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Mohammad Bin Hamad Al Sharqi School

EmSAT Grammar Study Guide

2017/2018



الإمارات العربية المتحدة  
وزارة التربية والتعليم

اختبار الإمارات القياسي  
EmSAT The Emirates Standardized Test

Name: \_\_\_\_\_

Grade 12 / /

# EmSAT Grammar Study Guide 2017/2018

## Table of Contents

The following table is a list of the 16 grammar categories and sub categories that G12 students need to know to be ready for the EmSAT. The column on the right gives the page numbers in this booklet that review each objective.

Categories & Sub-categories		Sample Items	Pages in this Booklet
1 Agreement	a) subject / verb (e.g. He <del>are</del> is Emirati. My uncle <del>he</del> is Emirati. I am Emirati.) b) noun / 'number word' (e.g. <u>Several</u> new <u>students</u> are from Salalah.)	My cousin _____ playing football. a) enjoy b) enjoying c) enjoys d) is enjoy	Pages 8-10
2 Articles and determiners	a / the / an; this / that / these / those (+ one / ones); other / another / others; possessive adjectives (e.g. my, her, his)	We need to use _____ books, not the ones over there. a) this b) that c) these d) them	Pages 11-14
3 Quantifiers	a) many/much/more/ most/few/fewer/ fewest/little/less/least b) c) some / any d) both...and... / neither... nor / either...or e) every / each / all / none f) too much/many/few/ little not enough	Can I have a _____ minutes to speak with you? a) less b) few c) little d) several	Pages 15-19

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Categories & Sub-categories	Sample Items	Pages in this Booklet
<p>4 Intensifiers</p>	<p>very, quite, awfully, really, pretty, too, fairly, more, rather, most, still, even, much, somewhat, not so, and ever so</p>	<p>I usually have lots of energy but I am _____ tired right now.</p> <p>a) even b) much c) not so d) really</p> <p>It is _____ common for Emirati students to study at university.</p> <p>a) only b) ever c) fairly d) anything</p>
<p>5 Pronouns 1</p>	<p>a) personal pronouns (subject/object e.g. they/them; I/me) b) possessive pronouns (e.g. mine, yours, hers, its) c) reflexive pronouns (e.g. myself, herself) d) indefinite pronoun (e.g. someone, everyone, everything) e) existential pronouns (e.g. There is, There are)</p>	<p>Ali and his brother are driving to Al Ain tomorrow, so you can ride with _____ if you like.</p> <p>a) it b) they c) you d) them</p>
<p>6 Pronouns 2 (Relative pronouns)</p>	<p>a) person (that, who, whom, whose) b) thing (that, which, whose) c) place (where) and time (when) d) relative clauses</p>	<p>Did you read about the woman _____ has 30 children?</p> <p>a) who b) what c) whom d) whose</p>

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Categories & Sub-categories		Sample Items	Pages in this Booklet
7 Prepositions	<ul style="list-style-type: none"> <li>a) place, time, motion, agent / instrument</li> <li>b) verb + preposition + object (e.g. succeed in)</li> <li>c) noun + preposition (e.g., rise in, problem with)</li> <li>d) adjective + preposition (+ ing) (e.g. proud of, interested in)</li> </ul>	<p>There is no food in the house. I need to go _____ the supermarket.</p> <ul style="list-style-type: none"> <li>a) from</li> <li>b) to</li> <li>c) between</li> <li>d) of</li> </ul>	Pages 27-31
8 Verb forms 1 (tense / aspect / voice)	<ul style="list-style-type: none"> <li>a) present simple / continuous</li> <li>b) past simple / continuous</li> <li>c) present perfect simple</li> <li>d) past perfect simple</li> <li>e) present perfect continuous</li> <li>f) 'futures' (will / going to / present continuous)</li> <li>g) passive voice simple tenses only (e.g., The car was destroyed in the crash.)</li> <li>h) imperatives</li> </ul>	<p>Susan is _____ the bus to work.</p> <ul style="list-style-type: none"> <li>a) take</li> <li>b) taken</li> <li>c) takes</li> <li>d) taking</li> </ul> <p>I _____ on my homework when she called.</p> <ul style="list-style-type: none"> <li>a) am worked</li> <li>b) was worked</li> <li>c) am working</li> <li>d) was working</li> </ul>	Pages 32-36

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Categories & Sub-categories		Sample Items	Pages in this Booklet
9 Verb forms 2 (infinitives / gerunds, etc)	<ul style="list-style-type: none"> <li>a) verb + infinitive (e.g. want to)</li> <li>b) adjective + infinitive (e.g. afraid to do)</li> <li>c) gerund as subject (e.g. Swimming is... )</li> <li>d) gerund as object (e.g., I like swimming.)</li> <li>e) gerund as object of preposition (e.g., The mayor thanked him for giving the speech.).</li> <li>f) phrasal verb + gerund</li> <li>g) adjective + preposition + gerund (e.g. interested in buying, good at driving)</li> <li>h) causative have/make (e.g. He's had his hair cut.)</li> </ul>	<p>Fatima loves _____ books on the weekend.</p> <ul style="list-style-type: none"> <li>a) read</li> <li>b) reads</li> <li>c) to read</li> <li>d) will read</li> </ul>	Pages 37-38
10 Questions	<ul style="list-style-type: none"> <li>a) question words (who, which, what, how etc.)</li> <li>b) auxiliary word choice</li> </ul>	<p>_____ are you going to the ball game?</p> <ul style="list-style-type: none"> <li>a) Who</li> <li>b) How</li> <li>c) When</li> <li>d) Which</li> </ul>	Pages 39-41
11 Modals	<ul style="list-style-type: none"> <li>a) ability (can, could, be able to)</li> <li>b) obligation / absence of obligation (must, mustn't, have to, needn't, ought)</li> <li>c) possibility / probability (may / might / could)</li> <li>d) prediction / speculation (will)</li> <li>e) permission (can, may, could)</li> <li>f) advice (should)</li> </ul>	<p>I didn't speak English two years ago, but now I _____ speak very well.</p> <ul style="list-style-type: none"> <li>a) could</li> <li>b) ought</li> <li>c) can</li> <li>d) mustn't</li> </ul>	Pages 42-48

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Categories & Sub-categories	Sample Items	Pages in this Booklet	
<p>12 Conditionals</p>	<p>'zero' (e.g. If/when you heat ice, it melts. If the phone rings, answer it)                      'first' (e.g. If/When you press that button, the machine will start.)                      'second' (e.g. You would be healthier if you did more exercise.)                      'third' (e.g. If you had studied harder, you would have passed.)</p>	<p>If there's a fire, _____ the stairs.</p> <p>a) takes                      b) takes                      c) taken                      d) took</p>	<p>Pages 49-51</p>
<p>13 Conjunctions</p>	<p>a) for, and, nor, but, or, yet, so                      b) paired conjunctions (both... and; not only...but also; neither...nor, either...or)</p>	<p>I'm going to the beach, _____ I don't plan to go for a swim.</p> <p>a) for                      b) but                      c) so                      d) also</p>	<p>Pages 52-55</p>
<p>14 Subordinating conjunctions</p>	<p>a) time (after, as soon as, before, since, until, when, whenever, while)                      b) place (where, wherever)                      c) reason (as, because, since)                      d) purpose (positive / negative) (to / in order to / for / so that)                      e) condition (if, unless)                      f) comparison (just as)                      g) contrast (although, even though, while, whereas)</p>	<p>I will return home _____ I possibly can.</p> <p>a) because of                      b) even though                      c) as soon as                      d) in order to</p> <p>Here in the UAE, you should take water with you _____ you go.</p> <p>a) because                      b) wherever                      c) in order to                      d) even though</p>	<p>Pages 56-57</p>
<p>15 Comparatives and superlatives</p>	<p>a) adjective and adverb                      b) (not) as... as / than / enough / too</p>	<p>My friend Ahmed is the _____ boy in our class.</p> <p>a) quicker                      b) quickest                      c) more quick                      d) too quick</p>	<p>Pages 58-61</p>

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Categories & Sub-categories		Sample Items	Pages in this Booklet
16 Word Order	<ul style="list-style-type: none"> <li>a) subject + verb + object + complement</li> <li>subject + verb + place + time</li> <li>b) question formation (direct / indirect)</li> <li>c) adjective strings (e.g., a very large green balloon)</li> </ul>	<p>Which sentence is correct English?</p> <ul style="list-style-type: none"> <li>a) My mother bought a book at the store.</li> <li>b) A book my mother bought at the store.</li> <li>c) At the store bought my mother a book.</li> <li>d) Bought at the store my mother a book.</li> </ul>	Pages 62-67



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Objective 1: Subject-Verb Agreement

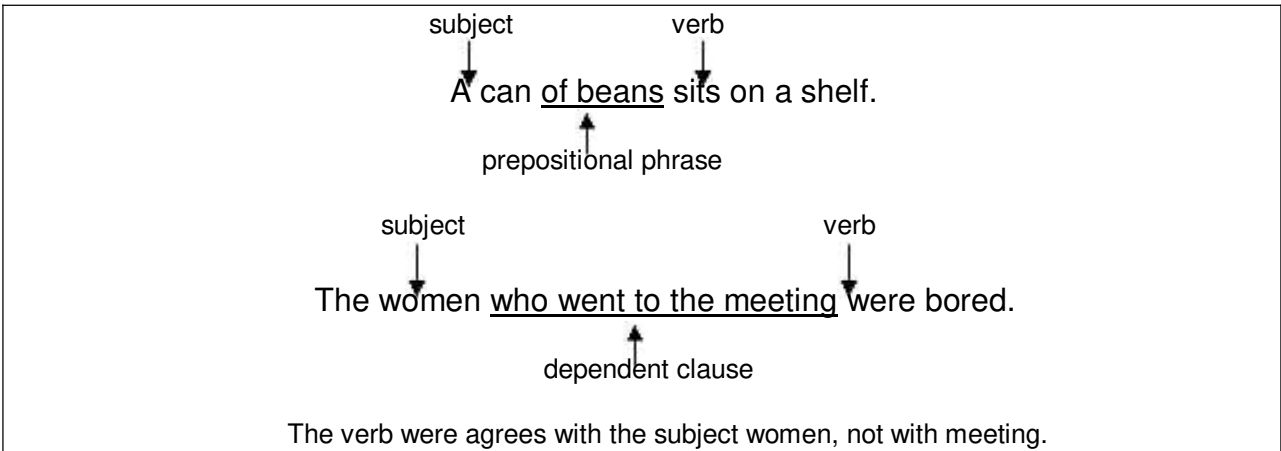
Subjects and verbs must AGREE with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

In present tenses, nouns and verbs form plurals in opposite ways:  
Nouns: ADD an s to the singular form of the noun.  
Verbs: REMOVE an s from the singular form of the verb.

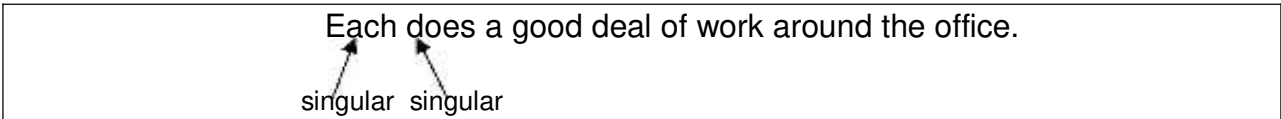


Here are five main subject-verb agreement rules:

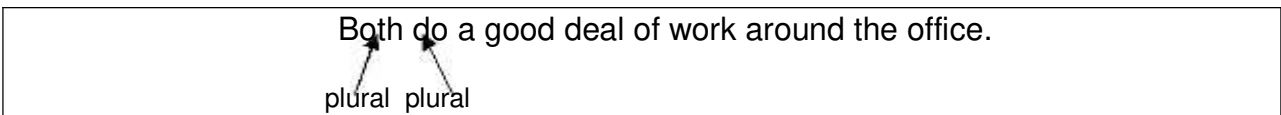
- 1. A phrase or clause between subject and verb does not change the number of the subject. Examples:



- 2. Indefinite pronouns as subjects: Singular indefinite pronoun subjects take singular verbs. (SINGULAR: each, either, neither, one, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something, everyone, everybody, everything)



Plural indefinite pronoun subjects take plural verbs. (PLURAL: several, few, both, many)



Some indefinite pronouns may be either singular or plural: with uncountable, use singular; with countable, use plural. (EITHER SINGULAR OR PLURAL: some, any, none, all, most)

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Some of the sugar is on the floor.  
↑                      ↑  
singular                 singular  
Sugar is uncountable; therefore, the sentence has a singular verb.

Some of the pencils are on the floor.  
↑                      ↑  
plural                      plural  
Pencils are countable; therefore, the sentence has a plural verb.

3. Compound subjects joined by 'and' are always plural.

A pencil and eraser make writing easier.  
       ↙                 ↘                 ↑  
         plural                                 plural

4. With compound subjects joined by 'or'/'nor' the verb agrees with the subject nearer to it.

Neither the director nor the actors are following the lines closely.  
                   ↑                                         ↑                      ↑  
                   singular                                         plural                      plural

5. Inverted Subjects (in questions) must agree with the verb.

What is he doing about that?  
                   ↙                      ↘  
                   singular                      singular

How are the relatives taking the bad news?  
                   ↑                                         ↑  
                   plural                                         plural

**Objective 1: Subject-Verb Agreement - Practice A**

Adapted from [www.grammarbook.com/english\\_rules.asp](http://www.grammarbook.com/english_rules.asp)

Choose the answer that correctly completes each sentence.

