**A. NỘI DUNG ÔN TẬP**

**PHONETICS**

I. VOWELS AND DIPHTHONGS (Nguyên âm và nguyên âm đôi)

There 20 vowel sounds in the English language.

+ 12 vowels: /ɪ/*,* /i:/, /e/, /ə/, /ɜː/, /ʊ/, /u:/ /ɒ/, /ɔː/, /ʌ/, /ɑː/, /æ/

+ 8 diphthongs: /ɪə/, /eə/, /eɪ/, /ɔɪ/, /aɪ/, /əʊ/, /aʊ/, /ʊə/

**1. VOWELS**



|  |  |
| --- | --- |
| **VOWELS** | **EXAMPLES** |
| /i:/ | theme, key, people, police, beach |
| /ɪ/ | busy, hit, ring, link, film |
| /ʊ/ | cook, put, look, full, woman |
| /u:/ | soon, remove, bamboo, food, tomb |
| /e/ | bed, pet, ten, egg, head |
| /ə/ | vendor, doctor, popular, brother, banana |
| /ɜː/ | bird, worm, burn, birthday, earth |
| /ɔː/ | more, door, walk, worm, ball |
| /æ/ | fan, bat, apple, fashion, black |
| /ʌ/ | cut, butter, come, love, money |
| /ɑː/ | father, heart, start, park, far |
| /ɒ/ | hot, box, cough, watch, dog |

|  |  |
| --- | --- |
| **UNVOICED SOUNDS** | **EXAMPLES** |
| /f/ | cough /kɒf/ | coughed /kɒft/ |
| /k/ | walk /wɔːk/ | walked /wɔːkt/ |
| /p/ | stop /stɒp/ | stopped /stɒpt/ |
| /s/ | miss /mɪs/ | missed /mɪst/ |
| /θ/ | bath /bæθ/ | bathed /bæθt/ |
| /ʃ/ | push /pʊʃ/ | pushed /pʊʃt/ |
| /tʃ/ | watch /wɒtʃ/ | watched /wɒtʃt/ |

**2. /d/ sound:** When the base verb ends in a voiced sound like /**b/, /v/, /g/, /z/, /m/, /n/, /l/, /ʒ/, /dʒ/, /ð/**, the *-ed* ending is pronounced as **/d/**. Vowel sounds and diphthongs are all voiced as well.

|  |  |
| --- | --- |
| **UNVOICED SOUNDS** | **EXAMPLES** |
| /b/ | grab /ɡræb/ | grabed /ɡræbd/ |
| /v/ | move /mu:v/ | moved /mu:vd/ |
| /g/ | hug /hʌg/ | hugged /hʌgd/ |
| /z/ | raise /r eɪ z/ | raised /reɪzd/ |
| /m/ | calm /kɑːm/ | calmed /kɑːmd/ |
| /n/ | listen /'lisn/ | listened /'lisnd/ |
| /l/ | cancel /kænsl/ | cancelled /kænsld/ |
| /dʒ/ | judge /dʒʌdʒ/ | judged /dʒʌdʒd/ |
| /ð/ | bathe /beɪð/ | bathed /beɪðd/ |
| /aʊ/ | allow /əˈlaʊ/ | allowed /əˈlaʊd/ |
| /eɪ/ | play /pleɪ/ | played /pleɪd/ |

**3. /ɪd/ sound:** When the base verb ends in **/t/** or **/d/** sounds, the *-ed* ending is pronounced as **/ɪd/**.

|  |  |
| --- | --- |
| **UNVOICED SOUNDS** | **EXAMPLES** |
| /t/ | start /stɑːrt/ | started /stɑːrt ɪd/ |
| want /wɒnt/ | wanted /wɒntɪd/ |
| /d/ | need /ni:d/ | needed /ni:dɪd/ |
| decide /dɪ’saɪd/ | decided /dɪ’saɪdɪd/ |

**V. -s AND -es ENDING**

In the English language, the -s and -es endings typically occur for plural noun forms, third-person singular present tense verb forms, and possessive forms. Phonetically speaking, the final sound of the base word affects how the -s and -es endings are pronounced.

**1. /s/ sound:** When the base word ends in an unvoiced sound like **/p/, /k/, /f/, /t/, /θ/,** the -s ending is pronounced **/s/**.

|  |  |
| --- | --- |
| **UNVOICED SOUNDS** | **EXAMPLES** |
| /f/ | cough /kɒf/ | coughs /kɒfs/ |
| /k/ | book /bʊk/ | books /bʊks/ |
| /p/ | cup /kʌp/ | cups /kʌps/ |
| /t/ | cat /kæt/ | cats /kæts/ |
| /θ/ | unearth /ʌnˈɜːθ/ | unearths /ʌnˈɜːθs/ |

**2. /z/ sound:** When the base word ends in a voiced sound like **/b/, /d/, /g/ /l/,** **/m/, /n/*,* /ŋ/, /v/, /ð/**, the -s ending is pronounced **/z/**.

|  |  |
| --- | --- |
| **UNVOICED SOUNDS** | **EXAMPLES** |
| /b/ | grab /ɡræb/ | grabs /ɡræbz/ |
| /d/ | brood /bru:d/ | broods /bru:dz/ |
| /g/ | bag /bæg/ | bags /bægz/ |
| /l/ | bell /bel/ | bells /belz/ |
| /m/ | come /kʌm/ | comes /kʌmz/ |
| /n/ | earn /ɜːrn/ | earns /ɜːrnz/ |
| /ŋ/ | thing /θɪŋ/ | things /θɪŋz/ |
| /v/ | love /lʌv/ | loves /lʌvz/ |
| /ð/ | clothe /kləʊð/ | clothes /kləʊðz/ |

**3. /**ɪ**z/ sound:** When the base word ends in a sibilant sound **/s/, /z/, /ʃ/*,* /ʒ/, /tʃ/, /dʒ/*,*** the -es ending is pronounced **/ɪz/**.

|  |  |
| --- | --- |
| **UNVOICED SOUNDS** | **EXAMPLES** |
| /s/ | bus /bʌs/ | buses /bʌsɪz/ |
| /z/ | quiz /kwɪz/ | quizes /kwɪzɪz/ |
| /ʃ/ | wish /wɪʃ/ | wishes /wɪʃɪz/ |
| /ʒ/ | massage /ˈmæsɑːʒ/ | massages /ˈmæsɑːʒɪz/ |
| /tʃ/ | watch /wɒtʃ/ | watches /wɒtʃɪz/ |
| /dʒ/ | lozenge /ˈlɒzɪndʒ/ | lozenges /ˈlɒzɪndʒɪz/ |

VI. WORD STRESS (Trọng âm từ)

1. Two-syllable nouns and adjectives

When a noun or an adjective has two syllables, the stress is usually on the first syllable.

