

## English Revision Sheets



### تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف التاسع العام ← لغة انجليزية ← الفصل الثالث ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 01:19:00 2026-06-21

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة  
لغة انجليزية:

إعداد: Abdulraheem Rasha

### التواصل الاجتماعي بحسب الصف التاسع العام



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف التاسع العام والمادة لغة انجليزية في الفصل الثالث

مراجعة تدريبات وأسئلة 2026م غير محلول

1

مراجعة إجابات تدريبات 2026م

2

هيكل الامتحان أسئلة وتدريبات 2026م

3

Practice Reading Exam Final وفق الهيكل

4

2026 الوزاري الهيكل وفق Complete Master Revision Booklet - Grade 9 General

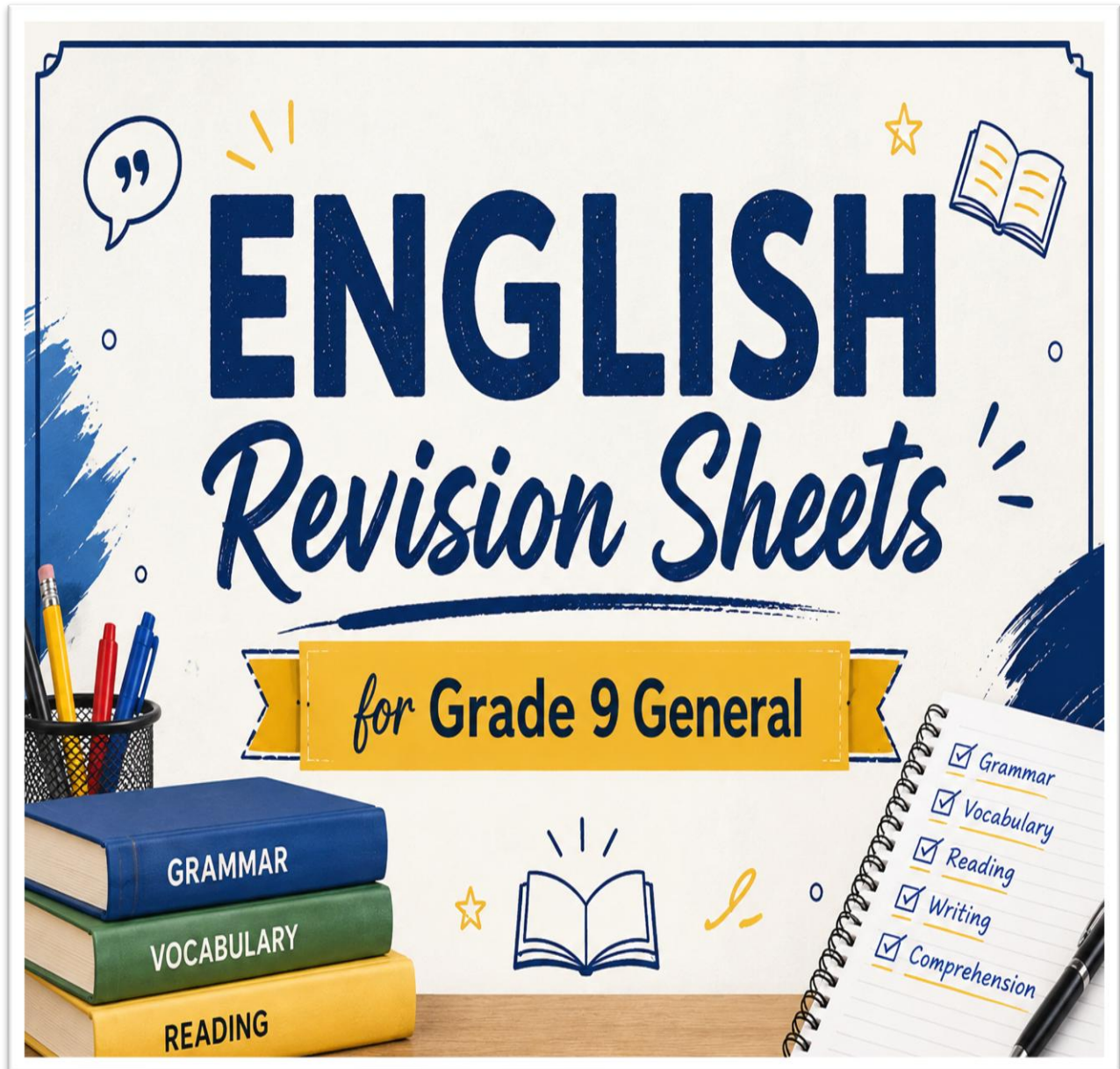
5

Al Madam Boys' School

English Department

Term Three (2025-2026)

### The Revision Sheets for Grade 9 General



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

Prepared by: Rasha Abdulraheem

## -Part One / Vocabulary

### Part 1: Bilingual Vocabulary Reference Table

Use this comprehensive table to study the meanings, Arabic translations, and contextual usage of each word before attempting the exercises in Part 2.

| Word / Phrase           | English Meaning                                                      | Arabic Meaning         | Contextual Example                                                                        |
|-------------------------|----------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------|
| <b>Exchange</b>         | An act of giving one thing and receiving another in return.          | تبادل                  | We had a brief <b>exchange</b> of ideas before the project conference began.              |
| <b>Member(s)</b>        | A person or thing belonging to a specific group or organization.     | عضو / أعضاء            | All <b>members</b> of the committee must sign the safety protocol.                        |
| <b>Join</b>             | To become a part of an organization, group, or activity.             | ينضم إلى               | He decided to <b>join</b> the local chess club to improve his critical thinking skills.   |
| <b>Make connections</b> | To establish professional or social relationships; link ideas.       | يبنى علاقات / يربط بين | Attending international networking events helps professionals <b>make connections</b> .   |
| <b>Practice</b>         | To perform an activity repeatedly to improve proficiency.            | ممارسة / يتدرب         | Meticulous daily <b>practice</b> is essential if you want to master a musical instrument. |
| <b>Sound like</b>       | To seem to have a specific characteristic based on reports or audio. | يبدو مثل / يبدو كـ     | The proposed business expansion strategy <b>sounds like</b> a fantastic opportunity.      |
| <b>Around the world</b> | In or to many different parts of the world; globally.                | حول العالم             | The documentary highlighted various ancestral traditions <b>around the world</b> .        |
| <b>Connect</b>          | To join or link two or more things together.                         | يربط / يتصل            | The new highway project will <b>connect</b> the capital city with the northern region.    |
| <b>Wedding</b>          | A marriage ceremony and the celebrations that accompany it.          | زفاف / حفل زواج        | The grand cathedral was beautifully decorated for the royal <b>wedding</b> .              |
| <b>Graduation</b>       | The receiving of an academic degree, diploma, or certificate.        | تخرج / حفل تخرج        | She felt incredibly proud of her academic achievements on her <b>graduation</b> day.      |

|                             |                                                                        |                          |                                                                                                 |
|-----------------------------|------------------------------------------------------------------------|--------------------------|-------------------------------------------------------------------------------------------------|
| <b>Cultural celebration</b> | An event honoring the customs, heritage, or identity of a group.       | احتفال ثقافي             | The annual parade is a vibrant <b>cultural celebration</b> of our ancestors.                    |
| <b>Attend</b>               | To be present at an event, meeting, or function.                       | يحضر                     | As a leading researcher, she was invited to <b>attend</b> the global medical summit.            |
| <b>Dress up</b>             | To wear formal, elegant, or special costume clothing.                  | يتأنق / يرتدي ملابس خاصة | Guests are requested to <b>dress up</b> in formal black-tie attire for the charity gala.        |
| <b>Accept</b>               | To consent to receive something offered or agree to a proposal.        | يقبل                     | After careful consideration, she decided to <b>accept</b> the prestigious job offer.            |
| <b>Suddenly</b>             | Quickly, unexpectedly, and without warning.                            | فجأة                     | The quiet afternoon was <b>suddenly</b> interrupted by a loud building alarm.                   |
| <b>Wake-up</b>              | An awakening; alert calling attention to a serious situation.          | يقظة / تنبيه             | The recent cybersecurity breach was a harsh <b>wake-up</b> call for the firm.                   |
| <b>Strange</b>              | Unusual, surprising, or difficult to understand.                       | غريب                     | The scientists observed a <b>strange</b> behavioral pattern in the deep-sea species.            |
| <b>Scary</b>                | Frightening or causing fear.                                           | مخيف                     | Navigating a volatile market without a financial plan is a <b>scary</b> prospect.               |
| <b>Confusing</b>            | Bewildering or difficult to comprehend due to complexity.              | مربك / محير              | The technical instructions for assembling the solar panel were very <b>confusing</b> .          |
| <b>Familiar</b>             | Well known from long or close association; recognizable.               | مألوف                    | The melody of the acoustic song sounded <b>familiar</b> , yet I couldn't recall its name.       |
| <b>Brain</b>                | The organ coordinating sensation, intellectual, and nervous activity.  | دماغ / مخ                | Regular physical exercise is scientifically proven to boost <b>brain</b> plasticity.            |
| <b>Mental health</b>        | A person's condition regarding psychological and emotional well-being. | الصحة النفسية            | Modern corporations are setting up wellness programs to support employee <b>mental health</b> . |
| <b>Psychology</b>           | The scientific study of the human mind and behavioral patterns.        | علم النفس                | To optimize their advertising, marketing agencies study cognitive <b>psychology</b> .           |

|                 |                                                                            |               |                                                                                        |
|-----------------|----------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------|
| <b>Review</b>   | A formal assessment or examination of something.                           | مراجعة / يقيم | Before the final exam, the professor held a comprehensive <b>review</b> session.       |
| <b>Solve</b>    | To find an answer to, explanation for, or means of dealing with a problem. | يحل           | The software engineers worked tirelessly to <b>solve</b> the complex database bug.     |
| <b>Conclude</b> | To arrive at a judgment or opinion by reasoning; to finish.                | يستنتج / ينهي | Based on the consistent results of the trial, we can <b>conclude</b> the drug is safe. |

## Part 2: Multiple-Choice Assessment

**Directions:** Read each sentence carefully. Choose the letter (**A**, **B**, or **C**) of the word or phrase that best completes the sentence according to the context.