- 1-My cousin ..... playing football.  
a- enjoy                      b-enjoying                      c-enjoys                      d-is enjoy
- 2-My new teacher.....blond hair and blue eyes.  
a-is having                      b-have                      c-having                      d-has

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3-My.....usually gets up at 6 o'clock.

a-uncles                      b-uncle                      c- uncle he                      d-uncle is

4-Mariam's best ..... often borrows her walkman.

a-friends                      b-friend                      c-friend she                      d-friend is

5-Our .....sometimes goes on holiday.

a-bosses                      b-boss                      c-boss he                      d-boss is

6-Their mother .....in a private company.

a-is a manager                      b- she a manager                      c-she is manager                      d-is manager

7-Their ..... often washes the car on Sundays.

a-brothers                      b-brother                      c-brother is                      d- brother's

8- ..... a lot of errors in the student's essay.

a- there is                      b- they are                      c- their                      d- there are

9- Some horses ..... many races.

a- wins                      b- win                      c- winning                      d- is winning

10- Your sister usually ..... swimming on the weekend

a- go                      b-going                      c-gone                      d- goes

11- My ..... usually goes to school by taxi.

a- sisters                      b-sister                      c- sister she                      d- sister is

12- My brother usually.....to music when he is studying.

a- listens                      b- listen                      c- listening                      d- is listening

13- In some countries, elections..... place every four years.

a- take                      b-takes                      c- taking                      d- are taking it

14- My brother is an accountant. \_\_\_\_\_ works in a school.

a-He                      b- His                      c- He's                      d- He is

15-Ali and Samy.....to the beach to surf with their friends.

a-goes                      b-go                      c-going                      d-is going

16- Our best friend.....a wonderful holiday in Paris this week.

a-is having                      b-have                      c-having                      d-are having

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## Objective 2: Articles and Determiners

### Objective 2.1 Articles

#### a/an/the

There are only three articles in English: indefinite 'a', 'an' and 'the' and definite – 'the'.

#### Indefinite articles – 'a' and 'an'

A and an are the indefinite articles. They refer to something not specifically known to the person you are communicating with.

A and an are used before nouns that introduce something or someone you have not mentioned before.

"I saw an elephant this morning."

"I ate a banana for lunch."

A and an are also used when talking about your profession.

"I am an English teacher."

"I am a builder."

Use a when the noun you are referring to begins with a consonant. For example, "a city" and "a factory" Use an when the noun you are referring to begins with a vowel. For example, "an apple" and "an idea" - except when a vowel sounds like a consonant.

For example: "an umbrella" but "a university" or "an open door" but "a one dirham coin"

#### Definite Article – 'the'

a. Use the when you know that the listener knows or can understand the particular person/thing you are talking about.

"The apple you ate was rotten."

"Did you lock the car?"

b. Use the when you have already mentioned the thing you are talking about.

"She's got two children; a girl and a boy. The girl's eight and the boy's fourteen."

c. We use 'the' to talk about geographical points on the globe. For example, "the North Pole" and "the equator"

We usually use no article to talk about things in general – "the" doesn't mean all.

"Books are expensive." = (All books are expensive.)

"The books are expensive." = (Not all books are expensive, only the ones I'm talking about.)

Common problems of Arabic students with articles:

- Using incorrect articles with countable and uncountable nouns. The most common errors are "the informations" and "the works/homeworks."
- Using an article when none is necessary.

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- Do not use an article before nouns when talking in general terms. For example: “~~The~~ Inflation is rising.” and “~~The~~ People are worried about rising crime.” (Note! People generally, so no article)
- Do not use an article when talking about sports. For example: “My son plays ~~the~~ football.” and “~~The~~ Tennis is expensive.”
- Do not use an article before uncountable nouns when talking about them generally. For example: “~~The~~ Information is important to any organization.” and “~~The~~ Coffee is bad for you.”
- Do not use an article before the names of countries except where they indicate multiple areas or contain the words (state(s), kingdom, republic, union).

No article - Italy, Mexico, Bolivia, England

Use the – the United Arab Emirates, the UK (United Kingdom), the USA (United States of America), the Irish Republic

### Objective 2.2: Demonstrative adjectives (this/that/these/those)

Demonstrative adjectives indicate which one of something you are talking about. In English, there are different forms of the demonstrative adjective according to the number of items and where they are located.

	singular	plural
closer	this	these
farther	that	those

The demonstrative adjective is used directly in front of a noun - there is no article. For example: “this book” “that book” “these books” “those books”

Is this your book? No, that's mine over there.  
Are these your sunglasses?  
Whose pencils are those on the desk by the window?

### Objective 2.2: other/another

“Other” and “another” refer to something different, remaining, or additional. They are placed before the noun. Another is used with singular nouns, other with singular or plural.

There are **other** jobs you could try. (You don't have to stick with this one)  
Where's the **other** packet of cereal? (I know that there are two packets and I don't want this one) Is there any **other** bread? (a different type of bread)  
Have **another** cup of tea. (You have already finished one)

**Objective 2.3: Possessive Adjectives (my/your/his/her/its/our/t heir)**

A possessive adjective modifies a noun to show ownership. For example: "I'm Lynne. My name's Lynne."

Possessive adjectives go before their nouns. "Lynne is my name."

	Singular			Plural		
Personal Pronoun	I	you	he, she it	you	we	they
Possessive Adjective	my	your	his, her, its	your	our	their



I have dark hair.  
My hair is dark.



She has long hair.  
Her hair is long.



They have short hair.  
Their hair is short.

This is my cake – and you're not having any of it!  
Is t his your car? Or is it the other one?  
Her father is very sick – she has to go to the hospital.  
His sister is getting married this weekend.  
Our house will be built in Dhaid, next to the mosque.  
Their s on is studying at university in Australia.

**Objective 2: - Practice**

1-She returned three of my six books yesterday and promised to bring \_\_\_\_\_ on Friday.

- a- other                      b- another                      c-others                      d- the others

2-We'll take three cars. You go in one and we'll take \_\_\_\_\_.

- a- others                      b- the others                      c- another                      d- the other

3-Some people prefer vegetables while \_\_\_\_\_ prefer meat.

- a- other                      b- another                      c- the others                      d- others

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4-Who gave you \_\_\_\_\_ books?

- a- that                      b- these                      c- they                      d- this

5- Would anybody like \_\_\_\_\_ piece of this cake?

- a- other                      b- another                      c- others                      d- the others

6-. My cousins and I always enjoy doing the same things. \_\_\_\_\_ favourite activity is going camping.

- a- Our                      b- Their                      c- His                      d- Her

7-. I want to phone Mr. and Mrs. Dennis to say 'thank you'. Do you have \_\_\_\_\_ phone number?

- a- they                      b- their                      c- them                      d- theirs

8- \_\_\_\_\_ are my books not yours.

- a- This                      b-That                      c- These                      d- Then

9- Can you give me \_\_\_\_\_ pen, please?

- a- that                      b-those                      c-these                      d-there

10- You have got to buy \_\_\_\_\_ uniform for your new job.

- a- an                      b- a                      c- zero article                      d- the

11- Ahmed usually has \_\_\_\_\_ with his friends in the cafeteria.

- a- the lunch                      b- the lunches                      c- lunch                      d- a lunch

12- We need to buy \_\_\_\_\_ for our living room.

- a- chair                      b- some chair                      c- a chair                      d- a chairs

13--Asma and her cousins sometimes go abroad together. \_\_\_\_\_ favourite country is Holland

- a- Hers                      b-They                      c- She's                      d-Their

14-I use \_\_\_\_\_ new computer to write stories.

- a-me                      b-mine                      c-my                      d-I

15-Princess Rania has become famous for her work with \_\_\_\_\_ children.

- a-a                      b-the                      c-an                      d-zero article

16- Nelson Mandela was born in \_\_\_\_\_ South Africa.

- a- a                      b-an                      c-the                      d- zero article

17- \_\_\_\_\_ Soviet Union disappeared after 1989.

- a- a                      b-the                      c-zero article                      d-an

### Objective 3.1: Graded Quantifiers

Many /much/ more/ few/ less /little /least /most /fewest

Quantifiers function like comparatives and hold a relative position on a scale of increase or decrease.

INCREASE	With plural countable nouns:	many	more	most
	With uncountable nouns:	much	more	most
DECREASE	With plural countable nouns:	few	fewer	fewest
	With uncountable nouns:	little	less	least

There are many people in England, more in India, but the country with the most people is China.

Much time and money is spent on education, more on health services but the most is spent on national defence.

Few rivers in Europe are not polluted.

Fewer people die young now than in the seventeenth century.

The country with the fewest people per square kilometre must be Australia.

Scientists have little hope of finding a complete cure for cancer before the year 2000. She had less time to study than Paul but had better results.

She seemed the least worried of everybody in the room.

### Objective 3.2: Quantifiers with countable and uncountable nouns

(a little/a bit/no/none/a few/a number/some/several/a great deal/a lot/  
a large number/plenty of/lots of)

Adjectives and adjectival phrases that describe quantity are shown below. Some can only go with countable nouns (friends, cups, people), and some can only go with uncountable nouns (sugar, tea, money, advice). The words in the middle column can be used with both countable and uncountable nouns.

	Only with uncountable nouns	With uncountable and countable nouns	Only with countable nouns
a little		no/none	a few
a bit			a number
-		some	several
a great deal		a lot	a large number
a large amount of		plenty of	a great number of
-		lots of	-
+ noun			

I had a little money left, so I bought a book.

I looked for the coffee, but there was none left.

I tried to book tickets to fly to Doha, but there were none left

He wanted to buy a lot of video games, but he only had enough money for a few.



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I only have a bit of time left before the exam.  
He had a great deal of money before he spent it all on a house.  
He has several friends who have motor bikes.  
He said there would be plenty of seats, but there were only a few empty chairs in the hall.

## Objective 3.3: Quantifiers

### Some and Any

Some and any are used with countable and uncountable nouns, to describe an indefinite or incomplete quantity.

Some is used in positive statements:

I had some rice for lunch.  
He's got some books from the library.

Some is used in situations where the question is not a request for information, but a method of making a request, encouraging or giving an invitation:

Could I have some books, please?  
Would you like some milk with that?

Any is used in questions and with not in negative statements:

Have you got any tea?  
I haven't got any shoes to wear to the interview.  
They haven't got any more information about university courses.

## Objective 3.4: Both ... and..., Neither ... nor..., Either ... or...

### Both ... and

Subjects connected by 'both ... and' take a plural verb form.

Both Alice and Janice attend USC.  
Both Jim and Peter are attending the conference in New York this weekend.

### Either ... or

'Either ... or' is used in sentences in a positive sense meaning "one or the other, this or that, he or she, etc." Verb form depends on the subject (singular or plural) closest to the verb.

Either Peter or the girls need to attend the course. (second subject - plural)  
Either Jane or Matt is going to visit next weekend. (second subject - singular)

## Neither ... nor

'Neither ... nor' is used in sentences in a negative sense meaning "not this one nor the other, not this nor that, not he nor she, etc". Verb form depends on the subject (singular or plural) closest to the main verb.

Neither Frank nor Lilly lives in Eugene. (second subject - singular)

Neither Axel nor my other friends care about their future. (second subject - plural)

## Objective 3.6: Each, Every, All and None

### Each

We use "each" to talk about the individual people or things in a group. The group has a definite and often small number.

Each prize-winner can choose a book.

### Every

We use "every" to talk about each individual (or period of time), including all individuals (or periods of time.)

Every requires a singular noun

Every school student needs to sit the EmSAT exam.

Every year the results get better.

### All

We use 'all' to mean the entire number, every individual.

All requires a plural noun (where the noun is countable)

All parties are exciting, I think.

All students in the UAE need to sit the EmSAT exam.

### None

We use none to mean no part, not one, no one or nothing.

None of the students want to take exams.

I wanted some coffee, but there was none left.

## Objective 3.6: Too many/much/few/little/not enough

### Too many / too few

We use 'too many' when we want to express a meaning of more than enough, more than necessary

We use 'too few' when we want to express a meaning of less than enough, less than necessary.

We use 'too many' and 'too few' with countable nouns.

There were too many guests in the room and too few chairs

There were too many difficult questions on the exam and too few easy ones!

## Too much / too little

We use 'too much' when we want to express a meaning of more than enough, more than necessary. We use 'too little' when we want to express a meaning of less than enough, less than necessary. We use 'too much' and 'too little' with countable nouns.

Is there too much sugar in that coffee for you?

I have too little money in the bank to buy you a new computer.

## Not enough...

We can use 'not enough' instead of either 'too little' or 'too few'.

We use 'not enough' with countable and uncountable nouns.

There were too many guests in the room and not enough chairs.

I don't have enough money in the bank to buy you a new computer game.

## Objective 3 - Practice

1 – There is \_\_\_\_\_ milk left in the fridge.

a- any                      b- a little                      c- many                      d- a few

2- Could you buy me \_\_\_\_\_ stamps, please?

a- many                      b- a few                      c- a little                      d- several

3-- Are there \_\_\_\_\_ students in your class?

a- many                      b- much                      c- a little                      d- some

4-You shouldn't drink \_\_\_\_\_ coffee.

a- too many                      b- few                      c- too much                      d- a lot

5-The children have \_\_\_\_\_ warm clothes for this winter.

a- much                      b- a little                      c- enough                      d- too much

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6-Are there \_\_\_\_ people in the park?

- a- many                      b- much                      c- a little                      d- lots

7-Could I have \_\_\_\_ tea please?

- a- several                      b- some                      c- many                      d- much

8- "Can I have some salt?" Sorry, we don't have \_\_\_\_.