*Examples:* starter /ˈstɑːrtər/ money /ˈmʌni/

pretty /ˈprɪti/ clever /ˈklevər/

*Exceptions:* hotel /həʊˈtel/ correct /kəˈrekt/ okay /əʊˈkeɪ/

2. Two-syllable verbs and prepositions

When a verb or a preposition contains two syllables, the stress is generally on the second syllable.

*Examples:* connect /kəˈnekt/ update /ˌʌpˈdeɪt/

away /əˈweɪ/ between /bɪˈtwiːn/

*Exceptions:* follow /ˈfɒləʊ/ happen /ˈhæpən/

 under /ˈʌndər/ over /ˈəʊvər/

3. Words that function as both nouns (n) and verbs (v)

In English, some words serve as both nouns and verbs. When used as nouns, the stress is placed on the first syllable, while as verbs, the stress shifts to the second syllable.

*Examples:* a present /'prezənt/ (= a gift)

to present /prɪ'zent/ (= to give something formally)

an increase /’ɪnkri:s/ (= a rise in amount, number or degree)

to increase /ɪn'kri:s/ (= to become bigger in amount, number or degree)

*Exceptions:* answer (n, v) /ˈɑːnsər/ copy (n, v) /ˈkɒpi/

offer (n, v) /ˈɒfər/ visit (n, v) /'vɪzɪt/

**4. Words with various suffixes**

When a word with the following suffixes, the stress is on the syllable right before the suffix.

|  |  |
| --- | --- |
| **SUFFIXES** | **EXAMPLES** |
| *-able* | available/əˈveɪləbl/ | timetable/taɪmteɪbl/ | suitable/'su:təbl/ |
| *-ial* | social/ˈsəʊʃl/ | special/ˈspeʃl/ | financial/faɪˈnænʃl/ |
| *-cian* | musician/mjuˈzɪʃn/ | magician/məˈdʒɪʃn/ | politician/ˌpɒləˈtɪʃn/ |
| *-ery* | bakery/ˈbeɪkəri/ | scenery/' si:nəri/ | gallery/ gæləri/ |
| *-ian* | durian/ˈdʊəriən/ | librarian/laɪˈbreəriən/ | guardian/ˈɡɑːrdiən/ |
| *-ible* | impossible/ɪmˈpɒsəbl/ | terrible/ˈterəbl/ | horrible/ˈhɒrəbl/ |
| *-ic* | topic/ˈtɒpɪk/ | public/ˈpʌblɪk/ | basic/'beɪsɪk/ |
| *-ics* | electronics/ɪˌlekˈtrɒnɪks/ | physics/'fɪzɪks/ | mathematics/ˌmæθəˈmætɪks/ |
| *-ion* | onion/ˈʌnjən/ | region/ˈriːdʒən/ | million/ˈmɪljən/ |
| *-tion* | action/ˈækʃn/ | question/ˈkwestʃən/ | decision/dɪˈsɪʒn/ |
| *-lent* | patient/ˈpeɪʃnt/ | ancient/ˈeɪnʃənt/ | ingredient/ɪngredɪent/ |
| *-ious* | anxious/ˈæŋkʃəs/ | various/ˈveəriəs/ | obvious/ˈɒbviəs/ |
| *-ish* | English/ˈɪŋɡlɪʃ/ | punish/ˈpʌnɪʃ/ | selfish/ˈselfɪʃ/ |

**5. Words with the suffixes *-ade, -ee, -eer, -ese, -que, -ette, -oon***

Words ending in the suffixes *-ade, -ee, -ese, -eer, -que, -ette,* or *-eon* always have the primary stress placed on the suffix, regardless of the number of syllables in the word.

|  |  |
| --- | --- |
| **SUFFIXES** | **EXAMPLES** |
| *-ade* | lemonade/ˌleməˈneɪd/ | parade/pəˈreɪd/ | invade/ɪn'veɪd/ |
| *-ee* | agree/ə'gri:/ | degree/dɪ'gri:/ | disagree/dɪsə'gri:/ |
| *-eer* | career/kəˈrɪər/ | engineer/ˌendʒɪˈnɪər/ | volunteer/ˌvɒlənˈtɪər/ |
| *-ese* | Vietnamese/ˌviːetnəˈmiːz/ | Japanese/ˌdʒæpəˈniːz/ | Chinese/ˌtʃaɪˈniːz/ |
| *-ette* | cassette/kəˈset/ | baguette/bæˈɡet/ | launderette/ˌlɔːndəˈret/ |
| *-que* | unique/ju:'ni:k/ | technique/tek'ni:k/ | boutique/bu:’ti:k/ |
| *-oon* | cartoon/kɑːrˈtuːn/ | balloon/bəˈluːn/ | afternoon/ˌɑːftəˈnuːn/ |

6. Compound nouns

In most compound nouns, the word stress is on the first noun.

*Examples:* classmate /ˈklɑːsmeɪt/ armchair /ˈɑːmtʃeər/ goldfish /ˈɡəʊldfɪʃ/

7. Compound adjectives

In most compound adjectives, the stress is on the stressed syllable of the second word.

*Examples:* old-fashioned /ˌəʊld ˈfæʃnd/ rock-solid /ˌrɒk ˈsɒlɪd/

**GRAMMAR**

**I. TENSES: PRESENT SIMPLE, PRESENT CONTINUOUS, PRESENT PERFECT, PAST SIMPLE, PAST CONTINUOUS, PAST PERFECT, FUTURE SIMPLE, BE GOING TO, FUTURE CONTINUOUS**

**1. Present simple tense (Thì hiện tại đơn)**

a. Forms

|  |  |  |
| --- | --- | --- |
|  | **VERB *TO BE*** | **OTHER VERBS** |
| Affirmative (khẳng định) | *S + am / is / are + ...* | *S + V(s/es)* |
| Negative (phủ định) | *S + am / is / are + NOT + ...* | *S + don’t/doesn’t + V (bare-infinitive)* |
| Interrogative (nghi vấn) | *Am /Is /Are + S + ...?* | *Do/Does + S + V (bare-infinitive)?* |

b. Uses

- General truths

*Example:* Water **covers** 71 % of the earth’s surface.