1. Before finalizing the global trade agreement, the two diplomatic delegations held a thorough \_\_\_\_\_ of sensitive documents to verify the terms.

- A) exchange
- B) graduation
- C) review

2. In order to gain unlimited access to the exclusive scientific archives, you must first register as a certified \_\_\_\_\_ of the research society.

- A) member
- B) brain
- C) trial

3. Highly ambitious graduates often seek to \_\_\_\_\_ prestigious international consulting firms to accelerate their professional growth.

- A) join
- B) attend
- C) solve

4. The primary goal of the business summit is to help young entrepreneurs \_\_\_\_\_ and establish collaborative corporate pipelines.

- A) make connections
- B) sound like
- C) say goodbye

5. Although the theoretical framework is sound, putting these medical principles into everyday clinical \_\_\_\_\_ requires years of hands-on experience.

- A) practice
- B) psychology
- C) cultural celebration

6. While his elaborate excuses may \_\_\_\_\_ a plausible defense, a closer inspection of the physical evidence reveals multiple contradictions.

- A) connect
- B) sound like
- C) wake-up

7. The rapid rise of remote communication has enabled young digital nomads to collaborate effortlessly from diverse offices \_\_\_\_\_.

- A) around the world
- B) in the dark
- C) contemporary

8. A sophisticated fiber-optic network was successfully installed to \_\_\_\_\_ the regional research hubs with the main central server.

- A) connect
- B) solve
- C) accept

9. The grand cathedral, beautifully adorned with white lilies and silk ribbons, served as the majestic venue for the royal \_\_\_\_\_.

- A) wedding
- B) cultural celebration
- C) graduation

10. The keynote speaker urged the class of 2026 to embrace professional challenges and stay resilient during their official \_\_\_\_\_ ceremony.

- A) graduation
- B) trial
- C) review

11. The annual street carnival is a vibrant \_\_\_\_\_ that honors the ancestral customs, food, and musical heritage of the local community.

- A) cultural celebration
- B) series
- C) wedding

12. As a leading expert in the field of nanotechnology, the professor was invited to \_\_\_\_\_ the annual scientific symposium in Geneva.

- A) attend
- B) join
- C) review

13. For the high-profile charity fundraiser, guests are expected to \_\_\_\_\_ in formal black-tie outfits to match the prestige of the event.

- A) dress up
- B) make connections
- C) catch on

14. The board of directors was thrilled when the veteran CEO finally agreed to \_\_\_\_\_ their invitation to lead the restructuring project.

- A) accept
- B) solve
- C) conclude

15. The peaceful afternoon in the office was \_\_\_\_\_ disrupted when the emergency fire alarm blared, forcing an immediate evacuation.

- A) naturally
- B) suddenly
- C) universally

16. The sudden drop in customer satisfaction was a harsh \_\_\_\_\_ for the management, prompting a complete overhaul of service protocols.

- A) wake-up
- B) psychology
- C) practice

17. The maritime biologists observed a highly \_\_\_\_\_ deep-sea organism that possessed physiological characteristics never seen before.

- A) familiar
- B) strange
- C) acceptable

18. Venturing into a highly competitive and volatile financial market without a risk-mitigation plan can be a genuinely \_\_\_\_\_ prospect.

- A) scary
- B) strange
- C) confusing

19. The legal terminology used in the corporate contract was so \_\_\_\_\_ that both companies had to hire independent attorneys to interpret it.

- A) confusing
- B) familiar
- C) considerable

20. When she walked into her childhood home, the warm aroma of baked cinnamon felt deeply \_\_\_\_\_, bringing back instant memories.

- A) strange
- B) familiar
- C) scary

21. Advanced MRI neuroimaging allows researchers to map exactly how the human \_\_\_\_\_ processes language under cognitive stress.

- A) brain
- B) psychology
- C) trial

22. Prominent tech companies are realizing that investing in employee \_\_\_\_\_ leads to higher productivity and lower turnover rates.

- A) mental health
- B) cultural celebration
- C) practice

23. To understand why consumers make impulsive purchasing choices, digital advertising firms rely on the principles of cognitive \_\_\_\_\_.

- A) psychology
- B) brain
- C) series

24. The executive panel was tasked with conducting a thorough, objective \_\_\_\_\_ of the performance data before approving the budget.

- A) review
- B) trial
- C) exchange

25. The crisis response team worked tireless hours analyzing the digital footprints in an attempt to \_\_\_\_\_ the security breach.

- A) solve
- B) conclude
- C) review

26.

Based on the consistent outcomes of the clinical trials, the medical board was able to \_\_\_\_\_ that the vaccine was safe.

- A) conclude
- B) solve
- C) accept

## Part 3: Answer Key

1. **A — exchange** (Meaning: an act of giving and receiving. Dictated by the context of trading files/documents).
2. **A — member** (Meaning: an individual belonging to a group or society. Singular form matches the article 'a').
3. **A — join** (Meaning: to enroll in or become part of an organization. Fits the context of entering consulting firms).
4. **A — make connections** (Meaning: to build professional relationships. Fits the networking-themed corporate pipeline context).
5. **A — practice** (Meaning: actual application or performance, as opposed to theoretical study).
6. **B — sound like** (Meaning: to seem like or convey a specific impression when read or heard).
7. **A — around the world** (Meaning: globally or in multiple geographic locations).
8. **A — connect** (Meaning: to link or join things together. Here, it refers to linking servers with hubs).
9. **A — wedding** (Meaning: a marriage ceremony, supported by contextual clues like "cathedral", "lilies", and "royal").
10. **A — graduation** (Meaning: academic ceremony marking completion of studies, clued by "class of 2026").
11. **A — cultural celebration** (Meaning: a celebratory social event honoring heritage and customs).
12. **A — attend** (Meaning: to be physically present at an event or meeting like a symposium).
13. **A — dress up** (Meaning: to wear formal or specialized elegant clothing for high-profile events).
14. **A — accept** (Meaning: to consent to or agree to receive an offer or invitation).
15. **B — suddenly** (Meaning: unexpectedly or rapidly. Connects the contrast between "peaceful afternoon" and "alarm blared").
16. **A — wake-up** (Meaning: a metaphorical call to alert someone to change behavior or fix structural problems).
17. **B — strange** (Meaning: unusual or bizarre. Fits the context of "never seen before").
18. **A — scary** (Meaning: frightening or intimidating, describing high risks in volatile financial markets).
19. **A — confusing** (Meaning: difficult to understand, hence requiring lawyers to interpret).
20. **B — familiar** (Meaning: recognizable and intimate, associated with comforting childhood memories).
21. **A — brain** (Meaning: the bodily organ mapped during neuroimaging).
22. **A — mental health** (Meaning: psychological well-being. Fits the corporate wellness context).
23. **A — psychology** (Meaning: the study of the mind and behaviors, in this case, consumer behavior).
24. **A — review** (Meaning: a formal study or systematic examination of recorded data).
25. **A — solve** (Meaning: to find a solution or resolve an issue like a security breach).
26. **A — conclude** (Meaning: to decide or deduce something after analyzing research evidence).

