

Indirect Questions and Adverbs of Sequencing



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التواصل الاجتماعي بحسب الصف التاسع المتقدم



صفحة المناهج
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المزيد من الملفات بحسب الصف التاسع المتقدم والمادة لغة انجليزية في الفصل الثالث

Make Yourself at Home Vocabulary and Exercises

1

Multicultural Communities: Updated Reading Worksheet + Differentiated Exam Practice

2

Indirect Questions and Adverbs of Sequencing

3

English Time Revision محلول غير

4

Revision Time English حلول

5



GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Indirect Questions

Chapter 5 — Make Yourself at Home · Week 1 · Apartment to Rent · 4 June 2026

NAME _____ CLASS _____ DATE _____ MARK _____ / 100

GRAMMAR CODE
G.17.4CEFR
B1.2 (Stage 6)MOE SLO
ENG.06.S.IP.1.1KEY VOCABULARY
landlord, security deposit,
accommodation, available

01 Explanation

We use *indirect questions* to sound more polite — especially when asking strangers, a receptionist, or a landlord. The question is introduced by a polite phrase such as *Could you tell me...* / *Do you know...* / *I was wondering...*

The key rule: inside the indirect question, we use **statement word order** (subject + verb), and we do **not** use the auxiliary *do/does/did*. For *yes/no* questions, we introduce with *if* or *whether*: *Do you know if the flat is still available?*

02 Examples

✓ Could you tell me where the lift is?

✗ Could you tell me where is the lift?

✓ Do you know if the apartment is furnished?

03 Common Mistakes

- Keeping direct word order: *Could you tell me where is the bank?* → ... *where the bank is?*
- Keeping *do/does/did*: *Do you know what does it cost?* → ... *what it costs?*
- Forgetting *if/whether* for *yes/no*: *I wonder he is coming.* → *I wonder if he is coming.*

04 Exam & Academic Traps

- In IELTS Speaking, indirect questions sound more natural and polite.
- After *wonder*, *whether* is slightly more formal than *if*.

05 Teacher Insight · ملاحظة المعلم

نستخدم الأسئلة غير المباشرة لنكون أكثر تهذيباً. القاعدة الأهم: داخل السؤال غير المباشر نستخدم ترتيب الجملة الخبرية (فاعل + فعل) ولا نستخدم *do/does/did*. للأسئلة بـ نعم/لا نستخدم *if* أو *whether*.



06 Practice

6 QUESTIONS

- 1 Which is the correct indirect question? MCQ
- (A) Could you tell me where is the metro station? (B) Could you tell me where the metro station is?
- (C) Could you tell me where does the metro station? (D) Could you tell me the metro station where is?

- 2 Choose the correct sentence. MCQ
- (A) Do you know if is the flat available? (B) Do you know if the flat is available?
- (C) Do you know is the flat available? (D) Do you know that if the flat is available?

- 3 Make this polite. Direct: What time does the bank open? TRANSFORM

- 4 Make this polite. Direct: Is there a lift in the building? TRANSFORM

- 5 Correct the error. ERROR

I wonder what time does the class start.

- 6 Put the words in the right order. REORDER

Do you know whether the apartment is furnished ?



KEY Answer Key

TEACHER COPY

1. B. Could you tell me where the metro station is?

Statement word order: subject + verb.

2. B. Do you know if the flat is available?

Yes/no → *if* + statement order.

3. Could you tell me what time the bank opens?

Remove *does*; inflect verb: *opens*.

4. Could you tell me if there is a lift in the building?

Yes/no → *if/whether* + statement order.

5. I wonder what time the class starts.

Remove *does*, inflect the verb: *starts*.

6. Do you know whether the apartment is furnished ?

Polite introducer + *whether* + statement order.





GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Adverbs of Sequencing

Chapter 6 — Multicultural Communities · Week 7 · Sorry! · 4 June 2026

NAME _____ CLASS _____ DATE _____ MARK _____ / 100

GRAMMAR CODE
G.2.2CEFR
B1.2 (Stage 6)MOE SLO
ENG.06.S.IP.3.1KEY VOCABULARY
at first, eventually, finally,
later

01 Explanation

When you *recount* a story — for example, a cultural misunderstanding or an apology — you need *sequencing adverbs* to make the order of events clear: *first, at first, next, then, after that, later, eventually, in the end, finally*.