- Habits or routines

*Example:* My father always **takes** a bus to work every day.

- Future events such as timetables, arrangements, and programs

*Example:* What time **does** their flight to Seoul **leave?**

- True facts or situations that are permanent

*Example:* His family **lives** in Switzerland.

c. Time expressions

We often use present simple tense with adverbs of frequency *(always, usually, often, sometimes, seldom / rarely, never...), every on day, every year, every week, in the morning / afternoon / evening, at noon / night, on the weekend.*

**2. Present continuous tense (Thì hiện tại tiếp diễn)**

**a. Forms**

|  |  |
| --- | --- |
| Affirmative (khẳng định) | S + *am / is/ are + \/-ing* |
| Negative (phủ định) | S + *am /is/are* + NOT + *V-ing* |
| Interrogative (nghi vấn) | *Am / Is /Are* + S + *V-ing?* |

b. Uses

- For actions happening now

*Example:* She **is cooking** a special meal for the whole family right now.

- For future plans or arrangements

*Example:* Mary **is having** an important interview at ABC Company this week.

c. Time expressions

We use present continuous tense with *now, right now, at the moment, at present, these days, tomorrow, tonight, next (week / month / year).*

***Note:*** *We* do not normally use the continuous with stative verbs *(believe, dislike, know, like, love, want, prefer, wish, understand, think ...).*

3. Present perfect tense (Thì hiện tại hoàn thành)

a. Forms

|  |  |
| --- | --- |
| Affirmative (khẳng định) | S + *have/has* + V (past participle) |
| Negative (phủ định) | S + *have/has + not* + V (past participle) |
| Interrogative (nghi vấn) | *Have / Has* + S + V (past participle)? |

b. Uses

- For past actions or states which started in the past and continue up to the present

*Example:* They **have taught** English at a primary school for 4 years.

- For someone’s experience

*Example:* My sister **has tried** some special Vietnamese cuisines.

- For an action that has recently / just finished and its results are visible in the present

*Example:* The students **have picked** up all the trash in the schoolyard. It looks clean and green now.

c. Time expressions

We use present perfect tense with

- just, recently *I* lately

*Examples:* My mother has **just** cooked lunch.

Mandy and her sister have found a new apartment downtown **recently.**

- already, still, ever, never... before, not ... yet

*Examples:* I have **already** had lunch but I’ll join you for coffee.

 She has **not** finished her report **yet.**

 My classmate has **never** traveled by plane **before.**

- since, for

*since* + a point of time

*for* + a length of time

*Examples:* I have known him **since** he was a young boy.

Scientists have done some research to find out the cure for cancer **for** years.

4. Past simple tense (Thì quá khứ đơn)

a. Forms

|  |  |  |
| --- | --- | --- |
|  | VERB ro *BE* | OTHER VERBS |
| Affirmative (khẳng định) | S + *was / were + ...* | S + V (past simple) |
| Negative (phủ định) | S + *wasn’t / weren’t + ...* | S + *didn’t* + V(bare-infinitive) |
| Interrogative (nghi vấn) | *Was/ Were + S + ... ?* | *Did* + S + V(bare-infinitive)? |

b. Uses

- For actions or events that happened and completed in the past

*Examples:* I **was** a student at this school 3 years ago.

He **stayed** up late to finish his homework last night.

c. Time expressions

We use past simple tense with *yesterday, last week, last month, last night, ago, in the past.*

**5. Past continuous tense (Thì quá khứ tiếp diễn)**

**a. Forms**

|  |  |
| --- | --- |
| Affirmative (khẳng định) | S + was / *were + \/-ing* |
| Negative (phủ định) | S + *wasn’t / weren’t + \/-ing* |
| Interrogative (nghi vấn) | Was / *Were* + S + *\/-ing?* |

b. Uses

- For actions and states in progress (happening) around a particular time in the past

*Example:* I **was eating** dinner at 7 p.m. last night.

- For actions that were in progress and were interrupted by others in the past

*Example:* They **were playing** video games when the phone **rang.**

- For two or more actions that were in progress at the same time in the past

*Example:* While my father **was planting** flowers in the garden, my mother **was feeding** the chicken.

c. Time expressions

- Specific time references: *at 7 last night, at 9 o’clock this morning ...*

*- when, while, during, as, at that time ...*

**6. Past perfect tense (Thì quá khứ hoàn thành)**

**a. Forms**

|  |  |
| --- | --- |
| Affirmative (khẳng định) | S + *had* + V (past participle) |
| Negative (phủ định) | S + *had + not* + V (past participle) |
| Interrogative (nghi vấn) | *Had* + S + V (past participle)? |

b. Uses

- For an action that happened before another action in the past

*Examples:* My boss **had left** by the time she **arrived.**

I **called** his office but he **had** already **left.**

c. Time expressions

We use past perfect with *before, after, by the time, until, already, yet.*

*Examples:* **After** the exams had finished, they had a party.

The party couldn’t start **until** Kate had arrived.

7. Future simple tense (Thì tương lai đơn)

a. Forms

|  |  |
| --- | --- |
| Affirmative (khẳng định) | S + *will+* V (bare infinitive) |
| Negative (phủ định) | S + *will + not* + V (bare infinitive) |
| Interrogative (nghi vấn) | *Will* + S + V (bare infinitive)? |

b. Uses

- For decisions on the spot

*Example:* It’s hot outside. I **will open** the air conditioner.

- For predictions based on what you think, believe, or imagine

*Example:* I think it **will snow** heavily tonight.

- For promises

*Example:* He promises he **will not come** home late any longer.

c. Time expressions

We use future simple tense with *tomorrow, next (time, year, month, week), in the future, in a few days / months / years.*

8. be going to (Thì tương lai gần)

a. Forms

|  |  |
| --- | --- |
| Affirmative (khẳng định) | S + *am / is / are + going to* + V (infinitive) |
| Negative (phủ định) | S + *am /is/are + not + going to* + V (infinitive) |
| Interrogative (nghi vấn) | *Am / Is /Are* + S + *going to* + V (infinitive)? |

b. Uses

- For future actions that are planned, intended, or likely to happen in the near future

*Example:* My sister **is going to start** her new job next week.