## Part Two: Grammar

### Lesson One: Questions (WH-Questions)



# ENGLISH

## Revision Sheets

### for Grade 9 General

### 1 Wh- QUESTIONS

**Meaning**

Wh- questions are used to ask for information. Wh-questions begin with **what, when, where, who, which, whose, why** and **how**. The answer to wh-questions **cannot** be yes or no.

| Wh- word     | Meaning                                               | Example                                                                                                  |
|--------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>When</b>  | time                                                  | <b>When</b> does the movie start?                                                                        |
| <b>What</b>  | asking for information in general                     | <b>What</b> is this?                                                                                     |
| <b>Which</b> | asking for information when there is a limited choice | <b>Which</b> bag is yours?                                                                               |
| <b>Why</b>   | asking for a reason                                   | <b>Why</b> is the sky blue?                                                                              |
| <b>Where</b> | place                                                 | <b>Where</b> do you live?                                                                                |
| <b>Whose</b> | possession                                            | <b>Whose</b> book is this?                                                                               |
| <b>Who</b>   | person                                                | <b>Who</b> said that?                                                                                    |
| <b>How</b>   | asking about a process, extent, amount, or manner     | <b>How</b> do you open this?<br><b>How</b> hot is it?<br><b>How</b> much is this?<br><b>How</b> are you? |

### 2 FORM

We can form wh- questions using an auxiliary verb (to be, to do, to have). See examples in the table below.

| to be                                                                                                                                                                 | to do                                                                                                                                                                                     | to have                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>When <b>are</b> you going?</li><li>What <b>is</b> it?</li><li>Where <b>am</b> I?</li><li>Why <b>aren't</b> you going?</li></ul> | <ul style="list-style-type: none"><li>Where <b>do</b> you study?</li><li>When <b>did</b> you finish?</li><li>Where <b>does</b> she live?</li><li>Why <b>didn't</b> you eat yet?</li></ul> | <ul style="list-style-type: none"><li>What <b>have</b> they decided?</li><li>Where <b>has</b> he gone?</li><li>Who <b>have</b> they spoken to?</li><li>Why <b>haven't</b> you finished?</li></ul> |

\* Notice questions can be positive or negative.

### 3 SPECIAL CASES

When **what, who, which** or **whose** is the subject (or part of the subject), an auxiliary is **not** used. For example:

- What started the fire?
- Who wrote this book?
- Which car won the race?
- Whose phone rang?

**Modal verbs** can also be used in wh- questions. For example:

- What **could** you do?
- Where **should** I go?
- Why **wouldn't** they listen?



Practice today, success tomorrow!

Notes

# GRAMMAR QUIZ

## 'W/H' QUESTIONS (present simple)

- Complete these sixteen sentences to score your knowledge of 'W / H' Questions.

- (A) ... do you live?  
(B) I live in Mexico City.  
a) How  
b) Where  
c) Who
- (A) ... does Michael get to work?  
(B) He drives to work.  
a) Who  
b) Where  
c) How
- (A) ... old are you?  
(B) I'm twenty-three.  
a) Why  
b) What  
c) How
- (A) ... is that?  
(B) It's a butterfly.  
a) What  
b) Where  
c) Who
- (A) ... is my cell phone?  
(B) I think I saw it on the table.  
a) Where  
b) What  
c) When
- (A) ... do cows eat?  
(B) They eat grass.  
a) How  
b) What  
c) When
- (A) ... is your best friend?  
(B) Sofia is my best friend.  
a) What  
b) Who  
c) Why
- (A) ... do you usually get up?  
(B) I usually get up at six o'clock.  
a) When  
b) Why  
c) Who
- (A) ... is your name?  
(B) My name is Stewart.  
a) What  
b) Who  
c) How
- (A) ... are you at home today?  
(B) I feel sick.  
a) Where  
b) Who  
c) Why
- (A) ... day is it?  
(B) It's Monday.  
a) When  
b) What  
c) Who
- (A) ... can I start work?  
(B) You can start now!  
a) What  
b) When  
c) Who
- (A) ... time is it?  
(B) It's ten o'clock.  
a) How  
b) When  
c) What
- (A) ... are you late?  
(B) My car is broken down.  
a) Why  
b) Who  
c) Where
- (A) ... are your bags?  
(B) They are over there.  
a) Where  
b) Why  
c) How
- (A) ... are you today?  
(B) I'm fine, thanks.  
a) How  
b) Who  
c) Where

## ANSWER KEY

- |      |       |
|------|-------|
| 1. B | 9. A  |
| 2. C | 10. C |
| 3. C | 11. B |
| 4. A | 12. B |
| 5. A | 13. C |
| 6. B | 14. A |
| 7. B | 15. A |
| 8. A | 16. A |

*My Notes*



## Lesson Two: Past Continuous



# PAST TIME (PAST CONTINUOUS)

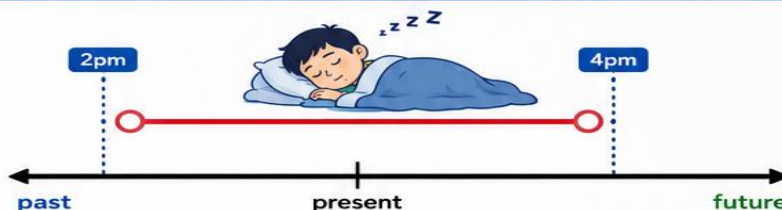


### 1 MEANING

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.
- I **was sleeping**.



### 2 FORM

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

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

### 3 QUESTIONS

To form question in past continuous, we use **Was/Were + subject + verb -ing**.

| INTERROGATIVE (POSITIVE) |           | INTERROGATIVE (NEGATIVE) |           |
|--------------------------|-----------|--------------------------|-----------|
| was/were + subject       | verb -ing | was/were + not + subject | verb -ing |
| <b>Was</b> I             | sleeping? | <b>Wasn't</b> I          | sleeping? |
| <b>Were</b> you          | talking?  | <b>Weren't</b> you       | talking?  |
| <b>Was</b> he            | running?  | <b>Wasn't</b> he         | running?  |
| <b>Was</b> she           | eating?   | <b>Wasn't</b> she        | eating?   |
| <b>Was</b> it            | working?  | <b>Wasn't</b> it         | working?  |
| <b>Were</b> we           | dancing?  | <b>Weren't</b> we        | dancing?  |
| <b>Were</b> you          | laughing? | <b>Weren't</b> you       | laughing? |
| <b>Were</b> they         | coughing? | <b>Weren't</b> they      | coughing? |



When we use the negative form of past continuous questions, the person asking the question assumes the answer is 'yes'.

For example,

- Weren't you working today?
- Wasn't she reading when you called?



Remember, we can also add question words to interrogative sentences.

For example,

- What were you talking about?
- Where **was** she working?



**NOTE:** We usually use a contraction when forming negative past continuous questions (see above). We do not say,

**X** **Were not** you working today?

However, we can use not after the subject. For example,  
**✓** Were you **not** working today?

### 4 USES

|  |                                                                          |                                                                                                         |
|--|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|  | To emphasize an action/event that was taking place at a particular time. | <i>This time last year, I <b>was taking</b> my final exams.</i>                                         |
|  | To talk about actions that were happening at the same time.              | <i>I <b>was playing</b> football while it <b>was raining</b>.</i>                                       |
|  | To talk about actions that were interrupted by another action.           | <i>I <b>was sleeping</b> when you called.</i>                                                           |
|  | To give background information.                                          | <i>As she walked through the forest, the sun <b>was shining</b>, and the birds <b>were singing</b>.</i> |
|  | To emphasize how long something happened for.                            | <i>My feet <b>were aching</b> all day yesterday.</i>                                                    |
|  | To talk about something that happened several times or was a habit.      | <i>I <b>was reading</b> all the time when I was a child.</i>                                            |



**Note:** We do NOT usually use past continuous with stative verbs (verbs that often describe thoughts and feelings, such as 'know', 'want', 'need', and 'feel'). We use past simple instead.

**X** It was hot at the beach. I **was needing** some water.

**✓** It was hot at the beach. I **needed** some water.

# GRAMMAR WORKSHEET

## PAST CONTINUOUS



|      |      |          |
|------|------|----------|
| I    | was  |          |
| You  | were |          |
| He   | was  |          |
| She  | was  | playing. |
| It   | was  |          |
| We   | were |          |
| They | were |          |

|      |         |          |
|------|---------|----------|
| I    | wasn't  |          |
| You  | weren't |          |
| He   | wasn't  |          |
| She  | wasn't  | playing. |
| It   | wasn't  |          |
| We   | weren't |          |
| They | weren't |          |

wasn't = was not  
weren't = were not

|      |      |          |
|------|------|----------|
| Was  | I    |          |
| Were | you  |          |
| Was  | he   |          |
| Was  | she  | playing? |
| Was  | it   |          |
| Were | we   |          |
| Were | they |          |

| Yes,  | No,      |
|-------|----------|
| I     | I        |
| you   | you      |
| he    | he       |
| she   | she      |
| it    | it       |
| we    | we       |
| they  | they     |
| was.  | wasn't.  |
| were. | weren't. |
| was.  | wasn't.  |
| was.  | wasn't.  |
| was.  | wasn't.  |
| were. | weren't. |
| were. | weren't. |

- Fill in the blanks below to complete the sentences. Use the words in the above boxes.

- A: Were they watching TV at midnight? B: No, they weren't.
- We \_\_\_\_\_ eating lunch in the cafeteria at noon.
- A: \_\_\_\_\_ you talking on the phone a few minutes ago? B: No, I \_\_\_\_\_.
- I \_\_\_\_\_ walking home when I saw the car accident.
- My classmate and I \_\_\_\_\_ studying together at the library.
- While he \_\_\_\_\_ cleaning the house, we \_\_\_\_\_ cooking.
- A: What \_\_\_\_\_ you doing at one o'clock? B: I \_\_\_\_\_ sleeping.
- The car engine \_\_\_\_\_ working, so I had to fix it.
- A: \_\_\_\_\_ you listening to the teacher? B: Yes, I \_\_\_\_\_.
- At seven o'clock, Mr. Smith \_\_\_\_\_ robbing the bank.
- Steven \_\_\_\_\_ doing his homework, he was playing with his friends.
- It \_\_\_\_\_ raining last night, so I took my umbrella.
- Anne \_\_\_\_\_ studying in London last year.
- I \_\_\_\_\_ working as a teacher when I first met your mother.
- We \_\_\_\_\_ swimming while you \_\_\_\_\_ playing volleyball.