- a- any                      b- many                      c- none                      d – some

9- Would you like \_\_\_\_ milk in your coffee?

- a- some                      b- many                      c- a few                      d- a lot

10- Don't pay \_\_\_\_ attention to what he says.

- a- a few                      b- some                      c- many                      d- any

11-There isn't \_\_\_\_ cheese left in the fridge. We have to get some.

- a- any                      b- some                      c- many                      d-no

12-Can I have \_\_\_\_ more of that tomato soup? I am really hungry.

- a-few                      b- many                      c- some                      d- several

13-Do you have any fresh bread? No, I am sorry. We don't have \_\_\_\_ left.

- a-some                      b-no                      c-any                      d-much

14- There is \_\_\_\_ time to get to the airport.

- a- a few                      b- most                      c- many                      d- little

15- We had \_\_\_\_ money left, so we went out for a meal.

- a- a little                      b- any                      c- a few                      d- many

16-Would you like \_\_\_\_ orange juice with breakfast?

- a- a few                      b- many                      c- any                      d- a lot

17- He doesn't have \_\_\_\_ close friends and often feels lonely.

- a- much                      b- many                      c- little                      d- a few

18- He eats \_\_\_\_\_ junk food to stay healthy.

- a- too little                      b- too few                      c- too much                      d – too many

19- She doesn't have \_\_\_\_\_ money for her taxi fare home.

- a- enough                      b- many                      c- few                      d- little

20- We don't have \_\_\_\_ snow here.

- a- many                      b- much                      c- very                      d- few

21 – There are \_\_\_\_ cars on the roads of Dubai.

- a- too much                      b- too many                      c- not enough                      d- too little

22 – Eating \_\_\_\_ is just as bad as eating too much.

- a- too                      b- too many                      c- too few                      d- too little

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23- I asked two people the way to the station, but\_\_\_\_\_ of them could help me.

- a- one                      b- either                      c- both                      d- neither

24- We couldn't buy anything because \_\_\_\_\_ of the shops were open.

- a- all                      b- either                      c- none                      d- nothing

### **Objective 4: Intensifiers (fairly/quite/rather/so/too/very/extremely/a bit/a little)**

An intensifier is an adverb which is used with adjectives and adverbs, but which is not usually used with verbs. We say it modifies the adjective or adverb which means it makes the meaning stronger or weaker.

The following words are commonly used as intensifiers: fairly, quite, rather, so, too, very. The intensifier comes before the adjective or adverb it describes ("The music was very loud."). 'Very' and 'extremely' make the meaning of an adjective or adverb stronger. 'Rather', 'pretty', 'fairly' and 'quite' make it a little bit stronger. 'A bit' and 'a little' make it weaker.

I am very happy. The film was quite good. You did that rather well. Must you leave so soon?
--

In these examples, very modifies the adjective happy, quite modifies the adjective good, rather modifies the adverb well, and so modifies the adverb soon.

### **Objective 4: Intensifiers - Practice**

1 I usually have lots of energy but I am \_\_\_\_\_ tired right now.

- a-even                      b-much                      c-not so                      d-really

2-It is \_\_\_\_\_ common for Emirati students to study at university.

- a- only                      b-ever                      c-fairly                      d-anything

3- I love your shirt! Yes, I'm \_\_\_\_\_ pleased with it myself.

- a-rather                      b-even                      c-enough                      d-much

4- Her voice is \_\_\_\_\_ beautiful. Do you think so? I think she sounds awful.

- a- ever                      b horribel                      c-any                      d-very

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## Objective 5.1: Pronouns

Subject Pronouns: I/you/we/they/he/she/ it

Object Pronouns: me/you/us/them/him/her/ it

Non-defining Pronouns: someone/anyone/everyone/no-one/something/  
anything/everything/nothing/somewhere/anywhere/everywhere/nowhere/  
somebody/anybody/everybody/nobody

Possessive Pronouns: mine/yours/ours/theirs/his/hers/its

Reflexive Pronouns: myself/yourself/himself/herself/itself/ourselves/yourselves/themselves

### Subject Pronouns

I, you, we, they, he, she, and it are the subject pronouns. They are followed by verbs

I am hungry  
You must stop talking, now  
She drinks too many sodas in a day  
We went to the funfair yesterday  
They have spoken to him about that before  
It isn't the most important thing in the world

### Object Pronouns

me, you, us, them, him, her, and it are the object pronouns. They follow a verb or a preposition

Give it to me now!  
Take us to the airport, please  
I haven't seen them for a while  
Tell him to call me when you see him  
I want her to see it for herself

### Non-defining Pronouns

Non-defining pronouns: some/any/every/no + one/thing/where/place/body

There is something strange about that situation  
Is there anything you want to tell me?  
Everyone wants to meet the new boss  
There's nowhere open to visit on a Monday afternoon  
Can anybody else do it?  
There must be someplace we can go!

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## Possessive Pronouns

Mine, yours, ours, theirs, his, hers and its refer to possession. They are not followed by a noun.

“Is this my book?” “No, it’s mine. Look, here’s my name in it.” Take that sandwich, it’s yours.

Look at the photos of the house. It’s all ours now that we’ve finished paying for it. “Is it the red one?” “No, the blue one is theirs.”

“Are you sure it’s his? I thought mine was the green one.” That’s hers. The one with the green top.

## Reflexive Pronouns

Myself, yourself, himself, herself, ourselves, themselves and itself are used in reference to a pronoun that has already been used.

I did it all by myself  
It looks great! I can’t believe you made it yourself  
He said he wanted to do it by himself  
She went on that trip all by herself  
It would be cheaper if we painted it ourselves  
Yes, it’s true. They thought of it themselves  
It looks good on the wall by itself

## Objective 5: Pronouns -Practice

1-Open the door. It’s\_\_\_\_\_.

- a- I                                      b- they                                      c- me                                      d- she

2-Aisha, Nora and Hind were angry because\_\_\_\_\_ had waited ages for the bus.

- a- them                                      b- she                                      c- they                                      d- it

3-Is that your book on your desk? Yes, it is \_\_\_\_\_.

- a- mine                                      b- me                                      c- my                                      d- I

4-Asma and her cousins sometimes go abroad together. \_\_\_\_\_ favourite country is Holland.

- a- Hers                                      b-They                                      c- She’s                                      d-Their

5- My brother is an accountant. \_\_\_\_\_ works in a school.

- a- He                                      b- His                                      c- He’s                                      d- He is

6-The people living next door are friendly. I like\_\_\_\_\_ a lot.

- a- they                                      b- them                                      c- their                                      d- theirs

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7-Waleed's car is red. \_\_\_\_\_ is blue.

- a- My                      b- He                      c- Mine                      d- Me

8-Hamad watched his children carefully as \_\_\_\_\_ crossed the street.

- a- they                      b- us                      c- them                      d- him

9-This is not your book. \_\_\_\_\_ is older.

- a-Your                      b-Yours                      c- You                      d- I

10 \_\_\_\_\_ of the boys offered their help to the old lady.

- a- Another                      b- Each                      c- All                      d- One

11-Hold the bag please while I put the shopping in \_\_\_\_\_.

- a- him                      b- it                      c- she                      d- I

12-We are going soon, so you can come with \_\_\_\_\_.

- a- we                      b- them                      c- they                      d- us

13-Thank you for helping \_\_\_\_\_. I'm very grateful.

- a- me                      b- he                      c- she                      d- they

14-I wonder why Salem rushed off. Did you upset \_\_\_\_\_ ?

- a- he                      b- him                      c- we                      d- they

15- \_\_\_\_\_ hope those flowers are for me.

- a- We                      b- Them                      c- I                      d- Him

16-David stopped the car when he realised \_\_\_\_\_ was making a strange noise.

- a- its                      b- it                      c- she                      d- he

17-At that shop you can't buy \_\_\_\_\_ for less than 80 dirhams.

- a- nothing                      b- something                      c- anything                      d- everything

18-Ali would like to invite \_\_\_\_\_ to his wedding.

- a- you                      b- I                      c- they                      d- she

19-I didn't see \_\_\_\_\_ at the gym. The place was empty.

- a- somebody                      b- anybody                      c- nobody                      d- someone

20-Please tell the salesman at the door that we don't want to buy \_\_\_\_\_.

- a- nothing                      b- something                      c- anything                      d- anyone

21-Mr Smith, \_\_\_\_\_ is here to see you.

- a- no one                      b- someone                      c- anyone                      d- others

22-Check in that bag. I bought you \_\_\_\_\_.

- a- nothing                      b- something                      c- everyone                      d- anything

23-My brother is the \_\_\_\_\_ wearing the red shirt.

- a- one                      b- few                      c- most                      d- several



# EmSAT Grammar Study Guide 2017/2018

## Objective 6: Relative Clauses

Relative clauses are supporting, or subordinate clauses in multi-clause sentences. They are introduced using relative pronouns.

Relative pronouns are that, who, whom, whose, which, where, when, and why. They are used to join clauses to make a complex sentence.

The table below sums up the use of relative pronouns:

Function in the sentence	Reference to				
	People	Things / concepts	Place	Time	Reason
Subject	who, that	which, that			
Object	(that, who, whom)	(which, that)	where	when	why
Possessive	whose	whose, of which			

Can be left out of a clause

Relative clauses can be either 'defining' or 'non-defining'

### Defining Relative clauses:

Relative pronouns are used at the beginning of a subordinate clause which gives some specific information about the main clause.

In defining relative clauses the sentence does not make sense without the subordinate clause.

This is the house that Jack built. I don't know the day when Jane plans to marry him. Mike never tells me where he is going. Friends are people who never let you down
---

Relative pronoun used as a subject:

This is the house that had extra rooms added on last year. People who eat pop-corn during the movie used to annoy me.
--

Relative pronoun used as an object:

1) When referring to a person or thing, the relative pronoun can sometimes be left out in the object position:

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This is the man (who / that) I wanted to speak to and whose name I'd forgotten.

The library didn't have the book (which / that) I wanted.

I didn't like the book (which / that) John gave me.

This is the house (that) I lived in when I first came to the US.

2) Whom is most commonly used following a preposition.

I have found you the tutor for whom you were looking.

I don't know to whom you were speaking.

Whose is the only possessive relative pronoun in English. It can be used with both people and things:

The family whose house burnt in the fire was immediately given a suite in a hotel.

The book whose author is a famous actress has become a bestseller.

that / who

Referring to people, both that and who can be used. That may be used to refer to someone in general:

He is the kind of person that/who will never let you down.

I am looking for someone that/who could give me a ride to Chicago.

However, when a particular person is being spoken about, who is preferred:

The old lady who lives next door is a teacher.

The girl who wore a red dress attracted everybody's attention at the party.

### Objective 6: Relative clauses - Practice

1. Neil Armstrong was the man \_\_\_\_\_ was the first human on the moon.

a- who                      b- whose                      c- which                      d- where

2. The man \_\_\_\_\_ father was sent to prison lives in my home town.

a- who                      b- whose                      c- which                      d- where

3. The story, \_\_\_\_\_ was written by Najeeb, will probably win an award.

a- who                      b- whose                      c- which                      d- where

4. The pilot \_\_\_\_\_ is flying the plane is very clever.

a- who                      b- whose                      c- which                      d- where

5. Ali is the student \_\_\_\_\_ can answer these questions.

a- who                      b- whose                      c- which                      d- where

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6. This is the house in \_\_\_\_\_ I live.  
a- who                      b- whose                      c- which                      d- where
7. I saw a sick old man \_\_\_\_\_ could not walk.  
a- who                      b- whose                      c- which                      d- where
8. This is the bus \_\_\_\_\_ I came on.  
a- who                      b- whose                      c- which                      d- where
9. The pupil \_\_\_\_\_ is clever succeeds every year.  
a- who                      b- whose                      c- which                      d- where
10. Fatima, \_\_\_\_\_ mother makes lovely cakes, has invited us to tea.  
a- who                      b- whose                      c- which                      d- where
- 11-The computer \_\_\_\_\_ I bought last week is already broken.  
a- which                      b- who                      c- when                      d- whom
- 12-This is the house \_\_\_\_\_ my grandfather was born.  
a- which                      b- when                      c- who                      d- where
- 13-The man \_\_\_\_\_ bought our house has just won 2 million Dhs.  
a- who                      b- whose                      c- whom                      d- how
- 14-The cake \_\_\_\_\_ I've just baked is too hot to eat.  
a- when                      b- where                      c- who                      d- that
- 15-The books \_\_\_\_\_ are on the desk are mine.  
a- where                      b- whose                      c- that                      d- when
- 16-The teacher \_\_\_\_\_ we all like is ill today.  
a- how                      b- whom                      c- whose                      d- which
- 17-The man \_\_\_\_\_ car broke down went to the station.  
a- whose                      b- who                      c- that                      d- whom
- 18-This is the place \_\_\_\_\_ we usually meet.  
a- when                      b- why                      c- where                      d- that
- 19-The house \_\_\_\_\_ they have rented is in the centre of town.  
a- who                      b- where                      c- which                      d- whose
- 20-That is the place \_\_\_\_\_ my cousin works.  
a- whose                      b- where                      c- which                      d- whom
- 21-He is the man \_\_\_\_\_ wife died last week.  
a- whose                      b- where                      c- who                      d- which
- 22-I really enjoyed the time \_\_\_\_\_ we went to that Italian restaurant.  
a- who                      b- when                      c- whom                      d- which

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23-The student \_\_\_\_\_ the teacher punished last week is still angry.

- a- whose                      b-which                      c-when                      d- whom

24-He bought all the books \_\_\_\_\_are required for the course.