Notice the difference between *at first* (at the beginning of a story) and *finally* (at the end): *At first, I was confused. Finally, I understood.*

Eventually = after a long time or after difficulties: *Eventually, we reached an agreement.* Do not confuse it with the Arabic *في النهاية* when you really mean *finally*.

02 Examples

✓ First, I apologised. Then, I explained what happened.

✓ At first, he was angry, but eventually he forgave me.

✗ In the first, I didn't understand the custom.

03 Common Mistakes

- *In the first* → *At first* or *First*.
- *In the end* vs *at the end*: *in the end* = finally; *at the end* = at the end of something specific (the lesson, the story).
- No comma after the sequencing adverb at the start of a sentence: *First I went home* → *First, I went home*.

04 Exam & Academic Traps

- Use a variety of sequencers in a recount — not *then, then, then* repeated.
- *Finally* comes once, at the end of the sequence.

05 Teacher Insight · ملاحظة المعلم

ظروف التسلسل تجعل ترتيب الأحداث واضحاً في السرد (*first, then, after that, eventually, finally*). انتبهوا للفرق بين *at first* (في البداية) و*finally* (في النهاية)، وبين *in the end* (أخيراً) و*at the end* (عند نهاية شيء محدد).



06 Practice

6 QUESTIONS

- 1 Choose the best opener for a recount. MCQ
- (A) In the first, I met Layla. (B) At first, I met Layla.
- (C) In first, I met Layla. (D) At the first, I met Layla.

- 2 Complete with a sequencing adverb. FILL
- _____, we were lost. Then we asked for directions.

- 3 Complete with a sequencing adverb. FILL
- After many tries, we _____ understood each other.

- 4 Put the sentence in order. REORDER
- At first, I was confused by the custom.

- 5 Correct the sequencing error. ERROR
- In the first, I apologised. In the end, we became friends.*

- 6 Match each adverb to its position in a recount. MATCH
- | | |
|-------------------------------------|--------------------|
| ☐ At first | A beginning |
| ☐ Then | B middle |
| ☐ Eventually | C after difficulty |
| ☐ In the end | D conclusion |



KEY Answer Key

TEACHER COPY

1. B. At first, I met Layla.

The fixed phrase is *At first*.

2. At first

The start of the story → *At first* or *First*.

3. eventually

After a long process → *eventually* / *finally*.

4. At first , I was confused by the custom .

Sequencing adverb + comma + main clause.

5. At first, I apologised. In the end, we became friends.

In the first is not English; use *At first* or *First*.

6. At first → beginning; Then → middle; Eventually → after difficulty; In the end → conclusion

Each sequencer signals a position in the narrative.





GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Past Simple Passive

Chapter 5 — Make Yourself at Home · Week 2 · Homes Through Time · 4 June 2026

NAME _____	CLASS _____	DATE _____	MARK _____ / 100
GRAMMAR CODE G.10.2	CEFR B1.2 (Stage 6)	MOE SLO ENG.06.WR.P.3.1	KEY VOCABULARY shelter, constructed, plaster, fortified

01 Explanation

The *past simple passive* is used when we are more interested in the *action* or the *result* than in who did it. Form: **was/were + past participle**.

This is very useful for describing history, architecture, and processes — exactly what you do when you write about *Homes Through Time*.

If we want to mention who did it, we add *by + agent*: *The pyramids were built by the ancient Egyptians*.

02 Examples

- ✓ The castle was built in the 12th century.
- ✓ Roofs were made of plaster and wood.
- ✗ The house was build in 1960.

03 Common Mistakes

- Base form instead of past participle: *was build* → *was built*.
- Wrong agreement: *The houses was destroyed* → *The houses were destroyed*.
- Unnecessary agent: avoid *by people* — it adds no information.

04 Exam & Academic Traps

- In academic writing, the passive often sounds more objective and formal.
- Irregular past participles: *build* → *built*, *make* → *made*, *write* → *written*.

05 Teacher Insight · ملاحظة المعلم

المبني للمجهول في الماضي البسيط يُستخدم عندما يكون الحدث أهم من الفاعل — مناسب جداً لوصف التاريخ والعمارة. الصيغة: *was/were* + التصريف الثالث للفعل.