## ANSWER KEY

## My Notes



- |                   |                 |
|-------------------|-----------------|
| 1. Were / weren't | 9. Were / was   |
| 2. were           | 10. was         |
| 3. Were / wasn't  | 11. wasn't      |
| 4. was            | 12. was         |
| 5. were           | 13. was         |
| 6. was / were     | 14. was         |
| 7. were / was     | 15. were / were |
| 8. wasn't         |                 |

## Lesson Three: Defining Relative Clauses



# CLAUSES AND PHRASES - DEFINING RELATIVE CLAUSES



### 1 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.

- I like films.
- I like films **which have lots of action**.



(This is a very general statement. Which kind of films?)  
(This gives more detail and tells us which kind of films)

- I know a man.
- I know a man **who works in the bank**.



(This is a very general statement. Who do you know?)  
(This gives more detail and tells us who the man is.)



Defining relative clauses are often used to give definitions of people, places, and objects.

- A doctor is a person **who works in a hospital**.
- A school is place **where you study**.
- Scissors are an object **that/which you use to cut paper**.
- 8:00 is the time **when start school**.

### 2 FORM

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



\* Notice that we can use 'that' instead of 'which' for things or 'who' for people.



It is possible to leave out 'what', 'which', or 'that', when this word is NOT the subject of the relative clause. Compare the following examples:

- That is the man (**who**) I spoke to today. → (The subject is 'I', not 'who', so we can leave it out)
- That is the man **who** works with me. → (The subject is the man, so we cannot leave out 'who')
- That is the bag (**that**) she bought on holiday. → (The subject is 'she', not the bag, so we can leave it out)
- That is the bag **that** has lots of pockets. → (The subject is the bag, so we need to use 'that')



'What' is never used as a relative pronoun in defining relative clauses.

London is the city **what** I visited last year.

✗ **incorrect**

London is the city **that** I visited last year.

✓ **correct**

### 3 SUMMARY



#### USE

Used to give essential or specific information that defines a person, place, thing, or time.



#### RELATIVE PRONOUNS

- **who** – for people
- **which** – for things
- **that** – for people or things
- **where** – for places
- **when** – for time
- **whose** – for possession



#### KEY POINTS

- ✓ We need the information to understand who or what we are talking about.
- ✓ We can sometimes leave out who, which, or that if it is not the subject of the clause.
- ✓ 'What' is never used in defining relative clauses.



# RELATIVE CLAUSES

● Choose the best answers.

1. I know a great little restaurant ... we can get lunch.  
a) that  
b) who  
c) where
2. Sam knows a man ... brother works for the president.  
a) who  
b) whose  
c) whom
3. Students ... study hard get good grades.  
a) when  
b) whom  
c) who
4. Food ... is imported from other countries is expensive.  
a) that  
b) where  
c) why
5. The bad weather is the reason ... I was late for class yesterday.  
a) whom  
b) when  
c) why
6. The cookies ... you baked are really delicious.  
a) why  
b) which  
c) when
7. My grandfather remembers the time ... there was no television.  
a) when  
b) where  
c) that
8. I visited my uncle ... lives in a different city.  
a) who  
b) which  
c) whom
9. The movie ... we saw last week won three awards.  
a) who  
b) when  
c) which
10. Do you know the reason ... there are no penguins at the North Pole?  
a) where  
b) why  
c) whose
11. The people ... names are on the list will stay here.  
a) whose  
b) where  
c) that
12. He had a feeling ... something terrible was going to happen.  
a) why  
b) who  
c) that
13. I want to borrow the book ... you bought last month.  
a) whom  
b) that  
c) when
14. My home is a place ... I can come home and relax after work.  
a) where  
b) when  
c) whom
15. Most of the people ... she met were from Sydney.  
a) whom  
b) when  
c) whose
16. Can you find the teacher ... you talked to this morning?  
a) whose  
b) whom  
c) when

**ANSWER KEY**

- |      |       |
|------|-------|
| 1. C | 9. C  |
| 2. B | 10. B |
| 3. C | 11. A |
| 4. A | 12. C |
| 5. C | 13. B |
| 6. B | 14. A |
| 7. A | 15. A |
| 8. A | 16. B |

*My Notes*



## Lesson Four: Past Time (Past Simple -including verb to be)



# PAST TIME

## PAST SIMPLE (INCLUDING VERB 'TO BE')



### 1 MEANING



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

### 2 FORM

| POSITIVE             | QUESTION       | NEGATIVE                  |
|----------------------|----------------|---------------------------|
| I <b>worked</b> .    | Did I work?    | I <b>did not</b> work.    |
| You <b>worked</b> .  | Did you work?  | You <b>did not</b> work.  |
| He <b>worked</b> .   | Did he work?   | He <b>did not</b> work.   |
| She <b>worked</b> .  | Did she work?  | She <b>did not</b> work.  |
| It <b>worked</b> .   | Did it work?   | It <b>did not</b> work.   |
| We <b>worked</b> .   | Did we work?   | We <b>did not</b> work.   |
| You <b>worked</b> .  | Did you work?  | You <b>did not</b> work.  |
| They <b>worked</b> . | Did they work? | They <b>did not</b> 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 |
| meet    | met   |

### 3 VERB "TO BE"

| POSITIVE                     | QUESTIONS                    | NEGATIVE                         |
|------------------------------|------------------------------|----------------------------------|
| I <b>was</b> a student.      | <b>Was</b> I asleep?         | I <b>was not</b> a student.      |
| You <b>were</b> a student.   | <b>Were</b> you asleep?      | You <b>were not</b> a student.   |
| He/she <b>was</b> a student. | <b>Was</b> he/she asleep?    | He/she <b>was not</b> a student. |
| It <b>was</b> hot yesterday. | <b>Was</b> it hot yesterday? | It <b>was not</b> a book.        |
| We <b>were</b> students.     | <b>Were</b> we asleep?       | We <b>were not</b> students.     |
| You <b>were</b> students.    | <b>Were</b> you asleep?      | You <b>were not</b> students.    |
| They <b>were</b> students.   | <b>Were</b> they asleep?     | They <b>were not</b> students.   |



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

She **wasn't** a student.  
They **weren't** students.

**Remember!**

Past simple talks about actions that started and finished in the past.

#### TIME EXPRESSIONS USED WITH PAST SIMPLE

- yesterday
- last night
- last week
- last month
- last year
- ago
- in 2010
- two days ago
- then
- at that time

#### EXAMPLES

- ✓ I visited my grandparents yesterday.
- ✓ She finished her homework last night.
- ✓ They went to Paris last summer.
- ✓ We played football two days ago.



# Past Simple: Irregular Verbs

- Many Past Simple verbs are irregular. Study the grammar reference chart below.

Below are 64 commonly used **Past Simple** irregular verbs in English.

For example:

"My friend **buys** a newspaper every day."

"My friend **bought** a newspaper yesterday."

|          |              |              |              |
|----------|--------------|--------------|--------------|
| ● be     | ● was / were | ● hit        | ● hit        |
| ● become | ● became     | ● hold       | ● held       |
| ● begin  | ● began      | ● hurt       | ● hurt       |
| ● bite   | ● bit        | ● keep       | ● kept       |
| ● blow   | ● blew       | ● know       | ● knew       |
| ● break  | ● broke      | ● leave      | ● left       |
| ● bring  | ● brought    | ● lose       | ● lost       |
| ● build  | ● built      | ● make       | ● made       |
| ● buy    | ● bought     | ● meet       | ● met        |
| ● can    | ● could      | ● pay        | ● paid       |
| ● catch  | ● caught     | ● put        | ● put        |
| ● choose | ● chose      | ● read       | ● read       |
| ● come   | ● came       | ● ride       | ● rode       |
| ● cost   | ● cost       | ● run        | ● ran        |
| ● cut    | ● cut        | ● say        | ● said       |
| ● do     | ● did        | ● see        | ● saw        |
| ● draw   | ● drew       | ● sell       | ● sold       |
| ● drink  | ● drank      | ● sing       | ● sang       |
| ● drive  | ● drove      | ● sit        | ● sat        |
| ● eat    | ● ate        | ● spend      | ● spent      |
| ● fall   | ● fell       | ● stand      | ● stood      |
| ● feed   | ● fed        | ● steal      | ● stole      |
| ● feel   | ● felt       | ● swim       | ● swam       |
| ● find   | ● found      | ● take       | ● took       |
| ● fly    | ● flew       | ● teach      | ● taught     |
| ● forget | ● forgot     | ● tell       | ● told       |
| ● freeze | ● froze      | ● think      | ● thought    |
| ● get    | ● got        | ● throw      | ● threw      |
| ● give   | ● gave       | ● understand | ● understood |
| ● go     | ● went       | ● wear       | ● wore       |
| ● have   | ● had        | ● win        | ● won        |
| ● hear   | ● heard      | ● write      | ● wrote      |

# GRAMMAR QUIZ

## PAST SIMPLE (Regular Verbs)

- Answer these sixteen questions to score your knowledge of **PAST SIMPLE** grammar.