- a- that                      b- who                      c- where                      d- whose

25-I remember the day\_\_\_\_\_ I graduated like it was just yesterday.

- a- which                      b- who                      c- when                      d- whom

### Objective 7: Prepositions: at/in/on/of/about/for/to/with/between

A preposition tells us where something is or the direction in which something is moving. Some prepositions are used after certain verbs, nouns and adjectives.

at, on and in (time)

Use at to talk about a point in time:

at 4 o'clock    at 10:45    at breakfast

Use at in the following expressions

at the moment, at the same time, at night

Use in to talk about a period of time

in 2003    in July    in the winter    in the morning    in the middle of the day

Use on to talk about days and dates:

on my birthday    on July 4<sup>th</sup>    on Saturday    on Tuesday afternoon

#### in, on and at (place)

In

Use in to talk about places that surround us:

in a room    in a city \ town    in a taxicab

On

Use on to talk about places that something is touching something else:

Hang the picture on the wall over there  
He placed the ring on her finger  
Look at all the words on the page!  
The book is on the table

At

Use at to talk about places that something is near and for some special places where we go to see people or do something:

at the bus stop    at the doctor's    at school    at the end of the road    at the mall    at the door    at home

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## Prepositional verbs

A prepositional verb is a verb + preposition.

Using of

A language **consists of** many different parts  
I don't **approve of** letting children watch too much television  
I can't think of anything to talk about

Using in

I don't **believe in** fairy stories  
If you want to **succeed in** life you need to work hard

Using at

Don't **laugh at** me! Help me get up  
**Look at** that little girl, her dress is so cute!  
Try not to **point at** people – it's rude

Using about

You shouldn't **talk about** people behind their backs  
Stop **complaining about** everything and try and sort things out  
Don't **worry about** your exams so much – Relax!  
I must **ask about** the plans for the weekend  
We'll **speak about** this later  
Come and sit here – I want to **hear about** your news  
I want you to **think about** what you need to do  
They **wondered about** what would happen to the old school

Using for

Hurry up! I'm not **waiting for** you any longer  
I must **apologize for** being late. I took the wrong road  
You have to **pay for** those at the cash desk  
I must **ask her for** the recipe – this cake is delicious!

Using on

Be quiet! I'm trying to **concentrate on** my homework  
I'm **depending on** you to give me all the information you have  
You have to **rely on** your family to get you through difficult times.

Using to

offer	decide	want	hope	deserve	promise	agree	plan	manage	afford
threaten	refuse	arrange	fail	forget	learn	seem	appear	tend	pretend
			claim	talk	write	listen			

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## Noun + Preposition

Use noun + for

A cheque for (a sum of money) a demand \ a need for a reason for

Use noun + of

An advantage of starting early is that it allows you to finish early  
A disadvantage of sending your children to private school is that it is very expensive  
Not brushing your teeth after every meal is a major cause of dental problems is  
A photograph of His Highness is in every school in the  
country My favourite picture of my mother is on my mobile  
phone A map of the world is essential in every school  
'A plan of action is what is needed to sort this out', he said enthusiastically, 'and a drawing of the  
building is the first step'

Use noun + in

An increase in population is necessary for economic growth  
A decrease in the value of the dollar could be dangerous for the local economy  
A rise in global temperatures could be dangerous for the environment  
A fall in the number of road accidents is the aim of the traffic police

Use noun + to

If there is any damage to the car, you will have to pay for it.  
Have you received your invitation to the graduation ceremony, yet?  
He claims he has the solution to everyone's problems.  
The key to fitness is eating well and exercising often  
She can give you the answer to your question  
In reply to your email, may I suggest 12.30pm on Thursday?  
I really don't think that your reaction to their announcement was appropriate.  
Your attitude to the decision was terrible!

Use noun + with

I had a good relationship with my father  
He felt a real connection with his studies  
They have had no contact with him since he left home  
Are you familiar with the way to my house?

Use noun + between

A relationship between two people always has a few difficulties  
The road connection between Dubai and Fujairah is fast and reliable.  
Contact between them became impossible after their argument  
A difference of opinion between friends is only natural sometimes

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## Adjective + Preposition

Use adjective + of .... to+ verb

It was nice of her to collect it for you  
It was kind of them to invite you to their wedding  
It was good of him to apologise  
It was generous of her to buy you such an expensive gift  
It was polite of you to say 'thank you'  
It was stupid of them to argue so loudly  
It was silly of you to borrow the car without permission

Use adjective + about / with/ for

He was annoyed at me for missing school  
They were furious with him for taking the car without permission  
He was angry with me for not studying hard enough at school  
I am very excited about my new project.  
He's a bit worried about his exam results  
She's very upset about her mother's illness  
They are very nervous about what they will say  
We are so happy about getting good grades at school

Use adjective + of

Is there anything he's afraid of?  
He's frightened of mice, I think  
I'm very proud of my no absence record  
She's aware of the challenges that face her  
We are tired of the same old sandwiches every day for lunch,  
I'm sick of listening to him complain all the time  
They are sure of one thing, they will never go on holiday there again  
There's one person you can always be certain of – your mother

Use adjective + at

Are you good at sports?  
No, I'm very bad at anything that involves running around  
I'm better at word games than team games

Use adjective + for

What exactly is he famous for?  
Who is responsible for this mess? Clean it up immediately

Use adjective + in

Are you interested in teaching as a career?

# EmSAT Grammar Study Guide 2017/2018

## Objective 7: Prepositions - Practice

1. Could you explain this rule \_\_\_\_\_ me?  
a- to                      b- of                      c- from                      d- for
2. I've been looking \_\_\_\_\_ my keys everywhere, but I can't find them.  
a- from                      b- at                      c- for                      d- about
3. He is writing \_\_\_\_\_ a pen instead of a pencil.  
a- with                      b- to                      c- from                      d- by
4. You should try to be there \_\_\_\_\_ six o'clock at the latest.  
a- to                      b- on                      c- at                      d- on
5. What he said reminded me \_\_\_\_\_ what my father used to say.  
a- to                      b- for                      c- with                      d- of
6. Please be quiet, I'm trying to concentrate \_\_\_\_\_ my book.  
a- for                      b- to                      c- on                      d- with
7. I get up \_\_\_\_\_ 7.00 every day.  
a-at                      b-in                      c-on                      d-for
8. I usually go out \_\_\_\_\_ Thursday evenings.  
a-at                      b-from                      c-on                      d- in
9. You should apologize \_\_\_\_\_ arriving late.  
a- for                      b- to                      c- at                      d- on
- 10- David's new restaurant will be open \_\_\_\_\_ the 23<sup>rd</sup> of August.  
a- in                      b- at                      c- on                      d- to
11. The students are sitting \_\_\_\_\_ the classroom.  
a- to                      b- at                      c- on                      d- in
12. Are you afraid \_\_\_\_\_ spiders?  
a- from                      b- to                      c- for                      d- of
13. That sports car belongs \_\_\_\_\_ my brother.  
a- to                      b- about                      c- for                      d- in
14. You can drive from here \_\_\_\_\_ the shopping centre in under 10 minutes.  
a- at                      b- in                      c- for                      d- to
15. Not many people are interested \_\_\_\_\_ grammar.  
a- on                      b- at                      c- to                      d- in
16. She is not very good \_\_\_\_\_ tennis.  
a-at                      b- in                      c- on                      d- from
17. She accused me \_\_\_\_\_ breaking her sunglasses.  
a- of                      b- at                      c- on                      d- for



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18. The noise from downstairs prevented me \_\_\_\_\_ sleeping.

- a- to                      b- for                      c- about                      d- from

19-We are all responsible \_\_\_\_\_ the success or failure of this project.

- a- from                      b- for                      c- in                      d- of

20-.My sister is suffering\_\_\_\_\_ a terrible toothache.

- a- about                      b- on                      c- of                      d- from

### Objective 8: Verb Forms I

#### 8.1 Verb Tense Overview

Simple Present and Present continuous

Use

We use the present simple for talking about habits and routines; talking about things that are always true or permanent; and for talking about a state

We use the present continuous for talking about things that are happening now, at this moment; for talking about temporary situations that are happening around about now; for talking about definite plans for the future.

I go to school every day
She wears too much make-up
The sun comes up every morning
I usually walk to school, but today I am taking the bus
She is going to the shops
They are eating hot dogs.
We visit our grandmother most Saturdays
I'm seeing the Principal on Thursday

#### Simple Past and Past Continuous

Use

We use the past simple to describe a completed action in the past.

We use the past continuous to describe an ongoing activity in the past; to describe something that was happening in the past when another action interrupted it.

I went to the market yesterday
I saw her last week
I was walking down the street when I noticed it was raining
She was listening to the radio as she was driving her car
While I was eating lunch I got a text message from my mother

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## Future tenses 'Will' and 'Going to' 'Future Continuous'

### Use

We use will or will not (won't) to talk about general plans for the future, to predict events using our beliefs, knowledge and guesses or to make a spontaneous decision about the future.

We use present forms – the present continuous and 'going to + verb - to talk about definite plans and intentions, to talk about future events with a present reality or to predict events when there is evidence for something about to happen.

We use the future continuous to talk about things that will be happening in the future.

I'm definitely having a holiday this year – I need a break.  
I'm going to book it on Tuesday.  
What are you having? I can't decide. I know, I think I'll have a coffee.  
I know her, she won't go!  
I'm sure I'll get married one day.  
It's going to rain any minute – look at those clouds.  
It will be raining all weekend according to the weather report.  
I will be driving all night to get there on time

### Perfect tenses present perfect simple and continuous

I have been studying English for five years.  
I have studied English in several different countries.

### Past perfect simple and continuous

I had been studying English for five years before I moved to the U.S.  
I had studied a little English before I moved to the U.S.

### Future perfect simple and continuous

I will have been studying English for over two hours by the time you arrive  
I will have studied every tense by the time I finish this course.

## 8.2 Passive Voice

### Subject + to be + Past Participle

Form of Passive

Examples:

**Mistakes are made all the time.  
A letter was written.**

When rewriting active sentences in passive voice, note the following:

the object of the active sentence becomes the subject of the passive sentence  
the form of the verb is changed (to be + past participle)

the subject of the active sentence becomes the object of the passive sentence (or is dropped)

#### Examples of Passive

Tense		Subject	Verb	Object
Simple Present	Active:	Ali	writes	letters
	Passive:	Letters	are written	by Ali.
Simple Past	Active:	Ali	wrote	a letter.
	Passive:	A letter	was written	by Ali.
Present Perfect	Active:	Ali	has written	a letter.
	Passive:	A letter	has been written	by Ali.
Future I	Active:	Ali	will write	a letter.
	Passive:	A letter	will be written	by Ali.

#### Use

The passive voice is used when the focus is on the action, not the person or thing doing the action. The person or thing doing the action is not important or is not known.

My bike was stolen.  
Chocolate was invented in South America

In the examples above, the focus in the first sentence is on the fact that my bike was stolen. I do not know, however, who did it. In the second sentence, it is unimportant or unknown who invented chocolate or when. We just know it

Sometimes a statement in passive is more polite than active voice, as the following example shows:

A mistake was made.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

#### 8.3 Imperatives

We use imperatives for different reasons, such as telling people what to do, giving instructions and advice, making recommendations and suggestions, and for making offers.

We use the infinitive to form the imperative.

affirmative sentences	negative sentences
Come here, please.	<b>Don't come</b> now, please.
Help your father, please.	<b>Don't play</b> on the computer, please.
Clean the bathroom, please.	<b>Don't clean</b> the living room, please.

