# Grammar Revision


تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف التاسع العام ⇦ لغة انجليزية ⇦ ⇦ ملفات متنوعة ⇦ الملف

تاريخ إضافة الملف على موقع المناهج: 14-06-2026 11:10:35

| | |
|---|---|
| المزيد من مادة لغة انجليزية: | ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس |

التواصل الاجتماعي بحسب الصف التاسع العام

| | | | | | |
|---|---|---|---|---|---|
| صفحة المناهج الإماراتية على فيسبوك | | | | | |
| المواد على تلغرام | التربية الاسلامية | اللغة العربية | اللغة الانجليزية | الرياضيات | |

المزيد من الملفات بحسب الصف التاسع العام والمادة لغة انجليزية في

**Grade 9 General Grammer Revision Term3**

1. **Past continuous**

Past continuous is used to talk about an action or event in the past that was happening at a particular time in the past. For example,

*I **was sleeping** between 2pm and 4pm yesterday afternoon.*

**Form**

The past continuous is formed using the **subject + was/were + verb -ing.**

Positive

| subject + was/were | verb-ing |
|---|---|
| *I was* | *sleeping* |
| *You were* | *talking* |
| *He was* | *running* |
| *She was* | *eating* |
| *It was* | *working* |
| *We were* | *dancing* |
| *You were* | *laughing* |
| *They were* | *coughing* |

Negative

| was/were + not | verb-ing |
|---|---|
| *I wasn't* | *sleeping* |
| *You weren't* | *talking* |
| *He wasn't* | *running* |
| *She wasn't* | *eating* |
| It wasn't | *working* |
| We weren't | *dancing* |
| You weren't | *laughing* |
| They weren't | *coughing* |

Interrogative (positive)

| was/were + subject | verb-ing |
|---|---|
| *Was I* | *sleeping?* |
| *Were you* | *talking?* |
| *Was he* | *running?* |
| *Was she* | *eating?* |
| *Was it* | *working?* |
| *Were we* | *dancing?* |
| *Were you* | *laughing?* |
| *Were they* | *coughing?* |

Interrogative (negative)



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| was/were + not + subject | Verb-ing |
|---|---|
| *Wasn't I* | *sleeping?* |
| *Weren't you* | *talking?* |
| *Wasn't he* | *running?* |
| *Wasn't she* | *eating?* |
| *Wasn't it* | *working?* |
| *Weren't we* | *dancing?* |
| *Weren't you* | *laughing?* |
| *Weren't they* | *coughing?* |

## *2.* Relative Clause

**Meaning**

A defining relative clause gives specific or essential information about the person, place, or thing we are talking about. We need this information to know or understand what is being talked about.

Use a relative pronoun, such as 'who', 'which', 'that', 'where', 'when', or 'whose' to add information that refers to and defines what we are talking about.

| | |
|---|---|
| (People) | I spoke to the man ***who/that**** had a red tie. |
| (Places) | Lincoln is the city ***where*** I went to university. |
| (Things) | We bought the car ***which/that**** has the most room in the back. |
| (Time) | It was November ***when*** I got promoted. |
| (Possession) | That is the man ***whose*** car you saw. |



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### *3.Past Time using to be*

**Meaning**

Past simple is used to describe actions that started and finished in the past.

**Form**

| Positive | Question | Negative |
|---|---|---|
| *I worked.* | *Did I work?* | *I did not work.* |
| *You worked.* | *Did you work?* | *You did not work.* |
| *He worked.* | *Did he work?* | *He did not work.* |
| *She worked.* | *Did she work?* | *She did not work.* |
| *It worked.* | *Did it work?* | *It did not work.* |
| *We worked.* | *Did we work?* | *We did not work.* |
| *You worked.* | *Did you work?* | *You did not work.* |
| *They worked.* | *Did they work?* | *They did not work.* |

Notice when we use *did,* the verb is in the present form.

Did you worked? *Incorrect*

Did you work? Correct

For negative sentences, we can contract do not/does not.

I ***didn't*** work.