- My classmate and I ... our teacher a question about the test.**  
a) ask  
b) asked  
c) was asking
- John wanted to ... work yesterday but he was sick.**  
a) go to  
b) went  
c) go
- They ... to the park because they were very tired.**  
a) no walk  
b) not walk  
c) didn't walk
- (A) Did you talk to your boss?  
(B) Yes, I ....**  
a) talked  
b) did  
c) was
- He ... twenty minutes for the bus yesterday.**  
a) waits  
b) waited  
c) was wait
- (A) ... they fix their bicycles?  
(B) Yes, they ....**  
a) Did / did  
b) Were / did  
c) Did / fixed
- Where ... you go to school when you were young?**  
a) did  
b) does  
c) were
- They ... go camping in a park when they were children.**  
a) didn't like  
b) liked  
c) liked to
- I had to ... dinner last night, so I couldn't watch the TV program.**  
a) cook  
b) cooking  
c) cooked
- (A) Did you ... the book?  
(B) No, I ....**  
a) finish / not finish  
b) finishing / wasn't  
c) finish / didn't
- Why ... you wash the dirty dishes last week?**  
a) didn't  
b) not  
c) weren't
- He ... see a dentist yesterday because he had a toothache.**  
a) want  
b) wanted to  
c) wants to
- I ... at the library very late last night.**  
a) did stayed  
b) stayed  
c) was stayed
- Mr. Johnson ... for help when he fell in the water.**  
a) was shout  
b) shouts  
c) shouted
- She didn't answer the phone because she ... hear it ring.**  
a) didn't  
b) weren't  
c) wasn't
- I ... tennis yesterday because I don't know how to play tennis.**  
a) didn't played  
b) not played  
c) didn't play

## ANSWER KEY

- |      |       |
|------|-------|
| 1. B | 9. A  |
| 2. A | 10. C |
| 3. C | 11. A |
| 4. B | 12. B |
| 5. B | 13. B |
| 6. A | 14. C |
| 7. A | 15. A |
| 8. C | 16. C |

## My Notes



# GRAMMAR QUIZ

## PAST SIMPLE

• Answer these sixteen questions to score your knowledge of **PAST SIMPLE** grammar.

- My family and I ... in London when I was young.**  
a) lived  
b) live  
c) was live
- We ... some sandwiches and fresh fruit to eat for lunch yesterday.**  
a) buy  
b) buys  
c) bought
- They wanted to ... a movie but there were no more tickets.**  
a) see  
b) saw  
c) seeing
- (A) Did you have a good time?  
(B) Yes, I ....**  
a) had  
b) did  
c) have
- He didn't ... me because I was behind the tree.**  
a) saw  
b) see  
c) sees
- (A) ... you a good student in school?  
(B) Yes, I was.**  
a) Did  
b) Were  
c) Was
- When did they ... back to their country?**  
a) flew  
b) flies  
c) fly
- They ... back to their country last month.**  
a) fly  
b) flies  
c) flew
- Did you ... lots of interesting photos on your holiday?**  
a) took  
b) take  
c) takes
- We had a great time and we ... lots of fun and exciting things.**  
a) did  
b) do  
c) was did
- Why ... you finish your math homework last week?**  
a) didn't  
b) wasn't  
c) weren't
- He ... see a dentist yesterday because he had a toothache.**  
a) has to  
b) have to  
c) had to
- I wanted to ..., but I couldn't. I had to stay and help my friend.**  
a) went  
b) go  
c) going
- ... they late or on time yesterday afternoon?**  
a) Were  
b) Did  
c) Was
- She didn't answer the phone because she ... at home.**  
a) didn't  
b) weren't  
c) wasn't
- (A) ... they tired after the long trip?  
(B) Yes, they ....**  
a) Were / were  
b) Was / were  
c) Were / was

## ANSWER KEY

- |      |       |
|------|-------|
| 1. A | 9. B  |
| 2. C | 10. A |
| 3. A | 11. A |
| 4. B | 12. C |
| 5. B | 13. B |
| 6. B | 14. A |
| 7. C | 15. C |
| 8. C | 16. A |

## My Notes



# PAST SIMPLE GRAMMAR QUIZ

- Complete the sentences.

- |                                                                                                             |                                                                                                          |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 1. My family and I ... in London when I was young.<br>a) lived<br>b) live<br>c) was live                    | 7. Did you ... lots of interesting photos on your holiday?<br>a) took<br>b) take<br>c) takes             |
| 2. We ... some sandwiches and fresh fruit to eat for lunch yesterday.<br>a) buy<br>b) buys<br>c) bought     | 8. We had a great time and we ... lots of fun and exciting things.<br>a) did<br>b) do<br>c) was did      |
| 3. They wanted to ... the new action movie but there were no more tickets.<br>a) see<br>b) saw<br>c) seeing | 9. Why ... your classmates finish their math homework last week?<br>a) didn't<br>b) wasn't<br>c) weren't |
| 4. (A) Did you have a good time?<br>(B) Yes, I ....<br>a) had<br>b) did<br>c) have                          | 10. He ... see a dentist yesterday because he had a toothache.<br>a) has to<br>b) have to<br>c) had to   |
| 5. He didn't ... me because I was behind the tree.<br>a) saw<br>b) see<br>c) sees                           | 11. I wanted to ..., but I couldn't. I had to stay and help my friend.<br>a) went<br>b) go<br>c) going   |
| 6. (A) ... you a good student in school?<br>(B) Yes, I was.<br>a) Did<br>b) Were<br>c) Was                  | 12. ... Michael and Steven late or on time for work yesterday morning?<br>a) Were<br>b) Did<br>c) Was    |

## ANSWER KEY

- |      |       |
|------|-------|
| 1. A | 7. B  |
| 2. C | 8. A  |
| 3. A | 9. A  |
| 4. B | 10. C |
| 5. B | 11. B |
| 6. B | 12. A |

## My Notes



## GRAMMAR QUIZ

### BE VERB (Past)

- Complete the sentences below.

- There ... more than forty people at the meeting.  
a) were  
b) was  
c) wasn't
- (A) How old ... you last year?  
(B) I ... twenty years old.  
a) were / were  
b) were / was  
c) was / were
- (A) Where ... Tom last night?  
(B) He ... at home.  
a) was / were  
b) were / were  
c) was / was
- The bus was late, so Alex and Sam ... also late for class this morning.  
a) were  
b) was  
c) weren't
- (A) Were you sick last week?  
(B) No, I ....  
a) weren't  
b) were  
c) wasn't
- (A) ... Maria here an hour ago?  
(B) Yes, she was.  
a) Were  
b) Was  
c) Weren't
- I'm a teacher now, but I ... a student in 2015.  
a) am  
b) was  
c) were
- We had a great time at the party. It ... lots of fun.  
a) was  
b) were  
c) is
- My friend and I ... at the library yesterday afternoon.  
a) wasn't  
b) was  
c) were
- Where did you go on the weekend? Why ... you at home?  
a) wasn't  
b) were  
c) weren't
- Cathy is a police officer now, but she ... a pilot last year.  
a) was  
b) weren't  
c) is
- (A) Where ... you born?  
(B) I ... born in Peru.  
a) were / were  
b) were / was  
c) was / were
- That movie ... really funny! I laughed all night!  
a) were  
b) wasn't  
c) was
- I thought the cookies ... delicious, so I ate six of them!  
a) was  
b) were  
c) weren't
- There ... nothing I could do, so I asked for help.  
a) was  
b) wasn't  
c) were
- Our science teacher said that some dinosaurs ... huge.  
a) was  
b) are  
c) were

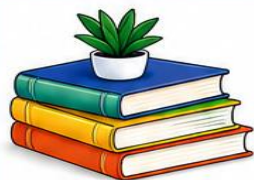
**ANSWER KEY**

*My Notes*



- |      |       |
|------|-------|
| 1. A | 9. C  |
| 2. B | 10. C |
| 3. C | 11. A |
| 4. A | 12. B |
| 5. C | 13. C |
| 6. B | 14. B |
| 7. B | 15. A |
| 8. A | 16. C |

# Lesson Five: Determiners (Quantifiers)



## DETERMINERS: QUANTIFIERS



### 1 MEANING

Quantifiers show an amount or quantity:

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

### 2 FORM

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

| WITH COUNTABLE NOUNS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | WITH UNCOUNTABLE NOUNS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | WITH BOTH COUNTABLE AND UNCOUNTABLE NOUNS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>many</b></p> <ul style="list-style-type: none"> <li>There aren't <b>many</b> people here.</li> </ul> <p><b>a few *</b></p> <ul style="list-style-type: none"> <li>I have <b>a few</b> ideas.</li> </ul> <p><b>few/very few **</b></p> <ul style="list-style-type: none"> <li>I have <b>few</b> ideas.</li> </ul> <p><b>several</b></p> <ul style="list-style-type: none"> <li>There are <b>several</b> students in the class.</li> </ul> <p><b>a large/great number of</b></p> <ul style="list-style-type: none"> <li>A <b>large number of</b> students eat lunch at school.</li> </ul> | <p><b>much</b></p> <ul style="list-style-type: none"> <li>Do you have <b>much</b> money?</li> </ul> <p><b>a little *</b></p> <ul style="list-style-type: none"> <li>He has <b>a little</b> food in the fridge.</li> </ul> <p><b>little/very little **</b></p> <ul style="list-style-type: none"> <li>He has <b>little</b> food in the fridge.</li> </ul> <p><b>a bit of</b></p> <ul style="list-style-type: none"> <li>I have <b>a bit of</b> water.</li> </ul> <p><b>a great deal of</b></p> <ul style="list-style-type: none"> <li>We have <b>a great deal of</b> time.</li> </ul> <p><b>a large amount of</b></p> <ul style="list-style-type: none"> <li>A <b>large amount of</b> plastic can be recycled.</li> </ul> | <p><b>some</b></p> <ul style="list-style-type: none"> <li>I bought <b>some</b> flowers. / I've got <b>some</b> work to do.</li> </ul> <p><b>any</b></p> <ul style="list-style-type: none"> <li>I didn't buy <b>any</b> flowers. / Do you have <b>any</b> work to do?</li> </ul> <p><b>a lot of/ lots of</b></p> <ul style="list-style-type: none"> <li>She's got <b>a lot of</b> friends. / I have <b>lots of</b> time.</li> </ul> <p><b>plenty of</b></p> <ul style="list-style-type: none"> <li>We have <b>plenty of</b> ideas. / We've got <b>plenty of</b> time.</li> </ul> <p><b>enough</b></p> <ul style="list-style-type: none"> <li>Are there <b>enough</b> chairs? / We have <b>enough</b> money.</li> </ul> |

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

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

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

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



In general, we use **some** in positive sentences and **any** in negative sentences:



I have **some** milk.  
I don't have **any** milk.



I have **any** milk.  
I don't have **some** milk.

### 3 USING SOME AND ANY IN QUESTIONS



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:

- |                                       |                                          |
|---------------------------------------|------------------------------------------|
| Do you have <b>some</b> ID?           | I'm sure you have some ID.               |
| Would you like <b>some</b> help?      | Offer to help.                           |
| Can I have <b>some</b> sugar, please. | There is probably some sugar I can have. |



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

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



#### REMEMBER!

Quantifiers come before the noun and help us show how much or how many.



**COUNTABLE NOUNS** (things we can count)  
e.g. an apple, some people, a few books



**UNCOUNTABLE NOUNS** (things we can't count)  
e.g. water, money, time



#### TIP

Choose the right quantifier to make your meaning clear!



**Examples:** There are many students in the hall. | I have a little time left. | Do you have any questions?

# GRAMMAR WORKSHEET

## QUANTIFIERS: SOME/ANY



| STATEMENT                                             | NEGATIVE                         | QUESTION                        |
|-------------------------------------------------------|----------------------------------|---------------------------------|
| <b>Plural Nouns</b><br>I have <u>some</u> cookies.    | I don't have <u>any</u> cookies. | Do you have <u>any</u> cookies? |
| <b>Uncountable Nouns</b><br>I need <u>some</u> water. | I don't need <u>any</u> water.   | Do you need <u>any</u> water?   |

**NOTE 1:** With questions in which we expect the answer to be 'Yes', we can use 'some' instead of 'any'.  
Example: "Could you please give me some bananas?"

**NOTE 2:** Some common uncountable nouns include:  
coffee, food, help, homework, information, milk, money, paper, rice, salt, soup, sugar, tea, time, water

- Fill in the blanks below to complete the sentences. Use 'some' or 'any'.

- I don't need any money because I'm going to bring my lunch to school.
- He doesn't have \_\_\_\_\_ pens, but I have \_\_\_\_\_ pens.
- Our teacher didn't give us \_\_\_\_\_ homework yesterday.
- I'm tired. Do we have \_\_\_\_\_ time to take a nap?
- A: Do they have \_\_\_\_\_ library cards? B: No, they don't have \_\_\_\_\_.
- Paul wants to buy \_\_\_\_\_ new shoes.
- Excuse me, I need \_\_\_\_\_ information about the flight to Boston.
- I don't have \_\_\_\_\_ paper, but Mary has \_\_\_\_\_.
- Mr. Smith has \_\_\_\_\_ questions that he wants to ask you.
- They have \_\_\_\_\_ apples, but they don't have \_\_\_\_\_ bananas.
- I'm sorry, but we don't have \_\_\_\_\_ more tickets.
- Thomas read \_\_\_\_\_ interesting books last month.
- I bought \_\_\_\_\_ milk and \_\_\_\_\_ sugar at the supermarket.
- A: Do you have \_\_\_\_\_ coins for the bus? B: No, I don't have \_\_\_\_\_.
- I need \_\_\_\_\_ help with my homework.

**Grammar Focus** 'some' and 'any'  
**Level** Intermediate

### ANSWER KEY

- |               |                 |
|---------------|-----------------|
| 1. any        | 9. some         |
| 2. any / some | 10. some / any  |
| 3. any        | 11. any         |
| 4. any        | 12. some        |
| 5. any / any  | 13. some / some |
| 6. some       | 14. any / any   |
| 7. some       | 15. some        |
| 8. any / some |                 |

### My Notes



## A Little / Little / A Few / Few

Choose a little / little / a few / few.

1. I have \_\_\_\_\_ water left. There's enough to share.
2. I have \_\_\_\_\_ good friends. I'm not lonely.
3. He has \_\_\_\_\_ education. He can't read or write, and he can hardly count.
4. There are \_\_\_\_\_ people she really trusts. It's a bit sad.
5. We've got \_\_\_\_\_ time at the weekend. Would you like to meet?
6. Julie gave us \_\_\_\_\_ apples from her garden. Shall we share them?
7. She has \_\_\_\_\_ self-confidence. She has a lot of trouble talking to new people.
8. There are \_\_\_\_\_ women politicians in the UK. Many people think there should be more.
9. It's a great pity, but the hospital has \_\_\_\_\_ medicine. They can't help many people.
10. I've got \_\_\_\_\_ cakes to give away. Would you like one?
11. There's \_\_\_\_\_ milk left in the fridge. It should be enough for our coffee.
12. \_\_\_\_\_ children from this school go on to university, unfortunately.
13. Do you need information on English grammar? I have \_\_\_\_\_ books on the topic if you would like to borrow them.
14. She's lucky. She has \_\_\_\_\_ problems.
15. London has \_\_\_\_\_ sunshine in the winter. That's why so many British people go on holiday to sunny places!
16. There's \_\_\_\_\_ spaghetti left in the cupboard. Shall we eat it tonight?
17. There are \_\_\_\_\_ programmes on television that I want to watch. I prefer to download a film or read a book.
18. He has \_\_\_\_\_ free time. He hardly ever even manages to call his mother!
19. Unfortunately, I have \_\_\_\_\_ problems at the moment.
20. Are you thirsty? There's \_\_\_\_\_ juice left in this bottle, if you'd like it.

Drag the correct word into the correct gap to complete the sentences.

many

a few

little

much

a little

few

1. How  time do you need to finish the work?
2. They have had  meetings this week.
3. He knows  English - enough to communicate.
4. How  chairs do you need for the presentation?
5. Aisha doesn't like visiting Ajman because she has  friends there.
6. He is very busy with his job. He has  time for other things.

## Lesson Six: Adverbs (Adverbial Linkers)



# ADVERBIAL LINKERS



### 1 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.

### 2 FORM

**sentence + adverbial linker + sentence**

She was very tired. **Nevertheless**, she kept on working.

### 3 USES / FUNCTIONS



To contrast and compare two ideas

I work long hours.



However,  
On the other hand,  
Nevertheless,  
Conversely,



I love my job.



To show the cause and effect between two ideas

The job was important.



Therefore,  
As a result,  
Consequently,  
So,  
That's why



we worked late.



To add a point or an idea

We can't afford a new car.



Furthermore,  
Moreover,  
In addition,  
Additionally,  
Besides,  
What's more



we don't need one at the moment.



**TIP:** Adverbial linkers help your writing and speech sound clearer and more connected. Use them to make your ideas flow better!

**-Choose the right linker that best completes each sentence.**

1.The weather forecast predicted heavy rain and high winds all weekend.  
\_\_\_\_\_, the organizers decided to go ahead with the outdoor music festival.

- A) Furthermore
- B) Consequently
- C) Nevertheless

2.The company's profits declined sharply in the third quarter of this fiscal year.  
\_\_\_\_\_, the board of directors decided to freeze all new hiring.

- A) On the other hand
- B) Consequently
- C) In addition

3.The university offers world-class laboratory facilities for chemistry students.  
\_\_\_\_\_, it provides generous research grants for postgraduate students.

