expresses an excessive degree and **enough** expresses a sufficient degree.

- **too** + adjective / adverb + to -infinitive
*I'm **too unfit** to do windsurfing.*
- **too** + adjective ... for (somebody) (+ to -infinitive)
*This sport is **too demanding** for me (to do).*
- adjective / adverb + **enough** + to -infinitive
*He's **strong enough** to win the game.*
- **enough** + noun
*I've got **enough money** to go on holiday.*

!!! NOTE

*This car is **very** expensive, but I'll buy it.*
*This car is **too** expensive. I can't afford it.*

SO / SUCH

So and **such** can be used as adverbs of degree. They express a high degree of intensity. In this case the sentences with **so** and **such** are followed by an exclamation mark.

*His story was **so** funny!*
*It was **such** a funny story!*
*She has **such** beautiful eyes!*

So and **such** are also used with **that** to express cause and effect.

- **such** a / an + adjective + countable noun (singular) [+ that ...]
*It was **such** an exhausting day that I went straight to bed.*
- **such** + adjective + countable (plural) / uncountable noun [+ that ...]
*There were **such** noisy parties that we complained to the police.*
*It was **such** cold weather that we cancelled the race.*
- **so** + adjective / adverb [+ that ...]
*She's **so** determined that she will succeed.*
*He runs **so** fast that no one can compete with him.*

So is used with quantifiers like: much, many, few, little. However, we say: such a lot of...

*I'm sorry I'm late. There was **so much** traffic.*
*I'm sorry I'm late. There was **such a lot of** traffic.*

QUESTION TAGS

FORM

We form question tags by using the **auxiliary verb** of the statement (if there is not one, we use **do / does** for Simple Present and **did** for Simple Past) and the appropriate **personal pronoun**.

*She **can** dance well, **can't** she?*
*The boys **like** football, **don't** they?*

USE:

We use **question tags** to ask for agreement.

After **positive** statements we use negative question tags and after **negative** statements we use positive question tags.

*The match **was** great, **wasn't** it?*
*They **will not** reserve tickets, **will** they?*
*She **likes** tennis, **doesn't** she?*

!!! NOTE

*I **am** clever, **aren't** I?*
***Let's** have a break, **shall** we?*
*He **has** got a boat, **hasn't** he?*
*He **has** tennis lessons every week, **doesn't** he?*
***Don't** tell anyone, **will** you?*
***This** is a thrilling sport, **isn't** it?*

UNIT 4

MODAL VERBS

OBLIGATION / DUTY / NECESSITY

- **must**: expresses strong obligation to do something, duty and strong necessity
*I **must** do my homework.*

- **have to:** expresses necessity, an obligation caused by an external authority or circumstances
*I will **have to** go soon.*
*You **have to** stop when you see that sign.*
- **mustn't:** expresses prohibition
*You **mustn't** drink and drive.*
- **don't have to:** expresses lack of necessity, absence of obligation
*You **don't have to** come with us if you don't want to.*
- **should / shouldn't / ought to / oughtn't to:** expresses advice, weak obligation in the sense of something that is good or right to do
*He **should** see a doctor if he's not feeling well.*
*They **shouldn't** buy expensive clothes if they can't afford them.*
*They really **ought to** visit their grandparents.*

POSSIBILITY

- **can:** expresses general possibility
*The city **can** be dangerous at night.*
- **may:** expresses possibility in a specific situation
*Father **may** be late today.*
- **might, could:** express possibility in a specific situation (less possible than **may**)
*This painting **might** be worth a lot of money one day.*
*It **could** get colder later on.*

PERMISSION

- **can, could, may:** are used to ask for permission
- **can, may:** are used to give permission
*Can I use your pen? - Yes, you **can**.*
*Could I call you tomorrow? - Yes, of course you **can**.*
*May I leave now? - Yes, you **may** go.*

When we refuse permission we use expressions like **sorry / I'm afraid** and **actually**.

- *Can I borrow your CD?*
- ***Sorry** but you can't. **I'm afraid** I've already promised it to someone else.*

REQUEST

- **can, could:** are used to make requests
Can you lend me one euro?
Could you turn down the radio?