06 Practice

6 QUESTIONS

- 1 Choose the correct passive form. MCQ
- (A) The palace was build in 1850. (B) The palace was built in 1850.
(C) The palace were built in 1850. (D) The palace did built in 1850.

- 2 Complete with past passive. FILL
- The old city walls _____ (destroy) during the war.

- 3 Complete with past passive. FILL
- This ancient manuscript _____ (find) in 1920.

- 4 Change to passive: Workers constructed the bridge in 1995. TRANSFORM

- 5 Change to passive: The ancient Egyptians built the pyramids. TRANSFORM

- 6 Correct the error. ERROR
- These houses was designed by a famous architect.*



KEY Answer Key

TEACHER COPY

1. B. The palace was built in 1850.

was + built.

2. were destroyed

Plural subject + *were* + past participle.

3. was found

Singular + *was* + past participle.

4. The bridge was constructed in 1995.

Object → subject; *was constructed.*

5. The pyramids were built by the ancient Egyptians.

Plural subject + *were built* + *by* agent.

6. These houses were designed by a famous architect.

Plural takes *were*.





GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Present Modal Verbs

Chapter 5 — Make Yourself at Home · Week 3 · Making Requests · 4 June 2026

NAME _____ CLASS _____ DATE _____ MARK _____ / 100

GRAMMAR CODE
G.8.1CEFR
B1.2 (Stage 6)MOE SLO
ENG.06.S.IP.1.1KEY VOCABULARY
permission, obligation,
advice, possibility

01 Explanation

Modal verbs change the meaning of the main verb. Common ones: *can, could, may, might, must, should, have to, need to*. After a modal, we always use the **base form** of the verb (no *to*, no *-s*).

Can / could — ability, possibility, requests. *May / might* — possibility, formal permission. *Must / have to* — strong obligation. *Should / ought to* — advice.

Could and *would* are softer and more polite: *Could you open the window, please?* is politer than *Can you...?*

02 Examples

✓ You should pay the deposit today.

✓ Could you repeat that, please?

✗ You should to pay the deposit today.

03 Common Mistakes

- Adding *to*: *must to go* → *must go*.
- Adding *-s*: *She cans swim* → *She can swim*.
- Wrong strength: *must* = rule/law; *should* = advice.

04 Exam & Academic Traps

- Mustn't* = prohibition; *don't have to* = not necessary — they are very different.

05 Teacher Insight · ملاحظة المعلم

الأفعال المساعدة الناقصة (modals) تُغيّر معنى الفعل الأساسي. بعد أي modal نستخدم المصدر بدون *to*. انتبهوا للفرق بين *must* (واجب قوي) و *should* (نصيحة).



06 Practice

5 QUESTIONS

- 1 Choose the politest request. MCQ
- (A) Open the window. (B) You must open the window.
- (C) Could you open the window, please? (D) Open the window if you can.

- 2 Which sentence expresses strong obligation? MCQ
- (A) You should wear a seatbelt. (B) You might wear a seatbelt.
- (C) You must wear a seatbelt. (D) You can wear a seatbelt.

- 3 Complete with the best modal. FILL
- I'm not sure, but I think it _____ rain later.

- 4 Rewrite more politely: Give me the key. TRANSFORM

- 5 Correct the modal error. ERROR
- You must to pay the rent on the first of the month.*



KEY Answer Key

TEACHER COPY

1. C. Could you open the window, please?

Could you ... please? is the polite form.

2. C. You must wear a seatbelt.

Must = strong obligation / rule.

3. might

Uncertainty → *might* / *may* / *could*.

4. Could you give me the key, please?

Use *could/would/can* + *please*.

5. You must pay the rent on the first of the month.

After *must*, use the base form without *to*.





GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Present Simple Passive

Chapter 6 — Multicultural Communities · Week 8 · Intercultural Communication · 4 June 2026

NAME _____ CLASS _____ DATE _____ MARK _____ / 100

GRAMMAR CODE
G.10.1CEFR
B1.2 (Stage 6)MOE SLO
ENG.06.RV.CS.6.1KEY VOCABULARY
custom, tradition,
acceptable, consider

01 Explanation

The *present simple passive* describes actions that happen regularly, or facts — especially about customs, rules and processes. Form: **am/is/are + past participle**.