There are no rules for irregular verbs, they just need to be learned and remembered. For example:

| Present | Past |
|---|---|
| *do* | *did* |
| *go* | *went* |
| *see* | *saw* |
| *have* | *had* |
| *get* | *got* |
| *speak* | *spoke* |
| *eat* | *ate* |
| *drink* | *drank* |



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| | |
|---|---|
| *meet* | *met* |

Verb "to be":

| Positive | Questions | Negative |
|---|---|---|
| I ***was*** a student.<br>You ***were*** a student.<br>He/she ***was*** a student.<br>It ***was*** hot yesterday.<br>*We* ***were*** students.<br>You ***were*** students.<br>They ***were*** students. | ***Was*** I asleep?<br>***Were*** you asleep?<br>***Was*** he/she asleep?<br>***Was*** it hot yesterday?<br>***Were*** we asleep?<br>***Were*** you asleep?<br>***Were*** they asleep? | I ***was not*** a student.<br>You ***were*** not a student.<br>He/she ***was not*** a student.<br>It ***was not*** a book.<br>*We* ***were not*** students.<br>You ***were not*** students.<br>They ***were not*** students. |

Remember, we can use contractions for negative sentences. For example:

***She wasn't*** a student.

***They weren't*** students.

## 3. ***Quantifiers***

**Meaning**

Quantifiers show an amount or quantity:

**some** apples; **many** people; **a lot of** money; **a few** students

**Form**

Quantifiers can be used with countable and uncountable nouns. They come before the noun.

| With countable nouns | |
|---|---|
| *many* | *There aren't* ***many*** *people here.* |
| *a few ** | *I have* ***a few*** *ideas.* |
| *few/very few *** | *I have* ***few*** *ideas.* |
| *several* | *There are* ***several*** *students in the class.* |
| *a large/great number of* | ***A large number of*** *students eat lunch at school.* |



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** 'a few' means there is not a lot of something, but there is enough.*

*** 'few/very few' mean there is not enough of something.*

| With uncountable nouns | |
|---|---|
| *much* | Do you have **much** money? |
| *a little ** | He has **a little** food in the fridge. |
| *little/very little *** | He has **little** food in the fridge. |
| *a bit of* | I have **a bit of** water. |
| *a great deal of* | We have **a great deal of** time. |
| *a large amount of* | **A large amount of** plastic can be recycled. |

** 'a little' means there is not a lot of something, but there is enough.*

*** 'little/very little' mean there is not enough of something.*

| With both countable and uncountable nouns | |
|---|---|
| *some* | I bought **some** flowers. / I've got **some** work to do. |
| *any* | I didn't buy **any** flowers. / Do you have **any** work to do? |
| *a lot of/lots of* | She's got **a lot of** friends. / I have **lots of** time. |
| *plenty of* | We have **plenty of** ideas. / We've got **plenty of** time. |
| *enough* | Are there **enough** chairs? / We have **enough** money. |

We use both **some** and **any** in questions. We use **some** to talk about things that we know or think exists and when we offer or ask for things:

We use **any** in questions when we do not know if the thing exists:

| | |
|---|---|
| *Have you got **any** time to help me?* | I don't know if you have time, you look busy. |
| *Do you have **any** children?* | Perhaps it's the first time you have met this person. |



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## 5.Adverbial Linkers

**Meaning**

An adverbial linker is a word or phrase that connects ideas, usually in two sentences.

> *I finished my work.* ***Therefore****, I went home.*
> *I always start work early.* ***However****, my friend usually starts work late.*

**Uses/Functions**

| To contrast and compare two ideas | | |
|---|---|---|
| I work long hours. | ***However,***<br>***On the other hand,***<br>***Nevertheless,***<br>***Conversely,*** | I love my job. |

| To show the cause and effect between two ideas. | | |
|---|---|---|
| The job was important. | ***Therefore,***<br>***As a result,***<br>***Consequently,***<br>***So,***<br>***That's why*** | we worked late. |

| To add a point or an idea. | | |
|---|---|---|
| We can't afford a new car. | ***Furthermore,***<br>***Moreover,***<br>***In addition,***<br>***Additionally,***<br>***Besides,***<br>***What's more*** | we don't need one at the moment. |



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## 6. Question Tage

### Meaning

We use question tags in spoken language to turn statements into questions especially when we want to check something is true or invite people to agree with us:

*You're from London,* ***aren't you?***

*He wasn't there,* ***was he?***

### Form

Which verb do we use in the tag? If there is an auxiliary, a modal verb or the verb 'to be' in the main clause, we use that in the question tag:

| | |
|---|---|
| *She**'s** going to the cinema,* ***isn't she?*** | auxiliary |
| *We **haven't** seen him for ages,* ***have we?*** | auxiliary |
| *He **should** work harder,* ***shouldn't he?*** | modal verb |
| *The workers **can't** start earlier,* ***can they?*** | modal verb |
| *I'**m** next,* ***aren't I?*** * | to be |
| *It **isn't** very hot today,* ***is it?*** | to be |