ABILITY

- **can:** expresses ability in the present or the future
*I **can** speak English but I **can't** speak German.*
- **could:** expresses ability in the past
*He **could** play the violin when he was 8.*
- **be able to:** expresses ability. It is used to refer to ability in situations where there are no equivalent

structures with **can/could** (infinitive, perfect tense)
***Have you been able** to solve the problem yet?*
*I **can/will be able to** do it tomorrow.*

!!! NOTE

- **could:** expresses general ability in the past
*He **could** play the piano when he was 5.*
- **was able to:** expresses ability in a specific situation in the past.
*I **was able to** repair my car yesterday.*

!!! REMEMBER

Modal verbs are followed by a bare infinitive.
*She **must** go on a diet.*
*They **may** come to the party.*
*He **has to** work late. He **can't** come with us.*

RELATIVE CLAUSES

Relative clauses are used to give more information about nouns. They are introduced with a relative pronoun or a relative adverb.

RELATIVE PRONOUNS

- **who / that** is used for people
*The man **who** lives next door is a doctor.*
- **which / that** is used for animals and objects
*The car **which** was stolen was very expensive.*
- **whose** is used for people, animals and objects to show possession
*The woman **whose** cat is missing is very sad.*

!!! NOTE

- **who, which** and **that** can be omitted when they are the object of the relative clause
*The boy (**who** / **that**) you saw at my house is my best friend.*
- **who, which** and **that** cannot be omitted when they are the subject of the relative clause
*The dog **which** / **that** is running is not mine.*
- **whose** is never omitted
*The teacher **whose** students broke the window was fired.*

RELATIVE ADVERBS

- **when / that** is used to talk about time
*The day **when** I was born was a Sunday.*
- **where** is used to talk about a place
*The restaurant **where** we usually have dinner is not far from our house.*
- **why** is used to give a reason
*The reason **why** she's crying is because she fell off her bike.*

UNIT 5

PASSIVE VOICE

FORM

verb 'to be' (in the appropriate tense) + past participle

*The 'Mona Lisa' **is kept** in the Louvre.*

*This seat **isn't taken**.*

*Hip hop music **was played** at the concert.*

*A new bridge **will be built** soon.*

***Has** the house **been sold**?*

*The radio **had been turned off**.*

*The letters **must be delivered** tomorrow.*

USE

We use the **passive voice** when:

- the action is more important than the person who does it

*The painting **will be displayed** at the National Gallery next month.*

- the person who does the action is unknown or obvious

*The statue **was stolen** last week. (unknown)*

*The play **will be performed** in an open-air theatre. (by the actors – obvious)*

- we want to avoid saying who did something wrong

*The CD player **is broken**.*

Passive voice tends to be used more in writing and in formal speech.

CHANGING FROM PASSIVE TO ACTIVE

- the **object** of the sentence in the active becomes **subject** in the passive.
- the passive structure is formed by using the verb **be** in the same tense as the verb in the active sentence followed by the **past participle** of the active verb.

*play – **is / are played***

*sang – **was / were sung***

*has / have painted – **has / have been painted***

*will direct – **will be directed***

*is / are composing – **is / are being composed***

*was / were collecting – **was / were being collected***

*had sculpted – **had been sculpted***

*(must) rehearse – (must) **be rehearsed***

- the **subject** of the active sentence is introduced using the preposition **by**. This person, thing, organisation, etc. is called the agent.

ACTIVE: *Vivaldi composed 'The Four Seasons'.*

PASSIVE: *'The Four Seasons' was composed by Vivaldi.*

!!! NOTE:

- Only verbs that have an object (transitive) can be turned into passive voice. Here is a list of some verbs that do not have passive forms:

look, happen, occur, (dis)appear, vanish, seem, consist of, emerge, resemble

- We use **by** + **person**

with + **instrument / material**

*The painting was painted **by** Salvatore Dali.*

*The painting was painted **with** watercolours.*

- The **by-agent** can be omitted when the subject in the active voice is *he, they, someone, people*, etc.

Someone stole an expensive work of Art.

An expensive work of Art was stolen.

- With verbs that have two objects we have two passive forms.

My friend gave me a new CD on my birthday.

*I was given **a new CD** on my birthday. (more common)*

***A new CD** was given **to me** on my birthday. (less common)*

- When a verb in the active voice is followed by a preposition, the preposition goes immediately after the verb in the passive.

*The students **put up** a Christmas play.*

*A Christmas play was **put up** by the students.*

- When we ask about the person who does something, the passive question form is:

*Who **was** this piece of music **composed by**?*

- The verbs **made** and **let** change as follows:

*My mother **made** me tidy my room.*

*I was **made to** tidy my room.*

*My teacher **let** me go out.*

*I was **allowed to** go out.*

UNIT 6

CONDITIONALS

TYPE 0

FORM

If / When + Simple Present → Simple Present

USE

Type 0 is used to express a general truth or a scientific fact.