It is the perfect tense for describing cultural customs: *In the UAE, guests are welcomed with dates and coffee*. The focus is on the custom, not on *who* does it.

Negative: *am not / isn't / aren't + past participle*. Question: *Is / Are + subject + past participle?*

02 Examples

✓ In Japan, shoes are removed before entering a home.

✓ Arabic coffee is served in small cups.

✗ In Japan, shoes remove before entering a home.

03 Common Mistakes

- Missing the auxiliary: *shoes remove* → *shoes are removed*.
- Wrong agreement: *The meal are served* → *The meal is served*.
- Using the base form instead of the past participle: *is serve* → *is served*.

04 Exam & Academic Traps

- The passive is very common in academic and informational writing about customs and processes.
- If the agent is obvious or unimportant (e.g. *by people*), leave it out.

05 Teacher Insight · ملاحظة المعلم

المبني للمجهول في المضارع البسيط يُستخدم لوصف العادات والتقاليد والحقائق. الصيغة: *am/is/are + التصريف الثالث*. يُفضَّل في الكتابة الأكاديمية عن الثقافات لأنه يركز على الحدث لا على الفاعل.



06 Practice

6 QUESTIONS

- 1 Choose the correct passive. MCQ
- (A) Arabic coffee serves with dates. (B) Arabic coffee is served with dates.
(C) Arabic coffee is serve with dates. (D) Arabic coffee are served with dates.

- 2 Complete with the present simple passive. FILL
- Many languages _____ (speak) in Dubai.

- 3 Complete with the present simple passive. FILL
- In Emirati culture, elders _____ (respect) deeply.

- 4 Change to passive: People celebrate Eid in many countries. TRANSFORM

- 5 Change to passive: Families eat this dish at weddings. TRANSFORM

- 6 Correct the passive. ERROR

In Morocco, mint tea serve three times.



KEY Answer Key

TEACHER COPY

1. B. Arabic coffee is served with dates.

Coffee is singular → *is served*.

2. are spoken

Plural subject + *are* + past participle.

3. are respected

Plural + *are respected*.

4. Eid is celebrated in many countries.

Focus shifts to *Eid*; agent *people* is optional and often omitted.

5. This dish is eaten at weddings.

Move *this dish* to subject position.

6. In Morocco, mint tea is served three times.

Need *is* + past participle *served*.





GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Comparative Adjectives

Chapter 5 — Make Yourself at Home · Week 5 · Research and Present · 4 June 2026

NAME _____ CLASS _____ DATE _____ MARK _____ / 100

GRAMMAR CODE
G.1.2CEFR
B1.2 (Stage 6)MOE SLO
ENG.06.S.IP.5.1KEY VOCABULARY
affordable, sustainable,
spacious, overcrowded

01 Explanation

Comparatives describe how two things are different. With **short adjectives** (one syllable) we add *-er*: *cheap* → *cheaper*, *big* → *bigger*.

With **long adjectives** (two or more syllables) we use *more*: *comfortable* → *more comfortable*, *expensive* → *more expensive*.

Irregular forms: *good* → *better*, *bad* → *worse*, *far* → *farther/further*. Always follow with *than*: *A villa is larger than an apartment*.

02 Examples

✓ This apartment is bigger than my old one.

✓ Renting is more flexible than buying.

✗ This apartment is more bigger than my old one.

03 Common Mistakes

- Double comparative: *more bigger* → *bigger*.
- Wrong ending: *more cheap* → *cheaper*.
- Missing *than*: *It's cheaper the other one* → ...cheaper than the other one.

04 Exam & Academic Traps

- Two-syllable adjectives ending in *-y* take *-ier*: *happy* → *happier*.
- In IELTS Task 1, comparatives are essential for describing charts.

05 Teacher Insight · ملاحظة المعلم

صيغة المقارنة تستخدم لمقارنة شيئين. للصفات القصيرة (مقطع واحد) نضيف *-er*، وللصفات الطويلة نستخدم *more*. دائماً نستخدم *than* بعد الصفة.



06 Practice

5 QUESTIONS

1 Choose the correct comparative. MCQ

- ☐ (A) Dubai is more bigger than Sharjah.
 ☐ (B) Dubai is bigger than Sharjah.
 ☐ (C) Dubai is biggest than Sharjah.
 ☐ (D) Dubai is more big than Sharjah.