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## Objective 8 : Verb Forms - Practice

1. I \_\_\_\_\_ up at seven o'clock yesterday.  
a- got                      b- gets                      c- get                      d- have got
2. What \_\_\_\_\_ tonight? Anything special?  
a- have you doing      b- are you done              c- are you doing              d- do you
3. I wish you \_\_\_\_\_ me about the party. I would have bought something nice for them.  
a- told                      b- had told                      c- have told                      d- were telling
4. While Majid \_\_\_\_\_ the film, somebody stole his jacket with his wallet in it.  
a- watched                      b- was watching              c- was watched              d- watching
5. John and Mary \_\_\_\_\_ living in London when they got married.  
a- did                      b- was                      c- have                      d- were
6. I'm sorry, I \_\_\_\_\_ understand what you said. Could you say it again?  
a- haven't                      b- wasn't                      c- didn't                      d- hasn't
7. How long have you \_\_\_\_\_ waiting?  
a- been                      b- be                      c- being                      d- were
8. The play \_\_\_\_\_ before we got to the theatre.  
a- was starting              b- had started              c- has started              d- starts
9. Give me a call when you \_\_\_\_\_ home.  
a- are getting              b- got                      c- get                      d- have got
10. Mohammed \_\_\_\_\_ swimming with his friends next Thursday.  
a- went                      b- is going                      c- going                      d- has gone
11. A student \_\_\_\_\_ last month for cheating in the exam.  
a- dismissed                      b- would be dismissed      c- was dismissing              d – was dismissed
12. I'm not interested in seeing that film. I \_\_\_\_\_ it before.  
a- was seen                      b- have seen                      c- was seeing                      d- have been
13. When I was a child, I \_\_\_\_\_ a toy that looked like a dragon.  
a- had                      b- was had                      c- was having                      d- have
14. You need a lot of qualifications \_\_\_\_\_ a doctor.  
a- being                      b- been                      c- to be                      d- be
15. The programme \_\_\_\_\_ at three o'clock tomorrow.  
a- finish                      b- finishes                      c- finished                      d- has finished
16. Please \_\_\_\_\_ me when you get home tonight.  
a- phoning                      b- phoned                      c- are phoning                      d- phone
17. I don't know what I \_\_\_\_\_ doing at three o'clock. I can't remember.  
a- were                      b- have                      c- was                      d- did
18. Don't make so much noise. Fatma \_\_\_\_\_ to study for her math test.  
a- tries                      b- tried                      c- is trying                      d- try

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19. Since they got married in 1966 , the AL Kasim family\_\_\_\_\_ had 5 children.  
a- is having                      b- have                      c- having                      d- has
20. Sorry, he can't come to the phone. He \_\_\_\_\_ a bath!  
a- has                      b- is having                      c- having                      d- had
21. A new hotel \_\_\_\_\_ in the centre of town.  
a- is being built                      b- built                      c- is building                      d- building
22. This is the best pizza I \_\_\_\_\_. I must get the recipe.  
a- have ever had                      b- am ever having                      c- have been had                      d- will never have
23. What \_\_\_\_\_ you doing when I rang last night?  
a- did                      b- were                      c- was                      d- have
24. We \_\_\_\_\_ all our money already. Please send us some more!  
a- spend                      b- spends                      c- spent                      d- have spent
25. Which university\_\_\_\_\_ next year?  
a- are you going to join                      b- shall you be joining                      c- will you join                      d- would you join
26. At seven fifteen this morning, I \_\_\_\_\_ down the corniche when I saw my teacher.  
a- was walked                      b- walked                      c- was walking                      d- walking
27. Look! It \_\_\_\_\_ again .Why does it always snow so much in Germany?  
a- 's snowing                      b- snow                      c- 's snow                      d- snows
28. There are a couple of people \_\_\_\_\_ to see you, Dr Johnson. Shall I send them in?  
a- waited                      b- are waiting                      c- have waited                      d- waiting
29. She\_\_\_\_\_the house since 9 o'clock .  
a- is cleaning                      b- has cleaning                      c- has been cleaning                      d- been cleaning
30. Jassem \_\_\_\_\_ his blue jeans today, but usually he wears a kandora.  
a- wear                      b- is wearing                      c- wears                      d- wearing
31. It's so hot in here. I \_\_\_\_\_ turn the air-conditioning on.  
a- will                      b- will be                      c- am                      d- am going to
32. Shakespeare \_\_\_\_\_ many very famous plays and poems.  
a- write                      b- writes                      c- wrote                      d- have written
33. Water\_\_\_\_\_ at zero degrees.  
a- freezes                      b- is freeze                      c- is freezing                      d- freeze
34. \_\_\_\_\_ everyone finished the exercise? Can we continue?  
a- Was                      b- Had                      c- Did                      d- Has
35. Sorry I'm late. I'm afraid my bike \_\_\_\_\_.  
a- has been stolen                      b- were stolen                      c- being stolen                      d- be stolen
36. Most shops\_\_\_\_\_ closed by the time I got to the shopping mall last night.  
a- has                      b- would                      c- had                      d- was

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## Objective 9: Verb Forms II

### 9.1 Verbs Normally Followed by an Infinitive

These are the most common of the verbs followed by a to-infinitive.

I **asked** to see the book.  
I **begged** him not to drive so fast  
He **chose** to ignore my advice  
I **expect** to pass all my exams next year  
It **helps** to start revising early  
I **want** to do well in my exams  
I **wish** to go to university after I finish school

### 9.2 Common Adjectives Followed by an Infinitive

Example:	I am	eager	to see	you
		Adjective	Infinitive	

afraid	determined	frightened	ready
alarmed	disappointed	furious	relieved
amazed	distressed	glad	reluctant
angry	disturbed	happy	sad
anxious	eager	hesitant	scared
ashamed	ecstatic	interested	shocked
astonished	embarrassed	intrigued	sorry
careful	encouraged	lucky	surprised
curious	excited	pleased	touched
delighted	fascinated	prepared	upset
depressed	fortunate	proud	willing

### 9.3 Gerunds

Gerunds can be thought of as verbs in noun form. Like nouns, gerunds can be the subject, object or complement of a sentence.

Parachuting costs a lot of money.  
I don't like writing.  
My favourite occupation is reading.

### 9.4 Gerunds as objects of prepositions:

James is not known for studying.  
He failed his last exam on identifying the parts of speech.

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## 9.5 Phrasal verbs + gerund

I am used to standing in line.  
Don't plan on finishing it soon.  
He will take care of sending it to you.  
Let me look after mailing the tickets..

### Objective 9.1: Verb + Infinitive or Verb + Gerund - Practice

1 - I 'm not keen on \_\_\_\_\_ tennis.

a-play            b-playing            c- to play            d- played

2 - I enjoyed \_\_\_\_\_ them again.

a-see            b-will see            c-to see            d-seeing

3 – Let me \_\_\_\_\_ you.

a-help            b- helping            c- to help            d- helps

4 – The scientist wants \_\_\_\_\_ his hypothesis.

a-prove            b- proving            c-proved            d-to prove

5 – The teacher asked Mona \_\_\_\_\_ carefully.

a- listened            b-listening            c-to listen            d-listens

6 - Would you like \_\_\_\_\_?

a- come            b-coming            c- to come            d- came

7 – He refused \_\_\_\_\_ me the car.

a-lent            b-lending            c- to lend            d- lend

8 - She taught me \_\_\_\_\_ it.

a- do            b- to do            c- doing            d- did

9 - I don't feel like \_\_\_\_\_ a film.

a- watching            b- watch            c- to watch            d- have watched

10 - Do you mind \_\_\_\_\_ it with you?

a- take            b- took            c- to take            d- taking

11 – We are trying \_\_\_\_\_ this problem.

a- to solve            b- solving            c- solve            d- solved

12 - He stopped \_\_\_\_\_ when he got married.

a- to smoke            b- smoking            c- smoked            d- smoke

13 - Remember \_\_\_\_\_ her at lunchtime.

a- call            b- to call            c- calling            d- will call

14 - She made us \_\_\_\_\_ the whole house.

a- cleaning            b- clean            c- to clean            d- cleaned

15- \_\_\_\_\_ the country to study is a very hard feeling.

a- Leave            b- Left            c- Leaving            d-Living

## Objective 10a: Question Words (who/what/when/where/how/which)

Question words are used to ask about specific qualities, times, places, people, etc. They are different from yes / no questions (Do you live in France?). This chart provides question words, the use and example sentences. Study the question words, understand the uses and then look at the examples. Try to think of a few examples of your own.

Who

Use: Asking about people

Who do you like?  
Who studies Russian?

What

Use: Asking about things or activities

What does he do at weekends?  
What is that?

What kind of / type of

Use: Asking about specific things or characteristics

What type of car do you drive?  
What kind of person is he?

What time

Use: Asking for a specific time

What time is it?  
What time does the show begin?

What ...like

Use: Asking about characteristics

What was the weather like?  
What is Mary like?

When

Use: Asking about general or specific times

When do you like going out?  
When does the bus leave?

Where

Use: Asking about places

Where do you live?  
Where did you go on vacation?

How

Use: Combined with many words to ask questions about specific characteristics, qualities, quantities, etc. For example: How much (price, quantity), How long (length), How often (frequency)

How often do you go to the movies?  
How long was the film?  
How much does it cost?

Which

Use: Asking to specify a thing or person from a number of things or people

Which book did you buy?  
Which boy won the race?



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## Objective 10a: Question Words - Practice

1. \_\_\_\_\_ time is it now? It's nine o'clock.  
a- What                      b- Where                      c- When                      d- Why
2. \_\_\_\_\_ is reading in the library? Sue is reading in the library.  
a- Where                      b- What                      c- Who                      d- When
3. \_\_\_\_\_ does Mary get up in the morning? At six o'clock.  
a- Why                      b- When                      c- Where                      d- Why
4. \_\_\_\_\_ are you going? I'm going to the market.  
a- Who                      b- When                      c- Where                      d- What
5. \_\_\_\_\_ is your school? It is near the post office.  
a- Where                      b- What                      c- When                      d- Why
6. \_\_\_\_\_ did it take you to finish the exam?  
a- How often                      b- How far                      c- How long                      d- How much
7. \_\_\_\_\_ luggage are you going to take?  
a- How much                      b- How many                      c- How                      d- How far
8. \_\_\_\_\_ should we go before we find a place to stop and rest for a while?  
a- How often                      b- How much                      c- How far                      d- How

## Objective 10b: Auxiliary Word Choice in Questions (be/do/have)

Auxiliary verbs are conjugated depending on the subject of a sentence. Here are a few examples of auxiliary verbs: be, do, have. Here is a quick overview of auxiliary verb usage:

### 1. Auxiliary verb + subject + main verb

In questions, if there is an auxiliary verb (be, do, have, will, can, should, etc), it is placed before the subject:

I've lived here a long time. ~ How long have you lived here?  
The house was built a long time ago. ~ When was the house built?  
I can see the Sydney opera House from my window? ~ Can you see the bridge too?

Note that if there is more than one auxiliary verb, only the first one is placed before the subject: I  
will be living in Geneva next year. ~ Will you be living in Geneva next year?  
I could have moved there last year. ~ Could you have moved there last year?

### 2. Be or have as main verbs:

When be is the main verb, there is similar subject-verb inversion:

She was happy when she was living in London. ~ Was she really happy when she was living in London?

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When have is the main verb, we normally form the question with Have .....got? or Do .....have.....? Simple subject verb inversion is possible, but it sometimes sounds rather formal or unnatural. Compare the following:

I love animals. I have two cats at home. ~ Have you a dog? / Have you got a dog? / Do you have a dog? I have a sister, but she's younger than me. ~ Have you any younger brothers? / Have you got any younger brothers? / Do you have any younger brothers?

3. do / does

As you know, we normally use do or does + infinitive to form questions (does for the third person singular, he, she, it / do for all other persons, I, you, we, they):

Do you like music? – Yes, I do.

Does Henry? - Yes, he does.

What kinds of music do you like? - I quite like reggae, but I don't care for garage very much.

4. did

The same rules apply when using did in the simple past tense; it is normally used for making questions:

Did you go and visit your family last weekend? - Yes, I did.

Did you see everybody? - No, I didn't.

They travelled to England last year. Where did they travel last year?

### Objective 10b: Auxiliary Word Choice - Practice

- Where \_\_\_\_\_ you from?  
a. are  
b. do  
c. is
- \_\_\_\_\_ she a teacher?  
a. Is  
b. Does  
c. Are
- Where \_\_\_\_\_ you yesterday?  
a. are  
b. were  
c. was
- Where \_\_\_\_\_ she born?  
a. is  
b. was  
c. were
- When \_\_\_\_\_ you last speak to Tom?  
a. did  
b. do  
c. were
- \_\_\_\_\_ there any cheese left?  
a. Are  
b. Is  
c. Do
- \_\_\_\_\_ there many people in the theatre last night?  
a. Was  
b. Did  
c. Were
- \_\_\_\_\_ you come here often?  
a. Do  
b. Does  
c. Are
- How long \_\_\_\_\_ it take to get there?  
a. is  
b. are  
c. does
- Where \_\_\_\_\_ you this morning?  
a. were  
b. are  
c. is

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## Objective 11a: Modals of Ability [can/can't/could/couldn't/be able to/(not) be able to]

Can is often used to express ability.

Subject + can/cannot (can't) + base verb is used to show ability in present time

I can speak three languages.  
They can run faster than me.

Negative forms: cannot or cannot; contraction-->can't

Andy can't come to class tomorrow.  
I cannot learn to play a musical instrument – it's too difficult

Past ability and possibility: could and could not; contraction-->couldn't

When Tom was little, he could speak English and Spanish.  
Jerry couldn't come to work yesterday because he was sick.

Question forms and short answers:

Can Gary play the piano too? Yes, he can.  
Can animals reason like humans? No, they can't.

To be able to is also used to express ability

Subject + to be able to + base verb is used to show ability in past and present time. It has the same meaning as can.

**Affirmative Sentences**  
Brad is able to see the board without glasses.  
They're able to translate the letter if you want.  
We were able to swim when we were children  
She was able to talk before she was one.

**Negative Sentences**  
I'm not able to write any more on that topic.  
She is not able to cook anything complicated  
We were not able to speak English before we went to school.  
He was not able to play football until he practiced regularly

**Questions**  
**Are you able to go shopping** in a foreign country?  
**Were you able to drive** a motorbike when you were fourteen?

Modals + be able to: Modals such as should, will, might, may, and be going to can be used with be able to.

I will be able to get my driver's license after I pass the written test and the driving test.  
We should be able to arrive in Corpus Christi by 11:00 if we leave San Antonio at 8:00.  
I think you might be able to set up the computer on your own without the help of a technician.