*If you **leave** ice in the sun, it **melts**.*

TYPE 1

FORM

If + Simple Present → Simple Future, imperative, can / must / may, etc. + infinitive

USE

Type 1 is used to express a real situation in the present or future.

*If she **invites** me, I **will go** to the cinema with her.*

!!! NOTE

Unless = If not: expresses negative conditions

*I won't go shopping **unless** you come with me.*

*I won't go shopping **if** you **don't** come with me.*

!!! REMEMBER

The verb is usually affirmative after unless.

TYPE 2

FORM

If + Simple Past → would, could, might + infinitive

USE

Type 2 is used to express an unreal or imaginary situation, something unlikely to happen in the present or future.

*If they **had** more free time, they **would go** to the art exhibition.*

!!! NOTE

In Type 2 conditional **were** is often used instead of was.

*If I **were** you, I would tell them the truth.*

TYPE 3

FORM

If + Past Perfect → would, could, might + perfect infinitive (have + past participle)

USE

Type 3 is used to express an imaginary situation in the past, something that can no longer happen in the present or future. It is also used to express regret.

*If I **had known** your phone number, I **would have called** you. (I didn't know it so I didn't call you)*

*If I **had studied** more, I **wouldn't have failed** the test.*

!!! REMEMBER

When the **If-clause** is before the **main clause** we separate them with a comma. When it is after the main clause we don't put a comma.

If it rains, I will stay home.

I will stay home if it rains.

CLAUSES OF RESULT

They are introduced with:

- **so**
*I was ill, **so** I didn't go to school yesterday.*
- **such (a / an) + adjective + noun (that)**
*It was **such** a nice day that we went for a picnic.*
*They were **such** expensive clothes that we didn't buy them.*
- **so + adjective / adverb (that)**
*She was **so** tired that she went to bed early.*
*He plays the piano **so** well that we all admire her.*
- **As a result**
*People hunt animals. **As a result**, some animals are in danger.*

CLAUSES OF REASON

They are introduced with:

- **the reason for + noun**
The reason for his delay was the bad weather.
- **the reason why + clause**
The reason why he was late was the bad weather.
- **because of + noun**
*He was late **because of** the bad weather.*
- **because + clause**
*He was late **because** the weather was bad.*

CLAUSES OF PURPOSE

They are introduced with:

- **to + infinitive**
*They studied hard **to** pass the exams.*
- **in order (not) to + infinitive**
*They studied hard **in order to** pass the exams.*
*I shut the door quietly **in order not to** wake him up.*
- **so as (not) to + infinitive**
*They have used new systems **so as to** improve road safety.*
- **so that + can / will / could / would**
*He sent us a map **so that** we could find the way easily.*
- **in order that + can / could / might / should**
*They sold the old house **in order that** they should have some cash available.*

CLAUSES OF CONTRAST

They are introduced with:

- **but**
*She was very tired, **but** she went to the cinema.*
- **although + clause**
***Although** she was tired, she went to the cinema.*
- **However**
*She was tired. **However**, she went to the cinema.*

- **Despite** + noun phrase / -ing form
Despite *her illness*, Mary went to school.
Despite *being ill*, Mary went to school.
- **In spite of** + noun phrase / -ing form
In spite of *his terrible headache*, he still studied until late.
In spite of *having a terrible headache*, he still studied until late.

UNIT 7

DIRECT / REPORTED SPEECH

USE

Direct speech is the exact words someone said. The sentence is put within quotation marks ('...')
 Ann: 'It's very cold outside.'

Reported speech is the exact meaning of what someone said, but not his / her exact words. The sentence is not put within quotation marks. There is an introductory verb (say, tell), after which we can put the word **that** or we can omit it.
 Ann said (that) it was very cold outside.

SAY - TELL

'Say' and 'tell' are used both in **direct** and in **reported speech**. **Tell** must be followed by an indirect object. **Say** is not followed by an indirect object but can be followed by **to + personal pronoun or noun**.

She **said**, 'I'm tired'.
 She **said (that)** she was tired.

She **said to me**, 'I'm tired'.
 She **said to me (that)** she was tired.

She **told me**, 'I'm tired'.
 She **told me (that)** she was tired.

EXPRESSIONS WITH 'SAY' AND 'TELL'

SAY: good morning, hello, something / nothing, a few words, so, a prayer, goodbye, etc.

TELL: the truth, a story, a lie, a secret, the time, somebody the way, the difference, a joke, etc.

REPORTED STATEMENTS

In reported speech:

- personal / possessive pronouns, and possessive adjectives change according to the meaning of the sentence.
 Jerry said, 'I don't want to go out with **my** parents'.