2 Complete with the comparative form. FILL

Living in the city centre is _____ (expensive) than in the suburbs.

3 Complete with the comparative form. FILL

The traffic today is _____ (bad) than yesterday.

4 Match each adjective with its comparative form. MATCH

- | | |
|---------------------------------|---------------|
| ☐ good | A better |
| ☐ far | B further |
| ☐ happy | C happier |
| ☐ modern | D more modern |

5 Correct the error. ERROR

This solar house is more cheaper than a normal one.



KEY Answer Key

TEACHER COPY

1. B. Dubai is bigger than Sharjah.

Big is short → *bigger*.

2. more expensive

Expensive is long → *more expensive*.

3. worse

Irregular: *bad* → *worse*.

4. good → better; far → further; happy → happier; modern → more modern

Know irregulars and when to use *more*.

5. This solar house is cheaper than a normal one.

Never combine *more* with *-er*.





GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Adverbs — Adverbial Linkers

Chapter 5 — Make Yourself at Home · Week 6 · What is Beautiful Architecture? · 4 June 2026

NAME _____ CLASS _____ DATE _____ MARK _____ / 100

GRAMMAR CODE
G.2.5CEFR
B1.2 (Stage 6)MOE SLO
ENG.06.WR.S.5.1KEY VOCABULARY
architecture, materials,
design, traditional

01 Explanation

Adverbial linkers (also called connectors or conjunctive adverbs) are the glue of a coherent paragraph. They signal the relationship between one sentence and the next — addition, contrast, result, example, or conclusion — so the reader can follow an argument about traditional versus modern architecture without getting lost.

The main families at Stage 6 are: **Addition** — *moreover, furthermore, in addition, also*. **Contrast** — *however, on the other hand, nevertheless, in contrast*. **Result** — *therefore, consequently, as a result, thus*. **Example** — *for example, for instance, such as*. **Conclusion** — *in conclusion, to sum up, overall*.

Punctuation rule: adverbial linkers almost always take a comma. When they open a sentence, the pattern is *Linker, + sentence* (*However, traditional buildings use local materials.*). When they join two independent clauses inside one sentence, we use a semicolon + linker + comma: *Traditional architecture uses natural materials; however, modern architecture often prefers steel and glass.*

02 Examples

- ✓ Traditional homes use stone and wood. However, modern homes favour steel and glass.
- ✓ The design is symmetrical; moreover, every window aligns with a matching one opposite.
- ✗ The design is minimalist, however it is also very warm.
- ✓ Natural materials insulate well. Therefore, traditional homes stay cool in summer.

03 Common Mistakes

- Using *however* with just a comma to join two clauses: *It rained, however we still went.* → *It rained; however, we still went.* or *It rained. However, we still went.*
- Confusing *on the other hand* with *in the other hand*: the correct fixed phrase is *on the other hand*.
- Overusing *moreover* in short paragraphs — once per paragraph is plenty. Save it for a strong addition, not every sentence.

04 Exam & Academic Traps

- *Also* sits mid-sentence with a main verb, not at the start in formal writing: *Traditional homes also use clay.* Not *Also, traditional homes use clay* in an academic essay.
- *Therefore* and *consequently* both show result, but *consequently* is slightly heavier and more formal.
- *In contrast* sets up a direct opposition; *on the other hand* presents a balanced second perspective — a subtle but real difference.



05 Teacher Insight · ملاحظة المعلم

أدوات الربط الظرفية (adverbial linkers) تربط الأفكار داخل الفقرة الواحدة وتحدد العلاقة بينها: بالإضافة (moreover)، التناقض (however)، النتيجة (therefore)، المثال (for example). انتبه للتنقيط: عند الربط بين جملتين كاملتين نستخدم فاصلة منقوطة + الرابط + فاصلة (however ;). وإذا بدأت الجملة بالرابط، تتبعه دائماً بفاصلة.

06 Practice

8 QUESTIONS

1 Choose the best linker: "Stone buildings keep cool in summer. ____, they require very little maintenance." MCQ

- (A) However, (B) Moreover,
(C) For example, (D) In contrast,

2 Which sentence is punctuated correctly? MCQ

- (A) It rained, however we went for a walk. (B) It rained. However we went for a walk.
(C) It rained; however, we went for a walk. (D) It rained however; we went for a walk.