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### Objective 11a: Modals of Ability - Practice

- 1) A good 1500 meter runner \_\_\_\_\_ run in the race in less than 2 minutes.  
a- can                                      b- could                                      c- was able to                                      d – couldn't
- 2) I \_\_\_\_\_ run at all. I'm very unfit.  
a- can                                      b- couldn't                                      c- wasn't able                                      d – can't
- 3) When I was younger I \_\_\_\_\_ speak better Italian than now.  
a- could                                      b- can                                      c- am able                                      d – couldn't
- 4) In the end Jessica \_\_\_\_\_ to save for her hi-fi equipment.  
a- could                                      b- was able                                      c- can                                      d – is able
- 5) He \_\_\_\_\_ walk at three, but then he became a famous mountaineer.  
a- wasn't able                                      b- couldn't                                      c- can't                                      d – was able
- 6) \_\_\_\_\_ play a musical instrument?  
a- Could you                                      b- Can you                                      c- Are you able                                      d – Can't you
- 7) I \_\_\_\_\_ understand why you won't let me.  
a- couldn't                                      b- could                                      c- be not able to                                      d – can't
- 8) Although it contains many difficult words, I \_\_\_\_\_ read this book now.  
a- can                                      b- could                                      c- able to                                      d – was able to
- 9) \_\_\_\_\_ speak a foreign language is always useful when you go abroad.  
a- Be able to                                      b- Being able to                                      c- Can                                      d- I can
- 10) You must \_\_\_\_\_ swim if you want to come on the boating holiday with us.  
a- be able to                                      b- can                                      c- to be able to                                      d- will be able to
- 11) There was a fire in his office but he \_\_\_\_\_ escape through a window.  
a- can                                      b- could                                      c- could to                                      d- was able to
- 12) My grandfather was an excellent athlete. He \_\_\_\_\_ run a mile in just over four minutes.  
a- can                                      b- could                                      c- couldn't                                      d- is able to
- 13) The doctor says he will never \_\_\_\_\_ play tennis again after his accident.  
a- can                                      b- could                                      c- be able to                                      d- is able to
- 14) After his car crashed he was so confused that he \_\_\_\_\_ tell the police who he was or where he was going.  
a- could                                      b- couldn't                                      c- didn't could                                      d- wasn't able to
- 15) I live alone because I \_\_\_\_\_ come and go as I please.  
a- can                                      b- to can                                      c- being able                                      d- be able to
- 16) The police ran after the burglar, but she \_\_\_\_\_ get away from them.  
a- was able to                                      b- could                                      c- has been able to                                      d- was being able to
- 17) I \_\_\_\_\_ read this – it's in Spanish.  
a- can                                      b- am able to                                      c- can't                                      d- could

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## Objective 11b: Modals of Obligation (must/mustn't/have to/don't have to/ought to/ought not/need to/need not)

Must is used to express necessity or obligation.

You must improve your spelling.  
You must get up early.

Must or need to are often used when the obligation comes from the speaker. When the obligation comes from somewhere else, have to is often used.

I must go on a diet.	(It is my own idea) (I
I need to call my father	feel the obligation)
I have to go on a diet.	(The doctor has told me to go on a diet)

Ought to expresses moral obligation.

We ought to respect our neighbours.  
You ought to know better.

Absence of Obligation

1. We use must not or mustn't to express that something is forbidden.

In America, you must not drive your car on the left.  
In England, you mustn't drive your car on the right.

2. We use don't have to, need not, or needn't to show that there is no obligation.

You don't have to study now; you can do it later.  
Children need not/needn't drink milk more than twice a day.

### Objective 11b: Modals of Obligation - Practice

- In California, you \_\_\_\_\_ have a driver's license to drive a car.  
a. has to                      b. must                      c. don't have to                      d. must not
- While you are driving, you \_\_\_\_\_ listen to the radio. It's not necessary.  
a. doesn't have to                      b. must                      c. don't have to                      d. must not
- If you plan to take a long trip in the car, you \_\_\_\_\_ get a full tank of gas or you might run out of gas!  
a. should                      b. don't have to                      c. has to                      d. must not
- When you are putting gasoline in your gas tank, you \_\_\_\_\_ smoke! It is forbidden.  
a. don't have to                      b. must                      c. have to                      d. must not
- It's not a good idea to talk on a cell phone and drive at the same time. Drivers \_\_\_\_\_ do that.  
a. should                      b. must                      c. shouldn't                      d. have to
- In some states, it is illegal to talk on a cell phone in your car. Those drivers \_\_\_\_\_ use phones in their cars.  
a. don't have to                      b. must                      c. have to                      d. must not

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7. If you plan to take a long car trip, you \_\_\_\_\_ take a cell phone with you in case of emergencies. It's a good idea.
- a. should                      b. must                      c. shouldn't                      d. must not
8. Drivers on the freeway \_\_\_\_\_ be very careful because UAE freeways are dangerous.
- a. has to                      b. must                      c. don't have to                      d. must not
9. People who ride horses \_\_\_\_\_ take their horses on the freeway. That would be a stupid thing to do!
- a. have to                      b. must                      c. don't have to                      d. must not
10. In California, you \_\_\_\_\_ have a driver's license to ride a bicycle.
- a. have to                      b. must                      c. don't have to                      d. must not
11. When driving on the freeway, drivers \_\_\_\_\_ go faster than the speed limit, or they might get a speeding ticket!
- a. don't have to                      b. must                      c. doesn't have to                      d. must not
12. Drivers \_\_\_\_\_ be kind to other drivers on the road. It's a good thing to do.
- a. should                      b. must                      c. shouldn't                      d. must not
13. But drivers \_\_\_\_\_ be kind to other drivers on the road. It's a choice, not a law.
- a. don't have to                      b. must                      c. doesn't have to                      d. must not
14. In the UAE, a driver \_\_\_\_\_ wear a seatbelt. It's the law.
- a. have to                      b. must                      c. doesn't have to                      d. must not
15. Motorcycle riders \_\_\_\_\_ wear helmets in most countries.
- a. should                      b. must                      c. shouldn't                      d. mustn't
16. Motorcycle riders \_\_\_\_\_ wear a leather jacket. It's their choice.
- a. have to                      b. must                      c. don't have to                      d. mustn't
17. Drivers \_\_\_\_\_ have sunglasses for driving. They make it easier to see, but they're not necessary.
- a. have to                      b. don't have to                      c. shouldn't                      d. mustn't
18. When a driver sees an ambulance or fire truck coming, the driver \_\_\_\_\_ move to the right side of the road to get out of the way.
- a. have to                      b. must                      c. should                      d. mustn't
19. A bus driver \_\_\_\_\_ have a special license to drive passengers. They pass a test for this license.
- a. should                      b. must                      c. doesn't have to                      d. mustn't
20. Passengers on a bus \_\_\_\_\_ smoke. It is against the law.
- a. should                      b. must                      c. don't have to                      d. mustn't

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## Objective 11c: Modals of Possibility/Probability

must/might/may/could

"Degree of certainty" refers to how sure we are-what we think the chances are-that something is true. If we are sure that something is true in the present, we do not need to use a modal. For example, if I say, "Mariam is sick," I am sure; I am stating a fact that I am sure of. My degree of certainty here is 100%. If I am asked "Why isn't Mariam in class?" and I am not sure of the reason, I can respond in the following ways:

She must be sick.  
Here, I am 95% sure that she is (not 100%)  
She may be sick.  
Here, I am 50% sure that she is.  
She might be sick.  
Here, I am less than 50% sure that she is.  
She could be sick.  
Here, I am stating a mere guess. This is a very weak degree of certainty.

### Objective 11c: Modals of Possibility/Probability - Practice

1. Bob \_\_\_\_\_ English 1 next term. If he doesn't, I don't think he can graduate.  
a. could take    b. may take    c. must take    d. can take
2. Judy \_\_\_\_\_ that book next week.  
a. might reads    b. mights read    c. may read    d. may reads
3. Bill \_\_\_\_\_ ESL 65 next year.  
a. may teaches    b. mays teach    c. might teaches    d. might teach
4. Carol may \_\_\_\_\_ a movie tonight.  
a. seen    b. saw    c. sees    d. see
5. The test \_\_\_\_\_ difficult.  
a. may being    b. could be    c. might been    d. could will be

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## Objective 11d: Modals of Prediction

### "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a prediction about the future. Predictions are guesses about what might happen in the future. If we use going to, there is usually some evidence to support the prediction.

I think it will rain later  
(a guess based on a feeling I  
have) It's going to rain later  
(I can see black clouds in the sky)  
Liverpool won't win the FA Cup this year – their team isn't good enough.  
(a prediction based on my own knowledge and feelings  
Chelsea are going to win the Championship.  
(I know they have enough points)

With 'I believe', 'I'm sure', 'I think', we usually use will or won't as we may not have any evidence to support our prediction.

I think you will pass.  
I believe she will score the highest.  
I'm sure they will win the match.

## Objective 11e: Modals of Permission

can/could/may

Can, could and may are used to ask for permission. Can, could and may are almost identical when used as modals of permission. Can is considered more informal than could and may. Since can, could and may are modals of permission, they are used in questions. The modals of permission are usually used with questions involving "I" or "we." However, they can be used in questions that ask permission for everyone except the person or people that one is asking. Examples:

**Can** I have some candy, please?  
**Could** you close the window, please?  
**May** I have a cup of tea?  
**Can** we leave now?  
**Could** you keep the noise down, please?  
**May** I have a glass of water, please?  
**Could** they do it instead of me?



**Objective 11e: Modals of permission - Practice**

1. No, you \_\_\_\_\_ leave the class without permission.  
a. couldn't                                      b. may not                                      c. can                                      d. cannot
2. \_\_\_\_\_ I bring my juice in class?  
a. Can                                      b. May                                      c. Be allowed                                      d. Can't
3. Bring your bike. You \_\_\_\_\_ leave it in the school's garden.  
a. may                                      b. can                                      c. could                                      d. couldn't
4. Children under six \_\_\_\_\_ leave the room without permission.  
a. might                                      b. might not                                      c. could                                      d. can

**Objective 11f: Modals of Advice (should)**

'Should' is the modal for advice. It is used to give advice for or against something. Note that "should" can be understood as the present or future tense when used as a modal of advice.

He shouldn't exercise in hot weather.  
You should talk to your mother.

**Objective 11f: Modals of Advice - Practice**

**Complete these sentences. Use "SHOULD" + one of these verbs:**

clean    go    read    visit    watch    wear

1. When you play tennis, you \_\_\_\_\_ the ball.
2. You look tired. You \_\_\_\_\_ to bed.
3. You \_\_\_\_\_ your teeth after every meal.
4. The city museum is very interesting. You \_\_\_\_\_ it.
5. When you are driving, you \_\_\_\_\_ a seat belt.
6. The new Harry Potter book is a good book. You \_\_\_\_\_ it.

## Objective 12: Conditionals (if...)

### 1. Zero Conditional: certainty

We use the so-called Zero Conditional when the result of the condition is always true, like a scientific fact. Example: Take some ice. Put it in a saucepan. Heat the saucepan. What happens? The ice melts (it becomes water). You would be surprised if it did not.

IF	condition	result
	present simple	present simple
If	you heat ice	it melts.

Notice that we are thinking about a result that is always true for this condition. The result of the condition is an absolute certainty. The important thing about the zero conditional is that the condition always has the same result.

### 2. First Conditional: A real possibility in the future

A First Conditional sentence is one connecting two possible future actions, where one must take place before the second is possible.

IF	Condition	Result
	present simple	WILL + base verb
If	She gets good marks,	She will go to university.

We are talking about the future, but we use the present tense for the condition and the 'will' future tense for the result. In this case, the person is sure about going to university.

If you don't want it, I'll have it.  
 If they are late, we'll start without them.  
 If he drives too fast, he'll have an accident.  
 If we don't set off soon, we'll arrive after the film starts.

We also use the first conditional to give someone advice, to make a suggestion or a request or to give someone an order.

If you don't tidy your room, I'll take away your Gameboy.  
 If you don't mind, I'll close the window as I'm rather cold.

### 3. Second Conditional: Imaginary Present or Unlikely Future

The Second Conditional can be used to talk about imaginary present situations, where we are imagining something different from what is really the case. We can also use it to talk about things in the future that are unlikely to happen, as the condition is unlikely to be met. We use the past tense in the condition part and would for the result.

IF	Condition	Time	Result	Possibility
	past simple	present	WOULD + base verb	impossible
If	I had the time,		I would learn Italian.	I don't have the time, so I'm not going to learn Italian.
	past simple	future	WOULD + base verb	unlikely
If	I won the lottery,		I would travel around the world.	There's a very small chance of winning the lottery, so the trip is unlikely

If I were younger, I would go and live in a different country.  
 If we had more money, we would buy a new house.  
 If she passed her exams, she would go to university.  
 If they saved more money, they would be able to buy a new car.

#### 4. Third Conditional: Imaginary Past

The Third Conditional is used when we are talking about the past and imagining something different from what actually happened:

Condition	Result	What actually happened
Past Perfect	WOULD HAVE + Past Participle	
If I had known,	I would have helped.	I didn't know and didn't help.

If I hadn't gone to bed so late, I would have woken up in time for my flight.  
If she hadn't eaten all that chocolate, she would have had very good skin.  
If they had saved more money, they would have had enough to buy a new car.  
If we hadn't missed the plane, we would have been on holiday now.

### Objective 12: Conditionals - Practice A

1. If people were a little more tolerant, \_\_\_\_\_.  
a- our world would have been a better place  
b- our world would be a better place.  
c- our world will be a better place
2. If my father had locked his car properly, \_\_\_\_\_. a-  
his car would never have been stolen.  
b- his car will not be stolen. c-  
his car would not be stolen.
3. If the ozone layer disappears a little more, we \_\_\_\_\_. a-  
ran a much higher risk of attracting skin cancer.  
b- would run a much higher risk of attracting skin cancer.  
c- will run a much higher risk of attracting skin cancer.
4. I would never feel comfortable on a plane if \_\_\_\_\_. a-  
I know it's the pilot's first time to fly a plane.  
b- I knew it was the pilot's first time to fly a plane.  
c- I would know that it's the pilot's first time to fly a plane.
5. A dog will never bite you if \_\_\_\_\_.  
a- you will look it straight in the eyes.  
b- you look it straight in the eyes.  
c- you looked it straight in the eyes.
6. The first thing I will do is drive to Spain if \_\_\_\_\_.  
a- I would get my driving license.  
b- I got my driving license.  
c- I get my driving license.
7. If John hadn't responded in such an aggressive manner, he \_\_\_\_\_.  
a- will never have had a black eye.  
b- won't have a black eye.  
c- would never have had a black eye.