Jerry said (that) **he** didn't want to go out with **his** parents.

- When the introductory verb is in a past tense, the tenses in the reported sentence change as follows:

DIRECT SPEECH	REPORTED SPEECH
Simple Present → Simple Past	
'My dance class starts at 7:00.'	She said (that) her dance class started at 7:00.
Present Continuous → Past Continuous	
'I'm moving house very soon.'	He said (that) he was moving house very soon.
Present Perfect → Past Perfect	
'We have finished our homework.'	They said (that) they had finished their homework.
Simple Past → Simple Past / Past Perfect	
'Dad came home early today.'	He said (that) Dad had come home early that day.
Past Continuous → Past Continuous / Past Perfect Continuous	
'I was sleeping'	She said (that) she had been sleeping.
Simple Future → Conditional (would)	
'We will have a party soon.'	They said (that) they would have a party soon.

- The same rule applies to modal verbs, if they have a past form:
 can → could
 may → might
 shall → should
 will → would
- Certain words and time expressions change according to the meaning of the sentence as follows:

now	→	then
today	→	that day
yesterday	→	the day before, the previous day
tonight	→	that night
tomorrow	→	the next / following day
this	→	that
last month	→	the previous month, the month before
next week	→	the following week, the week after
ago	→	before
here	→	there
come	→	go

NOTE!

- The verb tenses do not change when the introductory verb is in the present, future or present perfect.
*Jim says, 'I **am** very tired'.*
*Jim says (that) **he is** very tired'.*
- The verb tenses may not change when we report a general truth.
*Georgia said, 'It **rains** a lot in March'.*
*Georgia said that it **rains** a lot in March.*
- **could, might, should, ought to, had better, would, used to** remain unchanged
*'I **could** do it'.*
*He said he **could** do it.*
- **must** can remain unchanged or be replaced by **had to**
*'I **must** leave'.*
*She said she **must** leave / **had to** leave.*

REPORTED ORDERS / REQUESTS

- When we report orders, we use the introductory verbs: 'tell', 'order' + someone + (not) to -infinitive.
'Get into groups and don't make a lot of noise', the teacher told us.
*The teacher **told us to get** into groups and **not to make** a lot of noise.*
- When we report requests, we use the introductory verb 'ask' + (not) to -infinitive and we omit words such as 'please'.
'Help me carry this desk, please', the teacher told me.
*The teacher **asked me to help** her carry that desk.*

REPORTED QUESTIONS

- Reported questions are usually introduced with the verbs / expressions: ask, wonder, inquire, want to know.
'What time does the play start?'
*He **wanted to know** what time the play started.*
- When the direct question begins with a question word (who, where, why, when, how, etc.), the reported question is introduced with the same word.
'What time does the play start?'
*He wanted to know **what** time the play started.*
- When the direct question begins with an auxiliary or modal verb (be, do, can, etc.), the reported question starts with 'if' or 'whether'.
'Do you like helping others?'
*He asked me **if / whether** I liked helping others.*
- The word order is the same as in an affirmative sentence. The verb tenses, pronouns and time

expressions change as in statements. The question mark is omitted.

*'What time **does the play start?**'*

*He wanted to know what time **the play started**.*

INTRODUCTORY VERBS

- Here is a list of verbs used to introduce reported statements:
explain, mention, point out, reply, state + (to + personal pronoun / noun) + that...
'It's about 10 km away'
*He **explained (to me) that** it was 10 km away.*
believe, think, imagine, suppose
'It's an easy job'
*She **believed** it was an easy job.*
- Here is a list of introductory verbs used to report advice, agreement, commands, suggestions, etc.

VERB + (NOT) TO -INFINITIVE

- agree
*He **agreed to help** me with my project.*
- demand
*Dad **demanded to tell** him the truth.*
- offer
*She **offered to pick** me up from the airport.*
- promise
*They **promised not to make** too much noise.*
- refuse
*The boy **refused to go** inside.*

VERB + SB + TO -INFINITIVE

- advise
*My friend **advised me to eat** healthy food.*
- ask
*He **asked his teacher to explain** again.*
- encourage
*Mary **encouraged her son to try** harder.*
- invite
*We **invited them to spend** the weekend together.*
- remind
*She **reminded me to pay** the bills.*
- warn
*Mum **warned me not to cross** the street.*

VERB + -ing FORM

- accuse sb of
*They **accused us of cheating** in the test.*
- apologise for
*He **apologised for breaking** the CD.*
- suggest
*She **suggested going** to the cinema the next day.*