For verbs in the present simple and past simple, we use the correct form of 'do':

*I **think** we should leave now,* ***don't you?***

*She **doesn't know** the answer,* ***does she?***

*He **told** you not to do that,* ***didn't he?***

*I **didn't invite** him,* ***did I?***



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In informal situations we can use '*right*' or '*yeah*' as a question tag:

> *You're at university, **right**?*
>
> *You **don't like** fish, **yeah**?*
>
> *It's really hot, **right**?*

# Maze Questions 2

Choose the correct word to complete the story.

1.Yesterday, I was sleeping when I (suddenly / familiar / review) heard a loud noise. I quickly (wake-up / conclude / solve) and looked outside. The street looked very (scary / psychology / review), and I saw a (strange / mental health / familiar) shadow moving near the door. Later, the police came to (review / scary / wake-up) the security camera video.

2.The student who studies (psychology / suddenly / scary) wanted to learn about the (brain / conclude / strange) and how it affects (mental health / wake-up / solve). During class, the teacher showed a very (confusing / familiar / suddenly) picture and asked students to (solve / scary / wake-up) the problem together.

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3.The movie was very (scary / review / conclude), wasn't it? I felt nervous because the ending was (confusing / familiar / suddenly). However, my brother could easily (conclude / wake-up / mental health) what happened in the story. After the movie, we stayed up late to (review / brain / strange) the events and discuss the characters.

4.Last week, I decided to (join / RSVP / wedding) an international student club. While I was talking to new (members / graduation / sound like), I started to (make connections / attend / dress up) with students from different countries. Suddenly, the club leader invited everyone to a (cultural celebration / practice / accept) at school.

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5.My cousin, who lives (around the world / connect / sound like) through online communities, likes to (connect / graduation / RSVP) with students from many cultures. Last month, she decided to (attend / exchange / practice) a traditional (wedding / members / join) where everyone had to (dress up / accept / practice) in colorful clothes.

6.You sent your (RSVP / connect / members) for the party, didn't you? The school planned a big (graduation / practice / sound like) ceremony, and many students wanted to (attend / exchange /



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accept) it. Some students joined an (exchange / wedding / connect) program to meet people from (around the world / members / dress up) and improve their English through daily (practice / RSVP / graduation).

7.(What / When / Who) were you doing when the lights went out?
I was studying psychology and trying to (solve / solved / solving) a confusing problem.

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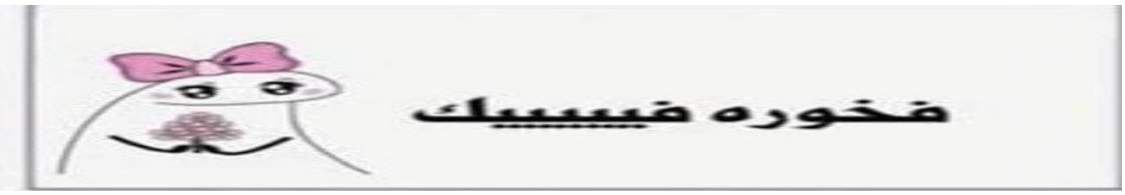
8.While I (was walking / walked / walk) home, I suddenly (see / saw / was seeing) a strange man near the school. The student (who / where / which) studies mental health gave an interesting presentation about the brain.

9.There were (much / many / little) students at the cultural celebration; however, only a few students decided to dress up.

10.You attended the graduation ceremony, (didn't you / weren't you / don't you)?
The movie was scary, (wasn't it / didn't it / doesn't it)?

11. While I (was walking / walked / walk) to school yesterday, I suddenly (hear / heard / was hearing) a strange sound near the library, which (was / were / are) closed for repairs. I asked my friend, "(What / Where / Why) are you doing here?" and she said she was waiting for the teacher who (conduct / conducts / conducting) psychology classes. There were (much / many / little) students around the building; however, only a few of them knew what was happening. One student, who was new to the school, looked (confused / confusing / confuse) and scared, (didn't he / wasn't he / doesn't he)? As we were talking, the principal arrived and told us that a cultural celebration would take place in the hall. Some students wanted to (attend / attends / attending) the event, while others didn't care for it because they were busy studying for exams. In the end, everyone calmed down, and the situation worked out pretty well, (didn't it / wasn't it / doesn't it)?




Good Luck

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