**Objective 12: Conditionals - Practice B**

Complete the Conditional Sentences (Type I, II or III) by putting the verbs into the correct form.

1. If they (have) \_\_\_\_\_ time at the weekend, they will come to see us.
2. If we sneak out quietly, nobody (notice) \_\_\_\_\_.
3. If we (know) \_\_\_\_\_ about your problem, we would have helped you.
4. If I (be) \_\_\_\_\_ you, I would not buy that dress.
5. We (arrive) \_\_\_\_\_ earlier if we had not missed the bus.
6. If I didn't have a mobile phone, my life (not / be) \_\_\_\_\_ complete.
7. Okay, I (get) \_\_\_\_\_ the popcorn if you buy the drinks.
8. If I (tell) \_\_\_\_\_ you a secret, you would tell everybody.
9. She (help) \_\_\_\_\_ you if you had only asked her.
10. I would not have read your diary if you (not hide) \_\_\_\_\_ it in such an obvious place.

**Complete the Conditional Sentences with the correct form (Type I, II or III).**

1. If I \_\_\_\_\_ stronger, I'd help you carry the piano.  
a- am                      b- will be                      c- were                      d- had been
2. If we'd seen you, we \_\_\_\_\_  
a- stop                      b- will stop                      c- stopped                      d- would have stopped
3. If we \_\_\_\_\_ him tomorrow, we'll say hello.  
a- meet                      b- will meet                      c- met                      d- had met
4. He would have repaired the car himself if he \_\_\_\_\_ the tools.  
a- has                      b- will have                      c- had                      d- had had
5. If you drop the vase, it \_\_\_\_\_  
a- breaks                      b- will break                      c- broke                      d- had broken
6. If I hadn't studied, I \_\_\_\_\_ the exam.  
a- do not pass                      b- will pass                      c- had not pass                      d- wouldn't have passed
7. I wouldn't go to school by bus if I \_\_\_\_\_ a driving license.  
a- have                      b- had had                      c- will have                      d- had
8. I \_\_\_\_\_ to London if I don't get a cheap flight.  
a- don't travel                      b- won't travel                      c- didn't travel                      d- wouldn't travel
9. We'd be stupid if we \_\_\_\_\_ him about our secret.  
a- tell                      b- told                      c- will tell                      d- had told

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## Objective 13a: Coordinating Conjunctions

for/and/nor/but/or/yet/so

A conjunction is a joining word, a word that connects (joins) parts of a sentence.

The Coordinating Conjunction

And, but, for, nor, or, so, and yet—these are the seven coordinating conjunctions. To remember all seven, you might want to learn this acronym: **FANBOYS**.

F = for  
A = and  
N = nor  
B = but  
O = or  
Y = yet  
S = so

and

“And” links two noun phrases.

We have tickets for the symphony and the opera.

but (sentence + sentence)

The orchestra rehearses on Tuesday, but the chorus rehearses on Wednesday.

or (verb + verb)

Have you seen or heard the opera by Scott Joplin?

so (sentence + sentence)

I wanted to sit in the front of the balcony, so I ordered my tickets early

for (independent clauses)

She was a good leader for she could delegate well.

Nor

negative clause + affirmative clause which has a negative meaning

He hasn't written, nor has he called me. (Note that the subject and auxiliary verb are inverted after nor).

Yet

joins two contrasting ideas

I want to lose weight, yet I eat chocolate daily.

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### Objective 13a: Coordinating Conjunctions - Practice

1. The bus stopped \_\_\_\_\_ the man got off.  
a- and                      b- but                      c- or
2. We stayed at home \_\_\_\_\_ ate there.  
a- and                      b- but                      c- or
3. I wanted to buy a newspaper \_\_\_\_\_ didn't have enough money.  
a- and                      b- but                      c- or
4. He's so nice \_\_\_\_\_ he doesn't have enough money.  
a- and                      b- but                      c- or
5. Do you want tea \_\_\_\_\_ coffee?  
a- and                      b- but                      c- or

Use **so**, **but**, **or**, **nor** and **and** complete the following sentences.

1. I'm going to go shopping on Sunday \_\_\_\_\_ buy some new clothes.
2. I've just eaten dinner \_\_\_\_\_ I'm not hungry.
3. I love to travel \_\_\_\_\_ I hate traveling by bus.
4. Betty's just got a promotion at work \_\_\_\_\_ she's very happy.
5. I like living in the city \_\_\_\_\_ my brother prefers living in the country.
6. I paid too much for this coat, \_\_\_\_\_ I needed it to stay warm.
7. I don't enjoy scary movies, \_\_\_\_\_ do I like comedies.

Fill in the appropriate coordinating conjunction in the sentences below. You may use the following conjunctions: **for**, **and**, **nor**, **but**, **or**, **yet**, **so**. Use the correct punctuation in the correct place in the sentence.

1. The small dog had little hope for recovery \_\_\_\_\_ her owner believed she would be well in time for the dog show.
2. Would you rather go to France on vacation \_\_\_\_\_ do you want to stay at home?
3. The traffic was heavier than usual \_\_\_\_\_ we were late for our appointment.
4. In our home, we encourage our children to save their money \_\_\_\_\_ they do not learn the value of saving money in school.
5. He was not young or in very good shape \_\_\_\_\_ we believed the man would win the marathon.
6. The shirt was neither inexpensive \_\_\_\_\_ was it the correct size.
7. I have finished this lesson \_\_\_\_\_ I feel comfortable using coordinating conjunctions.

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Fill in the gaps with the appropriate coordinating conjunction from the choices in the brackets.

1. I opened the door \_\_\_\_\_ looked out. (and, yet)
2. She was not in the back yard, \_\_\_\_\_ was she upstairs. (or, nor)
3. The sun had set, \_\_\_\_\_ it was still light outside. (or, yet)
4. Do you know his address \_\_\_\_\_ telephone number? (but, or)
5. He has not arrived yet, \_\_\_\_\_ have they. (and, nor)
6. I read the book, \_\_\_\_\_ did not understand it. (but, or)
7. We searched diligently, \_\_\_\_\_ found nothing. (or, yet)
8. I invited him \_\_\_\_\_ his friends. (and, but)

## Objective 13b: Paired Conjunctions

Correlative (paired) conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence. For instance, in the following example, the expression either ... or is used to indicate that the ideas expressed in the two clauses represent two alternative choices of action.

Either you should study harder, or you should take a different course.

The most commonly used correlative conjunctions are both ... and, either ... or and neither ... nor. In the table below, each pair of correlative conjunctions is accompanied by an example of its use.

both ... and	He is both intelligent and good-natured.
either ... or	I will either go for a walk or read a book.
neither ... nor	He is neither rich nor famous.
not only ... but also	She is not only clever, but also hard-working.

### Important Points About Paired Conjunctions

1. Both words in the conjunction should be present. Do not leave out one part of the conjunction.

INCORRECT: Paul is not only tall but strong.  
CORRECT: Paul is not only tall but also strong.

2. When a singular and a plural subject are joined by the pair-word conjunctions either/or, neither/nor and not only/but also (NOT both/and), the verb will agree with the subject closest to the verb.

INCORRECT: Neither his brother nor his sisters was there.  
CORRECT: Neither his brother nor his sisters were there.  
CORRECT: Neither his sisters nor his brother was there.

3. Elements joined by pair-word conjunctions should be **parallel**.

INCORRECT: I like both reading and to write.  
CORRECT: I like both reading and writing.

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## Objective 13b: Paired Conjunctions - Practice

1. He is neither my uncle \_\_\_\_\_ my cousin.  
a. and            b. or            c. but            d. nor
2. \_\_\_\_\_ Mariam and Ahmed can swim.  
a. As            b. Neither        c. Either        d. Both
3. For lunch, you may have \_\_\_\_\_ chicken or fish  
a. both            b. neither        c. not only      d. either
4. You will have to buy \_\_\_\_\_ the blue shirt \_\_\_\_\_ the red. They don't have the green one in your size.  
a. neither, nor    b. both, and      c. neither, not    d. either, or
5. The book was neither interesting \_\_\_\_\_ well written.  
a. or            b. and            c. nor            d. either

Use paired conjunctions to complete the following sentences.

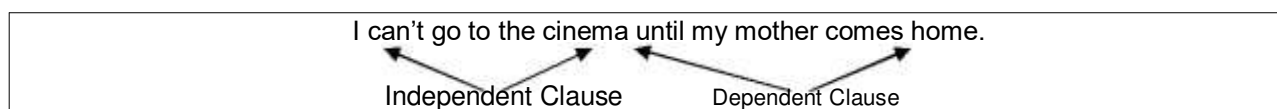
1. \_\_\_\_\_ Roger \_\_\_\_\_ Carlos knows how to speak Russian.
2. \_\_\_\_\_ did the man lose his keys, \_\_\_\_\_ he \_\_\_\_\_ lost his wallet.
3. \_\_\_\_\_ my uncle \_\_\_\_\_ my cousin live in San Diego.
4. You will \_\_\_\_\_ have to take biology \_\_\_\_\_ geology next semester.
5. Maybe I should take \_\_\_\_\_ biology \_\_\_\_\_ geology.
6. I don't like science classes. I want to take \_\_\_\_\_ biology \_\_\_\_\_ geology.
7. My sister is going to \_\_\_\_\_ England \_\_\_\_\_ Ireland this summer.
8. My brother cannot take a vacation. He is going to \_\_\_\_\_ England \_\_\_\_\_ Ireland.
9. If she has enough time, she will go to \_\_\_\_\_ Las Vegas \_\_\_\_\_ the Grand Canyon.



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**Objective 14: Subordinating  
Conjunctions**  
**when/whenever/after/until/before/since**  
**where/wherever**  
**because/since/as**  
**to/in order**  
**to/for/so/that**  
**if/unless just as**  
**although/even though/while/whereas**

Subordination uses a subordinating conjunction to make one clause dependent on another. The dependent clause is subordinate to the independent clause.



The list of subordinating conjunctions is long, but here are some of the more common ones:

Relationship	Conjunctions	Examples
Time	<b>When</b> <b>Whenever</b> <b>After</b> <b>Until</b> <b>Before</b> <b>Since</b>	<input type="checkbox"/> I will phone you when I arrive. <input type="checkbox"/> I promise to help you whenever you ask. <input type="checkbox"/> My uncle always calls after he watches the news <input type="checkbox"/> I never knew what happiness meant until I met you.. <input type="checkbox"/> Before you go, sign the log book. <input type="checkbox"/> I have been working as a teacher since 1986.
Place	<b>Where</b> <b>Wherever</b>	<input type="checkbox"/> I know a place where blackberries grow wild all along the roadside. <input type="checkbox"/> Wherever you can find an empty spot, just drop your luggage there.
Reason	<b>Because</b> <b>Since</b> <b>As</b>	<input type="checkbox"/> The cat took off in a panic because the dog started barking and growling. <input type="checkbox"/> Since you have to leave early, why don't you arrive a few days earlier too? <input type="checkbox"/> As I work six days per week, I can't even find time to see my friends.
Purpose (positive/ negative)	<b>To</b> <b>In order to</b> <b>For</b> <b>So that</b>	<input type="checkbox"/> I'm travelling to Egypt to visit my family. <input type="checkbox"/> I'm working hard in order to pass my exams with flying colours. <input type="checkbox"/> Most of the visitors were happy just sitting in the shade, for it had been a long trip on the train. <input type="checkbox"/> I'm learning English so that I can get a better job.
Condition	<b>If</b> <b>Unless</b>	<input type="checkbox"/> If my ticket doesn't arrive today, I won't be able to fly out tomorrow. <input type="checkbox"/> He won't listen to you unless you make him turn off the radio and look at you.
Comparison	<b>Just as</b>	<input type="checkbox"/> It is a waste of energy to be angry with a man who behaves badly, just as it is to be angry with a car that won't go.

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<b>Contrast</b>	Although Even though While Whereas	<ul style="list-style-type: none"> <li><input type="checkbox"/> Although I have called repeatedly, the credit card company has not corrected my account.</li> <li><input type="checkbox"/> He still brings her roses even though he knows she is allergic to them.</li> <li><input type="checkbox"/> Bob is very tall while Bill is very short.</li> <li><input type="checkbox"/> I like to go out, whereas my husband likes to stay at home.</li> </ul>
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If you look carefully at the example sentences, you'll notice an important punctuation rule that applies to subordination: Place a comma after, but not before a dependent clause.