- For predictions based on evidence

*- Example:* Don’t drive so fast. We **are going to have** an accident!

c. Time expressions

We use *be going to* with *tomorrow, tonight, next, soon ...*

**9. Future continuous tense (Thì tương lai tiếp diễn)**

|  |  |
| --- | --- |
| Affirmative (khẳng định) | S + *will be + \/-ing* |
| Negative (phủ định) | S + *will + not + be + \/-ing* |
| Interrogative (nghi vấn) | *Will* + S + *be* + V-ing? |

**a. Forms**

b. Uses

For an action that we think we are in progress at a specific point in the future

*Example:* Next week our family **will be flying** to Australia from Beijing.

c. Time expressions

We use future continuous tense with *at this time tomorrow, this time next week / month / year, tonight*

**II. PASSIVE VOICE (Thể bị động)**

**1. Structure**



**2. Note:** We normally omit *by me, by you, by us, by it, by him, by her, by them, by people ...*

*Example:* You sent me a letter.

*A* letter was sent to me *(~~by you~~).*

**3. Passive voice in different tenses**

|  |  |  |
| --- | --- | --- |
| **TENSES** | **FORMS** | **EXAMPLES** |
| Present Simple | *S + am /is/are* + V(pastparticiple) + byO | I am taken to school by my parents every day. |
| Present Continuous | S + am */is /are + being* + V(pastparticiple) + by O | The chickens are being fed by the farmer now. |
| Present Perfect | S + *have/has + been* + V (pastparticiple) + by O | The area has been polluted for 3 years. |
| Past Simple | S + was / *were* + V (past participle) + by O | This book was written by J.K. Rowling many years ago. |
| Past Continuous | S + was / *were + being* + V (pastpar1icjpla) + *by* O | The machine was being fixed at 2 a.m. yesterday. |
| Past Perfect | *S + had + been* + V (pastparticipla) + by O | This shirt had been carefully washed before you wore it. |
| Future Simple | S + *will* + be + V (pastparticiple) + by O | These trees will be cut down soon. |
| Near future | S + *am/is/are + going to be* + V(pastparticjp|e) + by O | Our house is going to be decorated with flowers. |
| Modal Verb | S + modal verb + *be* + V(pastpartjciple) + by O | Masks must be worn at any time. |

**III. CONDITIONALS (TYPE 1, TYPE 2, *UNLESS)* (Câu điều kiện loại 1 và 2)**

Conditional sentences have two parts: the ***if* clause** and the **main clause.**

The *If* clause can come before or after the main clause. If it comes after, we don’t use a comma.

**1. The first conditional:** A possible condition and its probable result in the future

*If* + S + V (present simple), S + *will /can (not)* + V-inf

*Examples:* If the weather **is** fine tomorrow, we **will go** picnicking together.

You **can go** home early if you **don’t feel** well.

**2. The second conditional:** Unreal condition in the present (imaginary situations)

*If* + S + V (past simple), S + *would / could (not)* + V-inf

*Example:* If I **became** an inventor, I **would create** a time machine.

**Note: Giving advice:** use past subjunctive: If I **were** you

*Example:* If I **were** you, I **wouldn’t apply** for that position.

***3. Unless = if... not***

*Examples:* I don’t want to stay in London **unless** I get a well-paid job.

**Unless** my sister studied harder, she would fail the final exam.

**IV.** **WISH**

1. Wishes about the present

*Form: wish + (that)* + Past simple tense

*Usage:* to talk about things that are impossible or unlikely

*Examples:* I wish that I **had** a big garden.

*(I don’t have a big garden, but it’s a nice idea!)*

I wish that John **wasn’t / weren’t** busy today.

*(He is busy, unfortunately.)*

2. Wishes about the past

*Form: wish + (that)* + Past perfect tense

*Usage:* to talk about the past regrets

*Examples:* I wish that I **had done** my homework last night.

*(I didn’t do my homework, and now I’m sorry about it.)*

I wish that I **hadn’t behaved** like that yesterday!

*(But I behaved badly yesterday. Now I think it wasn’t good at all.)*

Wishes about the future

*Form: wish + (that) + could / had to*

*Usage:* to talk about a future event or something difficult or impossible

*Examples:* I wish that we **could go** to the theater tonight.

*(Unfortunately, we’re busy so we can’t go.)*

I wish that I could drive.

*(I’m only 15. I’m too young to drive.)*

I wish I **didn’t have to work** on the weekends.

(I have to work on the weekends and I don’t want that.)

3. Wishes with *would*

*Form: wish + (that) + would*

*Usage:* to complain about a bad habit or to talk about something you would like to happen

*Examples:* I wish that my neighbors **would be** quiet!

*(They are not quiet and I dislike the noise.)*

I wish that John **wouldn’t chew** gum in class.

*(John chews gum in class all the time and I want him to stop it.)*

4. Other uses of *wish*

*Wish + to +* infinitive

We can use *wish* followed by the infinitive to indicate *would like.* This is very formal.

We don’t usually use a continuous form with *wish* in this case.

*Examples:* I wish **to meet** my old teacher. *(= I would like to meet my old teacher.)*

I wish **to go** now.

*Wish* + object + *to* + infinitive

Similarly, we can use *wish* with an object and an infinitive.

*Examples:* I do not wish **you to buy** this book.

I wish **these people to leave.**

*Wish* + somebody + something

This is used mostly in set phrases.

*Examples:* I wished **her a happy birthday.**

We wish **you every success** in the future.

**V. BARE INFINITIVES, INFINITIVES, GERUNDS**

1. Gerunds (verb + ing) can be used

- as a subject or an object of a sentence.

*Example:* **Riding a bike** is my hobby.

- after a preposition.

*Example:* I’m interested in **drawing** pictures.

- after certain verbs.

*Example:* I dislike **smoking.**

2. Infinitives (to + verb) can be used

- as a subject or an object of a sentence.

*Example:* **To travel around the world** is my dream.

- after adjectives.

*Example:* It’s nice **to see** you.

- to show purposes.

*Example:* I want a book **to read.**

- after certain verbs.

*Example:* I need **to buy** a calculator.

3. Bare infinitives (verbs without to) can be used

- after modal verbs.

*Example:* I can **cook.**

- after expressions with *why.*

*Example:* Why **not go out** for dinner?

- after *have / make / let / help* + Object

*Examples:* Will her parents **let her go** out?

(= Will her parents allow her to go out?)

She made her kids tidy their rooms.

(She forced her kids to tidy their rooms.)

I had the tailor make a dress for me.