3 Complete with one linker of CONTRAST. FILL

Traditional architecture uses ornamentation. _____, modern design tends toward minimalism.

4 Complete with one linker of RESULT. FILL

The materials are locally sourced. _____, the building has a very low carbon footprint.

5 Combine using *however* with correct punctuation: Modern homes look sleek. They can feel cold. TRANSFORM

6 Put the words in the correct order. REORDER

Moreover, the building uses recycled materials throughout its structure .

7 Find and correct the punctuation mistake. ERROR

The design is symmetrical, moreover every window aligns with its opposite.

8 Match each linker to its function. MATCH

- | | |
|---------------------------------------|--------------|
| ☐ Moreover | A Addition |
| ☐ However | B Contrast |
| ☐ Therefore | C Result |
| ☐ For instance | D Example |
| ☐ To sum up | E Conclusion |



KEY Answer Key

TEACHER COPY

1. B. Moreover,

The second idea *adds* a benefit — use *Moreover*.

2. C. It rained; however, we went for a walk.

Semicolon + linker + comma is the rule for joining two independent clauses.

3. However

Any contrast linker works — *However* is the most common.

4. Therefore

The second clause is the logical result of the first.

5. Modern homes look sleek; however, they can feel cold.

Either a semicolon or a full stop is correct; a simple comma is not.

6. Moreover, the building uses recycled materials throughout its structure .

Moreover opens the sentence and is followed by a comma.

7. The design is symmetrical; moreover, every window aligns with its opposite.

Two full clauses joined by *moreover* need a semicolon (or full stop), plus a comma after the linker.

8. Moreover → Addition; However → Contrast; Therefore → Result; For instance → Example; To sum up → Conclusion

Knowing the family of each linker is the first step to using it correctly.





GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Adverbs of Degree

Chapter 6 — Multicultural Communities · Week 7 · When in Rome, do as the Romans do · 4 June 2026

NAME _____ CLASS _____ DATE _____ MARK _____ / 100

GRAMMAR CODE
G.2.8

CEFR
B1.2 (Stage 6)

MOE SLO
ENG.06.L.PA.4.1

KEY VOCABULARY
extremely, quite, rather,
fairly

01 Explanation

Adverbs of degree tell us **how much** — how strong, how weak, how complete. The most common are: *very, quite, rather, fairly, extremely, absolutely, totally, completely, too, enough*.

Very and *extremely* go with *gradable* adjectives (things that can be more or less): *very cold, extremely interesting*. *Absolutely* and *completely* go with *non-gradable* adjectives (already absolute): *absolutely freezing, completely impossible*.

Too means more than necessary (negative): *This coffee is too hot*. *Enough* means sufficient, and comes **after** the adjective: *It isn't warm enough*.

02 Examples

✓ Emirati hospitality is extremely generous.

✓ The food was absolutely delicious.

✓ This dish is too spicy for me.

✗ The food was very delicious.

03 Common Mistakes

- very* with extreme adjectives: *very delicious* → *absolutely delicious*.
- enough* before the adjective: *enough warm* → *warm enough*.
- too* when you mean *very*: *The food is too delicious* (wrong meaning) → *The food is absolutely delicious*.

04 Exam & Academic Traps

- quite* in British English often means *fairly* (less than very); in American English it can mean *very*. Context matters.
- Rather* can carry a slightly negative tone: *The lesson was rather long*.

05 Teacher Insight · ملاحظة المعلم

ظروف الدرجة تُخبرنا بـ كم إلى أي درجة. استخدموا *very/extremely* مع الصفات القابلة للدرجات، و *absolutely/completely* مع الصفات المطلقة مثل *delicious, freezing, perfect*. تذكروا: *enough* تأتي بعد الصفة.



06 Practice

6 QUESTIONS

1 Choose the correct sentence. MCQ

- (A) The weather was very freezing. (B) The weather was absolutely freezing.
(C) The weather was enough freezing. (D) The weather was too very cold.

2 Choose the correct sentence. MCQ

- (A) This tea is hot enough. (B) This tea is enough hot.
(C) This tea is too hot enough. (D) This tea is extremely enough hot.

3 Complete with *very* or *absolutely*. FILL

The Grand Mosque is _____ beautiful.