After the final touchdown, the fans stormed out onto the field. (Dependent clause, comma, independent clause) The fans stormed out onto the field after the final touchdown. (Independent clause, no comma, dependent clause)

Therefore, whether or not you use a comma depends on the order of clauses in the sentence

### Objective 14: Subordinating Conjunctions - Practice

1. \_\_\_\_\_ it was raining, I didn't get wet.  
 a. Although                      b. Because                      c. Just as                      d. if
- 2 Mona couldn't buy any Eid presents, \_\_\_\_\_ she didn't have any money.  
 a. whereas                      b. because                      c. to                      d. even though
- 3 \_\_\_\_\_ my wife likes to travel abroad, I prefer to stay at home for my vacations.  
 a. Whereas                      b. As                      c. Since                      d. So that
- 4 Jerry passed the exam first time, \_\_\_\_\_ I had to retake it three times.  
 a. as                      b. even though                      c. although                      d. while
- 5 I will be late today, \_\_\_\_\_ my car has broken down.  
 a. because                      b. though                      c. even though                      d. unless
- 6 \_\_\_\_\_ Fatima doesn't speak English, she can't go to university in Canada.  
 a. Whereas                      b. Since                      c. Whenever                      d. After
- 7 Aliya got the job, \_\_\_\_\_ she had no experience.  
 a. as                      b. whereas                      c. even though                      d. until
- 8 I don't drink coffee, \_\_\_\_\_ it makes me nervous.  
 a. while                      b. although                      c. when                      d. because
- 9 Some apples are red, \_\_\_\_\_ others are green.  
 a. so that                      b. unless                      c. while                      d. wherever
- 10 The ship could not move \_\_\_\_\_ there was no wind.  
 a. since                      b. In order to                      c. just as                      d. even though
- 11 Surfing is fun \_\_\_\_\_ it can be dangerous.  
 a. as                      b. in order to                      c. because                      d. although

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- 12 I took my umbrella \_\_\_\_\_ it was raining.  
 a. in order to                      b. whereas                      c. just as                      d. unless
- 13 You should stay away from bears \_\_\_\_\_ they are dangerous.  
 a. because                      b. even though                      c. while                      d. after
- 14 Deer are cute \_\_\_\_\_ they eat all your flowers.  
 a. although                      b. for                      c. because                      d. wherever

## Objective 15a: Comparative and Superlative adjectives

Comparatives and Superlatives are special forms of adjectives. They are used to compare two or more things. Generally, comparatives are formed using -er and superlatives are formed using -est. This part will explain the rules for forming comparatives and superlatives, and also show some basic ways of using them.

Forming regular comparatives and superlatives

How these forms are created depends on how many syllables there are in the adjective.

Adjective form	Comparative	Superlative
Only one syllable, ending in E. Examples: wide, fine, cute	Add -R: wider, finer, cuter	Add -ST: widest, finest, cutest
Only one syllable, with one vowel and one consonant at the end. Examples: hot, big, fat	Double the consonant, and add -ER: hotter, bigger, fatter	Double the consonant, and add -EST: hottest, biggest, fattest
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: light, neat, fast	Add -ER: lighter, neater, faster	Add -EST: lightest, neatest, fastest
Two syllables, ending in Y. Examples: happy, silly, lonely	Change Y to I, then add -ER: happier, sillier, lonelier	Change Y to I, then add -EST: happiest, silliest, loneliest
Two syllables or more, not ending in Y. Examples: modern, interesting, beautiful	Use MORE before the adjective: more modern, more interesting, more beautiful	Use MOST before the adjective: most modern, most interesting, most beautiful

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## Use

Comparatives are used to compare two things. You can use sentences with than, or you can use a conjunction like but.

Fatima is taller than Ghaya.  
Ghaya is tall, but Fatima is taller.

Superlatives are used to compare more than two things. Superlative sentences usually use the, because there is only one superlative.

Sana is the tallest in the class.  
Ghaya is tall, and Fatima is taller, but Sana is the tallest.

## Equatives - As...As

The structure "as...as" is used to compare things that are equal. For example:

Ahmed is 163cm and Ali is 163cm. Ahmed is as tall as Ali.  
This house is 40 years old, that house is also 40 years old. This house is as old as that house. Bach's music is as good as Mozart's.  
Spring is as warm as fall.

## Objective 15a: Comparative/Superlative Adjectives - Practice

1. Joe is \_\_\_\_\_ than Ed. (short)
2. Al is the \_\_\_\_\_ (short)
3. Ed is the \_\_\_\_\_ (thin)
4. Joe is \_\_\_\_\_ than Ed. (happy)
5. Joe is \_\_\_\_\_ Ed. (energetic)
6. Joe walks \_\_\_\_\_ than Ed. (fast)
7. Al laughs \_\_\_\_\_ than Ed. (loud)
8. Ed gets \_\_\_\_\_ than Al and Joe. (angry)
9. Al and Joe wear \_\_\_\_\_ clothes than Ed. (smart)
10. Ed works \_\_\_\_\_ than Al and Joe. (hard)

1. It's \_\_\_\_\_ than I thought.

- a. good                      b. better                      c. gooder                      d. best

2. Brazil is \_\_\_\_\_ England.

- a. big than                      b. bigger as                      c. bigger than                      d. big as

3. She is \_\_\_\_\_ in the class.

- a. the best                      b. best                      c. better than                      d. as good as

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4. I'm not as successful \_\_\_\_\_ she is.  
a. as                      b. like                      c. than                      d. that
5. That French restaurant that we went to yesterday was \_\_\_\_\_ the Italian restaurant we always go.  
a. more expensive      b. the more expensive      c. as expensive as      d. as expensive than
6. She finished \_\_\_\_\_ than everyone else.  
a. more quickly      b. quickest              c. quickly              d. as quickly as
7. It was \_\_\_\_\_ test I have ever done.  
a. the most hard      b. the harder              c. the hardest              d. as hard as
8. There were \_\_\_\_\_ people at the game than expected.  
a. many              b. more              c. most              d. the most
9. This is the \_\_\_\_\_ kitchen I've ever seen.  
a. dirtiest              b. dirtiest              c. dirtier              d. as dirty as
10. She talks \_\_\_\_\_ you do.  
a. the most              b. as more as              c. the more              d. more than

### Objective 15b: "too" and "enough"

Enough means a satisfactory amount or degree.

I'm so busy, I haven't got enough time.  
Do you have enough potatoes?

Enough comes after adjectives and adverbs:

This jacket isn't big enough for me.  
She speaks English well enough to go to an American university.

Enough usually comes before nouns:

We have enough money to buy our own apartment.

We often use enough...for, especially with people and things. For example:

This job isn't good enough for her.  
We have enough time for a quick lunch.

Enough...to infinitive is also a common structure. For example:

She's old enough to drive a car.  
We have enough time to eat some lunch.

Too means more than enough, an excessive amount or degree. Too usually means there is a problem. For example:

This room is too hot.  
He eats too quickly.

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Too is also used with for: For example:

This book is too simple for me  
Our apartment is too small for us.

Too...to infinitive is also a common structure. For example:

This book is too easy to study.  
Our apartment is too small to live in.

Too does not have the same meaning as very.

My desk is very big. (This is just a comment on the size of my desk.)  
My desk is too big. (There is a problem with the size of my desk.)

## Objective 15b: "Too" and "Enough" - Practice

1. That man is \_\_\_\_\_ poor to buy a car.  
a. enough                      b. too                      c. very
2. I am just \_\_\_\_\_ tired to work anymore.  
a. too                      b. very                      c. enough
3. Is this box light \_\_\_\_\_ for you to carry?  
a. very                      b. too                      c. enough
4. Do you have \_\_\_\_\_ money for emergencies?  
a. enough                      b. too                      c. very
5. We don't get enough sleep because we have \_\_\_\_\_  
much to do. a. too b. enough c. very

## Objective 16a: Word Order

Huda sent the book to Rami.

↓        ↓        ↓        ↓  
S        V        O        C

The correct order for sentences is (S) subject – (V) verb – (O) object – (C) complement. If there are complements of place and time, use the (P) place complement first and the (T) time complement second:

Some birds fly south in winter

↓    ↓    ↓    ↓  
S    V    P    T

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## Objective 16a: Word Order – Practice

Put these sentences in the correct order.

1. in a garage/parks/Mr. Hodges/his car.
- 

2. a parking place/ near the shops/ they/ found.
- 

3. enjoys/swimming/in our pool/ she.
- 

One of the three sentences in each group is correct. Choose the correct sentence.

- a. I go everyday there.  
b. I go there every day.  
c. I everyday go there.

- a. He's been since three o'clock here.  
b. He's been here since three o'clock.  
c. He's here been since three o'clock.

- a. I went last week there.  
b. I went there last week.  
c. I there went last week.

- a. Do you come here often?  
b. Do often you come here?  
c. Do you here come often?

- a. It was this morning on the radio.  
b. It was on the radio this morning.  
c. It on the radio was this morning.

- a. We'll have the answer soon.  
b. We'll have soon the answer.  
c. We'll soon have the answer.

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## Objective 16b: Question Formation

When we are reporting questions (indirect questions), the subject comes before the verb.

DIRECT SPEECH: "Where are you going?" REPORTED SPEECH: He asked me where I was going.
DIRECT SPEECH: "Why is he shouting?" REPORTED SPEECH: He asked me why he was shouting.
DIRECT SPEECH: "What do you want?" REPORTED SPEECH: She asked me what he wanted.

### NEGATIVE QUESTIONS

We do not use the auxiliary verb do in reported questions, except in negative questions.

DIRECT SPEECH: "Who doesn't like cheese?" REPORTED SPEECH: She asked me who didn't like cheese.
--

### YES / NO QUESTIONS

We report yes / no questions with if or whether.

DIRECT SPEECH: "Do you want me to come?" REPORTED SPEECH: I asked him if he wanted me to come.
DIRECT SPEECH: "Have you fed the dog?" REPORTED SPEECH: She asked me whether I had fed the dog.

### WHO, WHAT, WHICH

When we report questions with who, what or which + to be + complement, the verb "to be" can come before or after the complement.

DIRECT SPEECH: "Who is the champion?" REPORTED SPEECH: She asked me who the champion was OR She asked me who was the champion
DIRECT SPEECH: "What is your favourite colour?" REPORTED SPEECH: She asked me what my favourite colour was OR She asked me what was my favourite colour

## Objective 16b: Question Formation - Practice

Choose the answer that is the correct example of reported speech (indirect questions).

- 1 Khulood asked Mohammed, "Have you been studying English very long?"
  - a. Khulood asked Mohammed had he studying been English.
  - b. Khulood asked if Mohammed had been studying English very long.
  - c. Khulood asked Mohammed if he had been studying English very long.
  - d. Khulood asked Mohammed if he had very long been studying English.
- 2 Samira asked me, "May I borrow your English dictionary?"
  - a. Samira asked me if may she borrow my English dictionary.
  - b. Samira asked me if she could borrow my English dictionary.
  - c. Samira asked me if could she borrow her English dictionary.
  - d. Samira asked me could if she borrow her English dictionary.



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- 3 Monica asked Ron, "Are you going to visit Cambodia?"
- Monica asked Ron if is he going to visit Cambodia.
  - Monica asked Ron if visited had he Cambodia.
  - Monica asked Ron if was he going to Cambodia.
  - Monica asked Ron if he was going to visit Cambodia.
- 4 "Who put salt in my coffee?" he asked.
- He asked who had put salt in my coffee.
  - He asked had who put salt in his coffee.
  - He asked who put had salt in his coffee.
  - He asked who putted salt in his coffee.
- 5 "Are you sorry for what you did?" the mother asked the little boy.
- The mother asked the little boy are you sorry for what you did.
  - The mother asked the little boy if he was sorry for what he did.
  - The mother asked the little boy if was he sorry for what he had done.
  - The mother asked the little boy if he is sorry for what he did.

### Objective 16c: Adjective Strings

In English, it is common to use more than one adjective before a noun - for example, "He's a silly young fool," or "she's a smart, energetic woman." When you use more than one adjective, you have to put them in the right order, according to type.

Opinion	An opinion adjective explains what you think about something (other people may not agree with you). Examples: silly, beautiful, horrible, difficult
Size	A size adjective, of course, tells you how big or small something is. Examples: large, tiny, enormous, little
Age	An age adjective tells you how young or old something or someone is. Examples: ancient, new, young, old
Shape	A shape adjective describes the shape of something. Examples: square, round, flat, rectangular
Colour	A colour adjective, of course, describes the colour of something. Examples: blue, pink, reddish, grey
Origin	An origin adjective describes where something comes from. Examples: French, lunar, American, eastern, Greek
Material	A material adjective describes what something is made from. Examples: wooden, metal, cotton, paper
Purpose	A purpose adjective describes what something is used for. These adjectives often end with "-ing". Examples: sleeping (as in "sleeping bag"), roasting (as in "roasting tin")

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## Some examples of adjective order

	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	
a	silly		young			English			man
a		huge		round			metal		bowl
a		small			red			sleeping	bag

### Objective 16c: Adjective Strings - Practice

#### 1. Which is the correct order?

- a - a small Canadian thin lady
- b - a Canadian small thin lady
- c - a small thin Canadian lady
- d - a thin small Canadian lady

#### 2. Which is the correct order?

- a - a carving steel new knife
- b - a new steel carving knife
- c - a steel new carving knife
- d - a new carving steel knife

#### 3. Which is the correct order?

- a - a beautiful blue sailing boat
- b - a blue beautiful sailing boat
- c - a sailing beautiful blue boat
- d - a blue sailing beautiful boat

#### 4. Which is the correct order?

- a - an old wooden square table
- b - a square wooden old table
- c - an old square wooden table
- d - a wooden old square table

#### 5. Which is the correct order?

- a - an new French exciting band
- b - a French new exciting band
- c - an exciting French new band
- d - an exciting new French band

#### 6. Which is the correct order?

- a - a red big plastic hat
- b - a big red plastic hat
- c - a plastic big red hat
- d - a big plastic red hat

#### 7. Which is the correct order?

- a - a small Japanese serving bowl
- b - a Japanese small serving bowl
- c - a small serving Japanese bowl
- d - a serving small Japanese bowl

#### 8. Which is the correct order?

- a - a cotton dirty old tie
- b - a dirty cotton old tie
- c - an old cotton dirty tie
- d - a dirty old cotton tie