- A) Moreover
- B) Conversely
- C) That's why

4.Private gasoline vehicles emit a massive amount of greenhouse gases into the atmosphere. \_\_\_\_\_, electric cars produce zero direct tailpipe emissions.

- A) Besides
- B) Consequently
- C) Conversely

5.Our primary database server suffered a catastrophic hardware failure.  
\_\_\_\_\_, the company website was completely offline for nearly six hours.

- A) What's more
- B) As a result
- C) However

6. Eating a balanced diet can significantly improve your physical energy levels. \_\_\_\_\_, it can boost your immune system and overall mental well-being.

- A) Additionally
- B) Nevertheless
- C) Therefore

7. The new software update is designed to make the user accounts much more secure. \_\_\_\_\_, many clients have complained that the interface is hard to navigate.

- A) Furthermore
- B) However
- C) Therefore

8. She forgot to save her document before her laptop suddenly ran out of battery. \_\_\_\_\_, she had to rewrite the entire report from scratch.

- A) Besides
- B) On the other hand
- C) That's why

9. We don't have enough space in our small apartment for a large dining table. \_\_\_\_\_, we really cannot afford to purchase any new furniture right now.

- A) On the other hand
- B) Besides
- C) Therefore

10. Online classes offer immense flexibility for working professionals who have busy schedules. \_\_\_\_\_, traditional classroom learning provides invaluable face-to-face interaction.

- A) On the other hand
- B) Consequently
- C) In addition

## The Answer Key

1. **C — Nevertheless** (Contrast: *It was raining, but they unexpectedly went ahead with the outdoor festival anyway.*)
2. **B — Consequently** (Cause & Effect: *The hiring freeze is a direct result of the declining profits.*)
3. **A — Moreover** (Addition: *The sentence adds another positive point—research grants—on top of the great facilities.*)
4. **C — Conversely** (Contrast: *It directly compares the high emissions of gas cars against the zero emissions of electric cars.*)
5. **B — As a result** (Cause & Effect: *The website going offline is the direct consequence of the server hardware failure.*)
6. **A — Additionally** (Addition: *It adds more benefits of a balanced diet—boosting the immune system—to the existing benefit of physical energy.*)
7. **B — However** (Contrast: *Security is a good thing, but the hard-to-use interface is an opposing, negative outcome.*)
8. **C — That's why** (Cause & Effect: *Losing power and forgetting to save is the cause; rewriting the report is the logical result.*)
9. **B — Besides** (Addition: *The speaker is adding a second, reinforcing reason—not being able to afford it—to the first reason of not having enough space.*)
10. **A — On the other hand** (Contrast: *It balances the advantages of online learning against the contrasting advantages of traditional learning.*)

## Lesson Seven: Question Tags



# QUESTIONS: QUESTION TAGS



### 1 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?**



### 2 FORM

We add a clause in the form of a question at the end of a sentence.

If the main part of the sentence is **positive**, we usually add a **negative** question tag:

It's difficult, **isn't it?**

They couldn't finish it, **could they?**

It's difficult, ~~is~~ it?

They couldn't finish it, ~~couldn't~~ they?

If the main part of the sentence is **negative**, we usually add a **positive** question tag:

They weren't late, **were they?**

She can't speak French, **can she?**

They weren't late, ~~were~~ n't they?

She can't speak French, ~~can~~ t she?

### 3 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**

★ We use 'aren't I', not 'amn't I'.

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?**

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?**

### 4 USES / FUNCTION



1. When we are almost sure of the information but just want to check it or confirm it\*:

- You want to learn English, **don't you?**
- You're from Bahrain, **aren't you?**



Compare  
'Do you want to learn English?'

Compare  
'Are you from Bahrain?'



2. To start a conversation or invite someone to speak:

- It's a beautiful day, **isn't it?**
- That was a good match, **wasn't it?**



We expect the other person to agree and continue the conversation.



We expect the other person to agree and continue the conversation.



\* Question tags are very common in spoken English and help make our conversations sound **natural and friendly**.

#### REMEMBER!

Positive statement → Negative tag  
Negative statement → Positive tag

## TAG QUESTIONS (Mixed Tenses)

● Complete the sixteen sentences below.

1. David and James are both going to take a holiday soon, ...?  
a) are they  
b) aren't they  
c) won't they
2. Hawaii became the 50<sup>th</sup> American state in 1959, ...?  
a) doesn't it  
b) wasn't it  
c) didn't it
3. You work at the new department store downtown, ...?  
a) do you  
b) aren't you  
c) don't you
4. Mercury and Venus are closer to the sun than Earth, ...?  
a) are they  
b) isn't it  
c) aren't they
5. You usually buy your lunch at the company cafeteria, ...?  
a) don't you  
b) aren't you  
c) haven't you
6. You already own a car. You won't buy another one, ...?  
a) have you  
b) will you  
c) do you
7. (A) Jenny hasn't already left, ...?  
(B) No, she hasn't.  
a) has she  
b) hasn't she  
c) didn't she
8. (A) I need to buy some aspirin.  
(B) There's a pharmacy nearby, ...?  
a) isn't there  
b) is there
9. Excuse me, your name is Brad Pitt, ...?  
a) aren't you  
b) isn't he  
c) isn't it
10. Your classmates had a really good time at the party, ...?  
a) haven't they  
b) didn't they  
c) weren't they
11. Tomorrow is Monday, so you'll be at work, ...?  
a) don't you  
b) aren't you  
c) won't you
12. I think Maria grew up in Sydney. Then she moved to Melbourne, ...?  
a) didn't she  
b) doesn't she  
c) isn't she
13. Sarah looked sick yesterday. She won't be at school today, ...?  
a) did she  
b) will she  
c) is she
14. Hurry, or we'll be late! Our flight leaves at 2:45, ...?  
a) won't we  
b) doesn't it  
c) didn't it
15. I really like your new hamster. His name is Mr. Fuzzy Pants, ...?  
a) doesn't it  
b) is he  
c) isn't it
16. Hey, there's a new restaurant near our school, ...?  
a) isn't there  
b) aren't we

## ANSWER KEY

- |      |       |
|------|-------|
| 1. B | 9. A  |
| 2. C | 10. B |
| 3. C | 11. C |
| 4. C | 12. A |
| 5. A | 13. B |
| 6. B | 14. B |
| 7. A | 15. C |
| 8. A | 16. A |

## GRAMMAR ERROR CORRECTION TAG QUESTIONS



- Find and correct the mistakes below (one mistake per sentence). Some sentences use the **PRESENT** tense, others use the **PAST** tense.

1. They live in San Francisco, ~~aren't~~ <sup>don't</sup> they?
2. He didn't buy the chairs, did they?
3. We are late, do we?
4. He can't swim, does he?
5. She was a student, isn't she?
6. Thomas saw a movie, wasn't he?
7. He couldn't answer the question, did he?
8. Mr. Smith were late, wasn't he?
9. They had dinner, were they?
10. Your sister bought a new house, didn't it?
11. You don't exercise, don't you?
12. It's three o'clock, aren't it?
13. She is your friend, don't she?
14. He is from Canada, isn't it?
15. Your father doesn't drink tea, is he?



### ANSWER KEY

1. They live in San Francisco, **don't** they?
2. He didn't buy the chairs, did **he**?
3. We are late, **aren't** we?
4. He can't swim, **can** he?
5. She was a student, **wasn't** she?
6. Thomas saw a movie, **didn't** he?
7. You couldn't answer the question, **could** he?
8. Mr. Smith **were** late, wasn't he?
9. They had dinner, **didn't** they?
10. Your sister bought a new house, didn't **she**?
11. You don't exercise, **do** you?
12. It's three o'clock, **isn't** it?
13. She is your friend, **isn't** she?
14. He is from Canada, isn't **he**?
15. Your father doesn't drink tea, **does** he?
16. They already started their class, **didn't** they?

## Part Three: Reading

### Salem's Dream

My name is Salem. Last night I had a strange dream, and now I want to tell you about it. I was walking on a quiet street that I know well, but everything looked different. The houses were blue and green, and the sky had two small moons.

I met my friend Lina near a tall tree. She smiled and said, "Salem, follow me." We walked together and the road became soft like a carpet. A cat walked beside us. The cat could talk. Its name was Miko. Miko told jokes and made both of us laugh.

After a while, we found a small shop with a bright red door. An old man named Omar stood at the counter. He sold maps that could change. Omar gave us a map that moved like a butterfly. The map showed a place where people could fly. Lina took the map and held it carefully.

We climbed a hill and reached a lake with silver water. The lake reflected our faces, but our reflections wore hats and sang songs. I felt calm and a little surprised. Then a voice called my name. It was my sister, Noor. She waved from the top of a rainbow. I wanted to join her, but my shoes were heavy like stones. Lina and Miko helped me move faster. We ran up the rainbow together and touched the sky.

I woke up in my bed when the morning light came in. I was happy and a bit sad because the dream ended. I still remember the red door, the talking cat, and the two moons. The memory makes me smile.