(I instructed the tailor to make the dress.)

a. Verbs followed by gerunds

*avoid, admit, be worth, can’t help, consider, deny, dislike, enjoy, fancy, imagine, keep, mind, miss, practice, risk, recollect, recommend, report, suggest*

*Examples:* You should **practice speaking** English more.

Do you **enjoy spending** time outdoors?

b. Verbs followed by infinitives

*afford, agree, appear, arrange, ask, choose, decide, demand, desire, expect, fail, happen, help, hope, long, learn, manage, offer, plan, prepare, pretend, promise, refuse, seem, tend, threaten, wait, want, wish*

*Examples:* I can’t **afford to buy** that book.

Tom **agreed to help** with the project.

c. Verbs followed by gerunds or infinitives, with no difference in meaning

*attempt, begin, bother, can’t bear, can’t stand, cease, continue, fear, hate, intend, like (= enjoy), love, prefer, start.*

*Examples:* I intend staying / to stay long.

I can’t bear having / to have cats in the house.

**d. The forms *would like, would love,* and *would prefer* are followed by an infinitive.**

*Example:* **I’d like to come** to your birthday party, but I’ll be away then.

**d. Verbs followed by gerunds or infinitives, with a change in meaning**

|  |  |  |
| --- | --- | --- |
| **VERBS** | **+ GERUND** | **+ TO INFINITIVE** |
| *forget / remember* | = forget / remember an earlier actionI’ll never **forget traveling** to Ha Nam.I don’t **remember signing** the contract. | = forget / remember to perform a future actionDon’t **forget to lock** the door.Did you **remember to do** the shopping? |
| *go on* | = continueHe said nothing but just **went on****working** | = change to another actionAfter finishing his degree, he **went on to work** at a prestigious law firm. |
| *mean* | = involve or will result inThis new job **means living** abroad. | = intend to do somethingI didn’t **mean to upset** you. |
| *regret* | = feel sorrow about the pastI **regret leaving** school soyoung. | = announce bad newsI **regret to say** that the result is disappointing. |
| *stop* | = finish an action**Stop shouting -** you’re giving me a headache! | = complete one action to start anotherWe **stopped to get** gas. |
| *try* | = do something to see the outcomeJust **try getting** a plumber on the weekend! | = attempt to do somethingShe **tried to finish** her homework before dinner. |

e. Verbs followed by gerunds or bare infinitives

Verbs of perception: *feel, hear, listen to, notice, see, watch*

- Verbs of perception + Object + gerund

*Usage:* you can see or hear an ongoing or continuous action.

*Example:* **I felt** the train **moving,** (one continuing action)

- Verbs of perception + Object + bare infinitive

*Usage:* you can see or hear the whole action from beginning to end.

*Example:* I **felt** the train **move.** (one completed action)

**VI. REPORTED SPEECH (Lời nói gián tiếp)**

Reported speech is defined as a report of what somebody has said that does not use their exact words.

**Rule:** When transforming a sentence from direct speech into reported speech, you have to change **the pronouns, tenses, adverbs of time** and **adverbs of place** used by the speaker. Let’s have a look at the following tables.

**Table 1 - Changes in Pronouns**

|  |  |
| --- | --- |
| **DIRECT SPEECH** | **REPORTED SPEECH** |
| I | he,she |
| me | him, her |
| we | they |
| us | them |
| you | he, she, they, I |
| you | him, her, them, me |
| my | his, her |
| mine | his, hers |
| our | their |
| ours | theirs |
| your | his, her, their, my |
| yours | his, hers, theirs |

**Table 2 - Changes of Adverbs of Place and Adverbs of Time**

|  |  |
| --- | --- |
| **DIRECT SPEECH** | **REPORTED SPEECH** |
| this | that |
| these | those |
| **Adverbs of Place** |
| here | there |
| **Adverbs of Time** |
| now | then |
| today | that day |
| tomorrow | the next day / the following day |
| yesterday | the previous day |
| tonight | that night |
| last week | the week before |
| next week | the week after / the following week |
| last month | the previous month |
| next month | the month after / the following month |
| last year | the previous year |
| next year | the year after / the following year |
| ago | before |

**Table 3 - Changes in Tenses**

|  |  |
| --- | --- |
| **DIRECT SPEECH** | **REPORTED SPEECH** |
| Simple PresentAlice said, **“I make** soup.” | Simple PastAlice said that **she made** soup. |
| Present ContinuousAlice said, **“I am making** soup." | Past ContinuousAlice said that **she was making** soup. |
| Present PerfectAlice said, **“I have made** soup.” | Past PerfectAlice said that **she had made** soup. |
| Present PerfectAlice said, **“I have been making** soup.” | Past Perfect ContinuousAlice said that **she had been making** soup. |
| Simple PastAlice said, **“I made** soup.” | Past PerfectAlice said that **she had made** soup. |

|  |  |
| --- | --- |
| Past ContinuousAlice said, **“I was making** soup." | Past Perfect ContinuousAlice said that **she had been making**soup. |
| Past PerfectAlice said, **“I had made** soup by 10 a.m. **yesterday.”** | Past Perfect (No change)Alice said that **she had made** soup by 10 a.m. **the day before.** |
| Past Perfect ContinuousAlice said, **“I had been making** soup by 10 a.m. **yesterday.”** | Past Perfect Continuous (No change)Alice said that **she had been making** soup by 10 a.m. **the day before.** |

**Table 4 - Changes of Modal Verbs**

|  |  |
| --- | --- |
| **DIRECT SPEECH** | **REPORTED SPEECH** |
| will | would |
| may | might |
| can | could |
| shall | should |
| must | had to |

1. Reported Statements

Subject + *said (that)* + clause

Subject + *told + Object (that)* + clause

*Example:* She said, “My favorite subject is English.”

🡪 She told me / said that **her favorite subject was English.**

**2. Reported Questions**

*- Yes/No* Questions: Subject + *asked/ wanted to know + if/ whether* + clause

*Example:* She said, “Are you free tonight?”

🡪 She asked me **if** */* **whether I was free that night.**

- WH-Questions:

Subject + *asked / wanted to know* + wh-word + clause

*Example:* She said, “Where are you from?”

🡪 She asked me where I was from.

3. Reported Commands

Subject + *asked/told/ordered* ... + Object + *(not) to* infinitive

*Examples:* She said, “Open your book, please.”

🡪 She **told me to open** my book.

She said, “Don’t meet him again.”