4 Complete the sentence with *too* or *enough*. FILL

I can't reach the shelf — it's _____ high.

5 Match the adverb to its best adjective. MATCH

- | | |
|-------------------------------------|-----------------|
| ☐ absolutely | A perfect |
| ☐ extremely | B important |
| ☐ fairly | C simple |
| ☐ rather | D disappointing |

6 Correct the adverb error. ERROR

The film was very amazing.



KEY Answer Key

TEACHER COPY

1. B. The weather was absolutely freezing.

Freezing is an extreme adjective → *absolutely*.

2. A. This tea is hot enough.

Enough goes **after** the adjective.

3. very

Beautiful can take either — but avoid *absolutely* if the sentence is neutral.

4. too

Negative result (cannot reach) → *too high*.

5. absolutely → perfect; extremely → important; fairly → simple; rather → disappointing

Absolutely/completely for extremes; *very/extremely* for gradables; *fairly/rather* for milder cases.

6. The film was absolutely amazing.

Amazing is already extreme → use *absolutely*.





GRAMMAR WORKSHEET · GRADE 9 ADVANCED

Quantifiers

Chapter 6 — Multicultural Communities · Week 9 · Dining Customs · 4 June 2026

NAME _____ CLASS _____ DATE _____ MARK _____ / 100

GRAMMAR CODE
G.7.5CEFR
B1.2 (Stage 6)MOE SLO
ENG.06.S.IP.7.1KEY VOCABULARY
many, much, few, little

01 Explanation

Quantifiers tell us **how many** or **how much**. The main choice depends on whether the noun is countable or uncountable.

Countable nouns: *many, a few, few, several, a number of*. Example: *There are many customs.*

Uncountable nouns: *much, a little, little, a great deal of*. Example: *There isn't much information on this topic.* Both types can use: *some, any, a lot of, plenty of, most, all, no*.

02 Examples

✓ There are many different customs in the UAE.

✓ I don't have much time to learn every language.

✓ We met a few Emirati students last week.

✗ There are much customs.

03 Common Mistakes

- much* with countable nouns: *much customs* → *many customs*.
- a little* vs *little*: *a little* = some (positive); *little* = almost none (negative).
- fewer* vs *less*: use *fewer* with countable, *less* with uncountable. *Less people* → *fewer people*.

04 Exam & Academic Traps

- In questions, we often use *many / much*: *How many languages do you speak?* / *How much sugar do you want?*
- A lot of* works with both types, which makes it a safe choice in speaking.

05 Teacher Insight · ملاحظة المعلم

المحددات الكمية (*quantifiers*) تُحدد الكمية. القاعدة الذهبية: *many/few* للأسماء المعدودة، و*much/little* للأسماء غير المعدودة. *A lot of* يعمل مع الاثنين — خيار آمن عند الحديث.



06 Practice

6 QUESTIONS

- 1 Choose the correct quantifier. MCQ
- (A) There are much students in the cafeteria. (B) There are many students in the cafeteria.
- (C) There is much students in the cafeteria. (D) There are little students in the cafeteria.

- 2 Choose the correct quantifier. MCQ
- (A) I don't have many time today. (B) I don't have much time today.
- (C) I don't have few time today. (D) I don't have fewer time today.

- 3 Complete with *many* or *much*. FILL
- How _____ information do you have about this tradition?

- 4 Complete with *a few* or *a little*. FILL
- She speaks _____ Arabic, enough to order food.

- 5 Correct the quantifier. ERROR
- Less people attend traditional weddings these days.*

- 6 Match each quantifier to the noun type it fits. MATCH
- | | |
|-----------------------------------|---------------|
| ☐ many | A countable |
| ☐ much | B uncountable |
| ☐ a lot of | C both |
| ☐ fewer | D countable |



KEY Answer Key

TEACHER COPY

1. B. There are many students in the cafeteria.

Students is countable → *many*.

2. B. I don't have much time today.

Time is uncountable → *much*.

3. much

Information is uncountable.

4. a little

Arabic (the language) is uncountable here.

5. Fewer people attend traditional weddings these days.

People is countable → *fewer*.

**6. many → countable; much → uncountable; a lot of → both;
fewer → countable**

Countable vs uncountable is the key distinction.