1. **Salem saw two moons in his dream.**
  - A. True
  - B. False
  - C. Not Given
2. **Noor wore a red hat when waving from the rainbow.**
  - A. True
  - B. False
  - C. Not Given
3. **Omar lived in the small shop.**
  - A. True
  - B. False
  - C. Not Given

4. **A cat named Miko could speak.**
- A. True
  - B. False
  - C. Not Given
5. **The map could change its color.**
- A. True
  - B. False
  - C. Not Given
6. **Salem and Lina met at a cafe.**
- A. True
  - B. False
  - C. Not Given
7. **The road became soft like a carpet.**
- A. True
  - B. False
  - C. Not Given
8. **Miko belonged to Lina.**
- A. True
  - B. False
  - C. Not Given
9. **Salem's sister Noor shouted from the lake.**
- A. True
  - B. False
  - C. Not Given
10. **The lake's water was cold.**
- A. True
  - B. False
  - C. Not Given

**11. Salem was angry when he woke up.**

- A. True
- B. False
- C. Not Given

**12. Omar gave them a compass.**

- A. True
- B. False
- C. Not Given

**13. The shop had a bright red door.**

- A. True
- B. False
- C. Not Given

**14. Salem felt scared during most of the dream.**

- A. True
- B. False
- C. Not Given

**15. Lina and Miko helped Salem run up the rainbow.**

- A. True
- B. False
- C. Not Given

## Technology in Our World, Changing Careers

Technology touches almost everything we do today. From how we talk to friends to how factories make cars, new tools and systems shape our lives. Many people remember a time when jobs stayed the same for decades. Now, technology moves quickly and changes what employers need. This shift creates both exciting chances and real challenges for workers.

One clear change is how people learn for work. Instead of long apprenticeships or only formal degrees, many workers take short online courses or watch tutorial videos. These flexible ways to learn help people train for new roles faster. For example, someone working in a factory can learn to manage robots through a short program, while a teacher can learn new software to plan lessons.

Automation and artificial intelligence change day-to-day tasks. Machines can do repetitive or dangerous work, which can make workplaces safer and faster. At the same time, jobs that require creativity, emotional intelligence, or complex problem solving become more valuable. Workers who can design, manage, or improve technology often find steady career paths. This means soft skills like teamwork and communication matter more than before.

Not everyone benefits equally from technological change. People with good internet access and time to learn new skills find it easier to switch careers. Others, especially in rural areas or older workers, may struggle. Governments, schools, and companies have a role to play. They can offer training programs, career advice, and support to help more people adapt without losing income.

Career changes can be stressful but also inspiring. Some people discover new passions when they try different roles. A taxi driver might become a delivery app manager, or a retail worker might start online marketing. These stories show how flexibility, curiosity, and willingness to learn can open doors.

Technology will keep changing jobs in the future. The most reliable way to stay ready is to keep learning, build useful relationships, and stay open to new ideas. Workers, educators, and policymakers who work together can shape a future where technology improves lives and creates fair opportunities for many people.

### 1. What is the main idea of the passage?

- A. A history of old apprenticeships
- B. How technology changes jobs and how people can adapt
- C. A technical description of robots

2. **In the passage, which learning method is given as an alternative to long apprenticeships?**
  - A. Short online courses or tutorial videos
  - B. Only formal degrees
  - C. Traditional classroom-only programs
3. **Which skill type does the passage say has grown more valuable because of automation?**
  - A. Manual repetitive skills
  - B. Creativity and emotional intelligence
  - C. Only physical strength
4. **Who does the passage say should help people adapt to technological change?**
  - A. Governments, schools, and companies
  - B. Only private individuals
  - C. Technology companies alone
5. **What example does the passage give of a worker learning a new technical role quickly?**
  - A. A factory worker learning to manage robots
  - B. A doctor learning a new surgery
  - C. An artist learning to sculpt
6. **What does the passage suggest about jobs that machines perform?**
  - A. Machines replace all human jobs
  - B. Machines do repetitive or dangerous work, freeing humans for complex tasks
  - C. Machines cannot improve workplace safety
7. **Which group does the passage say may struggle to benefit from technological change?**
  - A. Young urban professionals
  - B. High-tech programmers
  - C. People in rural areas or older workers
8. **What attitude does the passage recommend for staying ready as technology changes?**
  - A. Keep learning and stay open to new ideas
  - B. Avoid changes and keep the same skills
  - C. Rely only on past experience

9. In the passage, a taxi driver becoming a delivery app manager is an example of what?
- A. Loss of all jobs
  - B. Career change inspired by new opportunities
  - C. A fictional story unrelated to the passage
10. Which of the following is implied about soft skills in the passage?
- A. Soft skills are less useful now
  - B. Soft skills are only for teachers
  - C. Soft skills matter more than before
11. What does the word 'flexible' most nearly mean in the sentence about flexible ways to learn?
- A. Rigid and fixed
  - B. Very expensive
  - C. Adaptable to different schedules
12. Which pronoun antecedent is clear in the sentence: "This shift creates both exciting chances and real challenges for workers." What does "This shift" refer to?
- A. A previous exam
  - B. An unrelated market trend
  - C. The rapid change in technology and employer needs
13. True, false, or not given: The passage states that everyone benefits equally from technological change.
- A. False
  - B. True
  - C. Not given
14. True, false, or not given: The passage claims that traditional degrees are now useless.
- A. True
  - B. Not given
  - C. False
15. Which best summarizes the passage's recommendation for policymakers?
- A. Create training and support so more people can adapt
  - B. Ban all automation
  - C. Ignore technological shifts

## The Importance of Sleep

Most people think sleep is a break from life, but it is an active and important process that keeps the body and mind healthy. Each night, the brain moves through different stages of sleep. These stages help memory, mood, and physical repair. Without enough sleep, concentration becomes difficult, and learning new information is harder.

Teenagers and adults who sleep well notice better attention at work and school. Sleep helps the immune system fight illness and supports growth and repair of muscles and tissues. During deep sleep, the body produces hormones that restore energy. Dreams, which often occur during REM sleep, help process emotions and memories. Skipping sleep affects judgment and reaction time, making everyday tasks risky, including driving.

Good sleep habits, or sleep hygiene, are simple to start. Keep a regular sleep schedule, even on weekends. Create a calm bedroom environment by reducing noise and light. Avoid heavy meals, caffeine, and screens before bedtime. Daytime exercise helps people fall asleep faster, but try not to exercise right before bed.

Some people have trouble sleeping due to stress, shift work, or medical conditions. If sleep problems last more than a few weeks, a doctor can help find causes and suggest treatments. Small changes to routine often lead to big improvements in sleep quality.

By treating sleep as a priority rather than a luxury, people can feel more energetic, think more clearly, and enjoy better health. A good night of sleep is one of the simplest and most powerful steps toward a happier life.

1. **According to the passage, what does the brain do each night?**
  - A. Rests without activity
  - B. Moves through different stages of sleep
  - C. Only dreams during the whole night
2. **Which stage is most associated with processing emotions and memories?**
  - A. Deep sleep
  - B. REM sleep
  - C. Light sleep
3. **Why does the passage say skipping sleep is risky?**
  - A. It causes permanent memory loss
  - B. It affects judgment and reaction time
  - C. It guarantees illness

4. **Which habit does the passage recommend to improve sleep hygiene?**
- A. Ignore light in the bedroom
  - B. Eat heavy meals before bed
  - C. Keep a regular sleep schedule
5. **What benefit do teenagers and adults notice when they sleep well?**
- A. Less need for exercise
  - B. Better attention at work and school
  - C. Complete elimination of stress
6. **During deep sleep the body produces hormones that mainly help with what?**
- A. Increase appetite
  - B. Cause vivid dreams
  - C. Restore energy and repair tissues
7. **Which of these is advised to avoid before bedtime?**
- A. Caffeine
  - B. Daytime exercise
  - C. Keeping a sleep schedule
8. **What does daytime exercise do, according to the passage?**
- A. Helps people fall asleep faster
  - B. Makes sleep unnecessary
  - C. Prevents dreams
9. **If sleep problems last more than a few weeks, the passage suggests you should:**
- A. Consult a doctor
  - B. Ignore the problem
  - C. Double caffeine intake
10. **Which sentence best states the overall message of the passage?**
- A. Sleep is mainly for dreaming
  - B. Sleep is a priority for better health and thinking
  - C. Sleep should be avoided to gain time
11. **What common cause of sleep trouble is mentioned in the passage?**
- A. Stress
  - B. Only late-night studying
  - C. Eating more vegetables

12. How does the passage describe small changes to routine?

- A. They never help
- B. They can lead to big improvements
- C. They cause more problems

13. Which of these is NOT listed as a benefit of good sleep in the passage?

- A. Better concentration
- B. Stronger immune response
- C. Less need to exercise

14. Inferring from the passage, why should screens be avoided before bed?

- A. Because screens cause illness
- B. Because they increase muscle repair
- C. Because they interfere with falling asleep

15. Which phrase best matches the author's attitude toward sleep?

- A. Sleep is an important, active process
- B. Sleep is a useless luxury
- C. Sleep is only for children