🡪 She **told me not to meet** him again.

**VII. RELATIVE CLAUSES (DEFINING AND NON-DEFINING RELATIVE CLAUSES)**

1. Relative Pronouns

Relative pronouns introduce relative clauses. Relative pronouns such as *who, whom, which, whose,* and *that* are chosen based on the antecedent.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SUBJECTS** | **OBJECTS** | **POSSESSION** |
| Nouns of things | which | which | whose |
| Nouns of people | who | who / whom |

*Examples:* It’s good to do something **which** challenges you.

You’ll be with people **who** have similar interests.

That’s the girl **whose** mother is my teacher.

I called my sister, **whom** I hadn’t met for 2 years.

The relative pronoun *that* is used instead of *who, whom,* or *which* in relative clauses to refer to people, animals, and things. We only use it to introduce defining relative clauses and usually after superlatives. *That* is not as formal as *who, whom,* or *which.*

*Example:* She is the smartest student **that** I’ve ever taught.

2. Relative Adverbs

We often use *where, when,* or why to introduce relative clauses instead of *at which, on which,* or *for which.*

|  |  |
| --- | --- |
| **RELATIVE ADVERBS** | **EXAMPLES** |
| Adverbs of place | where | I love Ho Chi Minh City, **where (in which)** I was born.This is the school **where (at which)** we first met. |
| Adverbs of time | when | I remember the day **when (on which)** we graduated. 2010 was the year **when (in which)** I was born. |
| Adverbs of reason | why | Do you know the reason **why (for which)** I love Ho Chi Minh City? |

**3. Defining or Non-defining relative clauses**

|  |  |
| --- | --- |
| **DEFINING RELATIVE CLAUSES** | **NON-DEFINING RELATIVE CLAUSES** |
| - They give important information about the nouns or pronouns they modify. | - They add extra information about the nouns they modify such as proper names, nouns with demonstrative pronouns *(this, these* ...), and nouns with possessive adjectives *(my, his, our ...).* |
| - They have no comma. | - They have a comma at the start. |
| - We can use the relative pronoun *that.* | - We cannot use the relative pronoun *that.* |
| - The relative pronoun can be removed if it is the object of the clause. | - The relative pronoun cannot be removed. |
| The book **(which / that)** you gave me is interesting. | *Cinderella,* **which** you gave me, is interesting. |

**VIII. ADVERBIAL CLAUSES OF RESULT, ADVERBIAL CLAUSES AND PHRASES OF PURPOSE, ADVERBIAL CLAUSES AND PHRASES OF REASON, ADVERBIAL CLAUSES AND PHRASES OF CONCESSION**

1. Adverbial clauses of result

*Forms:*

|  |
| --- |
| *... so +* Adj *I* Adv+ *that...* |
| *...so many / few* + Plural Noun + *that...* |
| *...so much / little* + Uncountable Noun + *that...* |
| *... such + (a/an)* + Adj + Noun + *that...* |

*Usage:* To show the result of a situation or an action

*Examples:* Jane is **so** clever **that** everyone admires her.

Jane is **such** a clever girl **that** everyone admires her.

The lecturer talked **so** fast **that** no one could understand him.

My cousins had **so many** exercises **that** they couldn’t attend my son’s birthday party.

My cousins had **so much** homework **that** they couldn’t attend my son’s birthday party.

2. Adverbial clauses and phrases of purpose

*Forms:*

|  |  |
| --- | --- |
| **ADVERBIAL CLAUSES OF PURPOSE** | **ADVERBIAL PHRASES OF PURPOSE** |
| ... so *that* + S + V + (O)*... in order that* + S + V + (O) | *... to* + bare infinitive*... so as (not) to* + bare infinitive*... in order (not) to* + bare infinitive |

*Usage:* To describe goals or intended outcomes of actions

Examples:

|  |  |
| --- | --- |
| Adverbial clauses of purpose | I’m going early **so that** I can find a good seat. I take an umbrella **in order that** I won’t get wet. |
| Adverbial phrases of purpose | I’m going early **to** find a good seat.I’m going early **in order to** find a good seat. I’m going early **so as to** find a good seat.I take an umbrella **in order not to** get wet.I take an umbrella **so as not to** get wet. |

3. Adverbial clauses and phrases of reason

*Forms:*

|  |  |
| --- | --- |
| ADVERBIAL CLAUSES OF REASON | ADVERBIAL PHRASES OF REASON |
| ... because / since / as + S + V + (0) | ... because of + Noun / V-ing |

*Usage:* To give a reason or an explanation for something

*Examples:*

|  |  |
| --- | --- |
| Adverbial clauses of reason | They got high marks in the final because / since / as they worked hard. |
| Adverbial phrases of reason | They got high marks in the final because of working hard.They got high marks in the final because of their hard work. |

4. Adverbial clauses and phrases of concession

*Forms:*

|  |  |
| --- | --- |
| **ADVERBIAL CLAUSES OF CONCESSION** | **ADVERBIAL PHRASES OF CONCESSION** |
| *... although* + S + V + (O)*... even though* + S + V + (O)*... though* + S + V + (O) | *... in spite* of + Noun / *\/-ing**... despite* + Noun / *V-ing* |

*Usage:* To indicate a surprising or an unexpected contrast between what happened in the main clause and what happened in the adverbial clause

*Examples:*

|  |  |
| --- | --- |
| Adverbial clauses of concession | They got high marks in the final **although / even though / though** they didn’t work hard. |
| Adverbial phrases of concession | They got high marks in the final **in spite of** not working hard. They got high marks in the final **despite** not working hard. |

IX. PREPOSITIONS OF TIME AND PLACE

**1. Prepositions of time**

|  |  |
| --- | --- |
| IN | 2024 |
| June |
| the 1980s |
| the 21st century |
| (the) winter, summer, spring, autumn |
| the morning, the afternoon, the evening |
| a minute, an hour, two weeks |
| ON | Monday |
| Monday morning |
| June 20th |
| my birthday |
| Christmas Day, Easter Day |
| the weekend (U.S) |
| AT | night, noon |
| midday, midnight |
| 8.30 |
| bedtime |
| sunrise = dawn , sunset = dusk |
| Christmas, Easter |
| the weekend (U.K) |
| BEFORE / BY | sunset, midnight, 8.30, ... |
| UNTIL | sunset, midnight, 8.30, ... |
| DURING | winter, July, the weekend, the holiday, ... |
| FOR | two hours, a long time, years, ages, ... |
| SINCE | 8.30, last year, 1990, yesterday, ... |
| NO POSITION | last year, next month, every evening, tomorrow evening, yesterday morning. |

**2. Prepositions of place**

|  |  |
| --- | --- |
| IN | England |
| the desert, the drawer, the living room ... |
| a car, a taxi, a bus, a plane ... |
| the article, the magazine, the newspaper |
| ON | a bus, a plane, ... |
| a horse |
| the phone |
| the Internet, the television |
| page 20 |
| the table, the wall... |
| the left, the right |
| London street |
| AT | the North Pole |
| 26 London street |
| the cinema, the party, the ceremony .... |
| the entrance, the exit |
| the crossroads, the T-junction |
| ABOVE | the mountain, average, sea level, the clouds, my knee, the age of 10,... |
| OVER | the mountain, my head, the river,... |
| BELOW | our flat, sea level, zero, ... |
| UNDER | our flat, the sofa, the table,... |
| BETWEEN | Asian and Europe, you and me, meals, ... |
| AMONG | the countries of Western Europe, the crowd, the three of you, ... |

X. COMPARISONS

1. Equatives

*Usage:* To say that a person / a thing *I* an action is similar (or not) to another in some way

*Forms:*

*... as* + Adj / Adv + as ...

*... not as/not so* + Adj / Adv + *as ...*

*Examples:* He is **as** tall **as** his father.

His new book is **not as / not so** interesting as his other one.

We didn’t do the test as well as we had hoped.

2. Comparatives

*Usage:* To compare people *I* things / actions that are different

*Forms:*

SHORT ADJ *I* ADV + *-er + than*

*more/less* + LONG ADJ / ADV + *than*

Short adjectives / adverbs

• One-syllable adjectives, two-syllable adjectives ending with -y, -ow, -er, -et, -le

• One-syllable adverbs

Long adjectives / adverbs

• Other two-syllable adjectives and more-than-two-syllable adjectives

• Adverbs with two or more than two syllables.

*Examples:* This book is **longer than** I suppose. (Short form)

The final test is **more / less difficult than** the midterm one. (Long form)

3. Superlatives

*Usage:* To compare one member of a group of people / things *I* actions with the whole group

*Forms:*

***the*** + SHORT ADJ / ADV + ***-est***

***the most/the least*** + LONG ADJ / ADV

*Examples:* Her brother is **the tallest** in her family. (Short form)

Her brother is **the most** *I* **the least skillful** man I’ve ever met. (Long form)

**4. Irregular comparatives and superlatives**

|  |  |  |
| --- | --- | --- |
| **ADJECTIVES / ADVERBS** | **COMPARATIVES** | **SUPERLATIVES** |
| good / well | better | the best |
| bad / badly | worse | the worst |
| many / much | more | the most |
| little | less | the least |
| far | farther / further | the farthest / furthest |

XI. TAG QUESTIONS

*Usage:*

- To ask someone to agree with us

This film is interesting, **isn’t it?**

- To check whether something is true

Lan hasn’t been to Paris, **has she?**

*Forms:*

If the statement is **positive,** the tag is usually **negative,** and vice versa.

**Personal pronouns** are used in tag questions.

***Main verbs:***

*Examples:* John studies at this school **doesn’t he?**

You are studying English. **aren’t you?**

Has parents haven't moved to England, have they?

***Modal verbs:***

*Examples:* **You** won't be late for s ass **will you?**

Minh should dean the floor after meals. **shouldn’t he9**

***Exceptions:***

**I** am right **aren't I?**

Let’s go fishing. **shall we?**

**Open the door, will you?**

Don’t talk in the library. **will you?**

There are lots of oranges in the fridge **aren’t there?**

Everyone has secrets. **don’t they?**

No one is perfect, **are they?**

Everything is here. **isn’t it?**

Nothing was available was it?

XII. COMMON PHRASAL VERBS

❖ A phrasal verb is a combination of a verb and one or more particles (adverbs or prepositions) that together give a distinct meaning. These particles can change the original meaning of the verb: i.e.. The meaning cannot be easily guessed from their sacs as exemplified in.

**1. Look after:** to take care of someone or something

***Example:*** Can you **look after** all my pets while I’m away on a business trip to Europe?

**2. Look up:** to nod information in a reference source (like a dictionary or online)

***Example:*** Dictionaries are a big help in case you don’t know the meaning of a word. Just **look** it **up** inthe dictionary!

**3. Bring up:** to mention or introduce a topic

***Example:*** She **brought up** the conflict for a resolution during the meeting.

**4.** **Bring about:** to cause something to happen

*Example:* The new policy **brought about** significant changes in the company.

**5. Look forward to:** to anticipate something with pleasure

*Example:* I’m **looking forward to** the weekend.

**6. Put up with:** to tolerate or endure something unpleasant

*Example:* She has been **putting up with** noisy karaoke nearby for weeks.

❖ Phrasal verbs are mainly classified as *separable* and *inseparable.*

- In **separable phrasal verbs,** the object as a noun can be put after the particle OR between the verb and the particle.

*Examples:* Turn on **the lights.** OR Turn **the lights** on.

He picked up **the trash.** OR He picked **the trash** up.

- In case the object is replaced with a pronoun, the object as a pronoun must go between the verb and the particle.

*Examples:* Turn the lights on. Turn **them** on. (NOT ~~Turn on~~

He picked the trash up. He picked **it** up. (NOT **He** ~~p~~i~~ck~~**e**~~d up /Ì.)~~

- In **inseparable phrasal verbs** (non-separable), the separation between the verb and the particle is not allowed; i.e., the object must come after both the verb and the particle.

*Example:* They look after **their children** wholeheartedly.

(NOT ~~Th~~e~~y~~ **l~~ook th~~ei~~r chi~~l~~dr~~e~~n aft~~e~~r~~** ~~who~~le~~h~~e~~art~~e~~d~~l~~y.)~~

XIII. CONJUNCTIONS

Conjunctions are indispensable tools for connecting words, phrases, or clauses in the English language. As linking words, they are functioned to illustrate the connections between ideas in a sentence. Conjunctions are classified into 3 types.

1. Coordinating conjunctions

Coordinating conjunctions are words used to connect two or more words, phrases, or clauses that have equivalent meanings and are grammatically equal.

Coordinating conjunctions include *for, and, nor, but, or, yet,* and so.

***For:*** Showing the relationship between two main clauses by indicating that one clause is the reason for the other’s happening

*Example:* She wanted to go for a walk, **for** the weather was beautiful.

***And:*** Showing additional information to that provided in the first clause

*Example:* They went to the store, **and** they bought some groceries.

***Nor:*** Showing the connection between two clauses that have negative modifiers

*Example:* I saw no sign of him. He neither emailed **nor** texted me.

***But:*** Preceding the information that contradicts the first main clause in some way

*Example:* Last weekend, I wanted to stay home, **but** my friends insisted on going out for a change.

***Or:*** Showing the difference between two equal options

*Example:* We have a wide variety of drinks. You can have tea **or** coffee for breakfast.

***Yet:*** Showing the introduction of a new idea that contradicts the main clause

*Example:* He was tired, **yet** he continued to work late into the night.

**So:** Used to join two equally weighted thoughts that imply cause and effect

*Example:* He forgot his raincoat, **so** he got drenched in the rain.

2. Subordinating conjunctions

Subordinating conjunctions introduce and connect subordinate clauses (or dependent clauses) to main clauses (independent clauses), creating a relationship between the ideas expressed in each clause.

Some common subordinating conjunctions are listed as *because, although, though, while, if, when, since, unless, until, after, as ... as, as long as, as soon as, before, so that, until, when, where, while, whenever, wherever, whether,* etc.

Subordinating conjunctions function to show:

Cause and effect

*Example:* She missed the bus **because** she overslept.

Time

*Example:* She finished her homework **after** she returned from school.

Condition

*Example:* She will go for a walk **if** the weather is nice.

Contrast

*Example:* She is kind of studious. She studied day and night **although** the exam was quite easy.

**Purpose**

*Example:* He worked hard **so that** he could earn a promotion.

**Comparison**

*Example:* The dancer could not dance **as** charmingly **as** the audience expected.

**3. Correlative conjunctions**

Correlative conjunctions join words, phrases, or clauses of equal importance and they always come in pairs.

Some common correlative conjunctions include *either... or, neither... nor, both ... and, not only... but also, whether... or,* etc.

Correlative conjunctions function to show:

**Joining words**

*Example:* Phuong is **not only** a lawyer **but also** a teacher.

**Joining phrases**

*Example:* It’s late at night. You can **either** study for your exam **or** go to bed.

**Joining clauses**

*Example:* **Either** you confess you stole the money, **or** I’ll have to report it to the police.

|  |  |
| --- | --- |
| **CORRELATIVE CONJUNCTIONS** | **EXAMPLES** |
| ***both... and:***Emphasizing that two things are true together | She is **both** intelligent **and** kind. |
| ***either... or:***Displaying a choice between two alternatives | You can **either** come with us **or** stay at home. |
| ***neither... nor:***Indicating that both alternatives are not true | He **neither** called **nor** texted me. |
| ***not only... but also:***Emphasizing additional information | They serve **not only** pizza **but also** pasta. |
| ***whether... or:***Introducing two possible choices or alternatives | *I don’t know* **whether to** *laugh* **or** *cry.* |

**XIV. MODAL VERBS**

As helping verbs or auxiliary verbs, modal verbs are employed in conjunction with main verbs to indicate a subject’s obligation, permission, ability, possibility, and probability to perform an action and to highlight the necessity of such an action. Modal verbs are often used with the base form of the main verb (bare infinitive) since they help to express nuances of meaning, mood, or attitude.

Below are some examples of modal verbs as well as their functions.

|  |  |  |
| --- | --- | --- |
| **MODAL VERBS** | **FUNCTIONS** | **EXAMPLES** |
| Can | Used to express ability, possibility, or permission | - She **can** speak Italian fluently if she practices it regularly. *(Ability)* - Technical problems **can** arise if you skip regular software updates. *(Possibility)*- **Can** I leave the Al class 15 minutes earlier than usual? *(Permission)* |
| Could | Used to indicate past ability, past possibility, or polite requests (formal contexts) | - When I was 15, I **could** run 100 meters in 10 seconds. *(Past ability)*- He **could** have caught the earliest shuttle bus to work. *(Past possibility)*- **Could** you kindly forward this email to the entire team? *(Polite request)* |
| May | Used to express permission, possibility, or a wish | - You **may** leave the room now. *(Permission)*- It **may** rain later. *(Possibility)*- **May** you and your beloved have many happy returns of the day! *(Wish)* |
| Might | Similar to ***may,*** used to express possibility or permission more tentatively | - She **might** come with us for the holiday if she finishes her work in due time.*(Possibility)*- I **might** allow you to join the consulting team for the project, but I need to check first with our CEO and project manager.*(Permission)* |
| must | Indicates necessity, strong recommendation, or logical deduction | - According to the traffic rules, you **must** wear a helmet when riding a motorcycle. *(Necessity)*- You **must** join this training course; it’s interesting and instructive! *(Strong recommendation)*- The roads are wet; it **must have rained** recently or plants along the streets **must have been watered** by water tanker trucks. *(Logical deduction)* |
| Should | Indicates advice, expectation, or obligation | - You **should** go to bed early and be an early bird to catch the worm. *(Advice)*- Participants in the training workshop **should** arrive at least 15 minutes early.*(Expectation)*- Everyone **should** devote time and effort to demonstrate full cooperation in completing the project on time.*(Obligation)* |
| Ought to | Similar to ***should,*** used for giving advice or making recommendations | - You look pale. You **ought to** eat more vegetables for a balanced diet. *(Advice)*- They **ought to** read over all these documents and think twice before signing them. *(Recommendation)* |
| Shall | Used mainly in British English to indicate future action or intention (often with ‘I’ and ‘we’) | *-* We **shall** meet again. *(Future action)*- I **shall** do my best to support the building of this volunteer program. *(Intention)* |
| Will | Used to express future intention, willingness (stress on ‘will’), or prediction | - She **will** visit her grandmother next week. *(Future intention)*- I **will** help you with the building of this volunteer program. *(Willingness)*- It **will** rain late into the night. So, prepare warm blankets. *(Prediction)* |
| Would  | Used to indicate past habits, polite expression of preference, or hypothetical situations | - She **would** always volunteer to assist with community projects during her tenure. *(Past habits)*- I **would** appreciate it if you could provide feedback on the draft proposal. *(Polite expression of preference)*- If the weather were better, we **would** schedule the outdoor event. *(Hypothetical**situations)* |