

English Language Skills

Student Book

Science & Medical
Level Two
Unit Six



Compiled by Ajoy Prasad

Unit Objectives

- **Question Forms**
- **Adverbs and Adjectives**
- **Adjectives with 'ed' and 'ing'**
- **Describing Feelings**

Learning about the world



Starter: A note to the students: To learn about the world, you will want to ask many questions. Curiosity () is the source of knowledge. Be curious () and ask lots of questions in order to be informed.

What **question words** do you know? There are the **Wh** questions – **Who, What, Where, When,** and **Why** – which you should know. Here are some more question words.

Exercise 1A: Match the question words with the short answers

Questions	Answers	
1. Which	1e	a. at 8:15 p.m.
2. How		b. Seven years old
3. How much		c. size 43
4. How big		d. blue
5. How many		e. the pink ones
6. How far		f. 76 kgs
7. How tall		g. 1.85 metres
8. Which colour		h. example - Very large
9. What size		i. with my friends
10. What time		j. thirty-one students
11. How old		k. 15 minutes from here
12. Who...with		l. by camel

To make questions with active* verbs, what are some of the Auxiliary (helping) verbs?



Activity: Brainstorm as a class and write the words in the spaces below. Your teacher can help you.

_____ can _____

Do you recall making **questions**?

There are two types of **questions**: 1. With a question word 2. Without a question word.

Practice making these **questions**? Think about the answers. What are the differences?

Exercise 1B: Asking about him / her / they

Put the words in the correct order.

1. like³ does¹ learning⁴ he² Spanish ? Does he like learning Spanish ?

2. could basketball she play she young was
when?

_____?

3. languages sister many can how his speak?

_____?

4. she holiday which like countries would to visit her
for ?

_____?

5. work they did where during past the years
five?

_____?

6. is she tall how?

_____?

7. far it is from Riyadh how Toronto to ?

_____?

8. he is for when business leaving his trip?

_____?

9. zone is Arabia what time Saudi in?

_____?

10. They why to want would walk can they fly
when?

_____?

World Continents

Here are **some continents** and some of their countries:

North America – Canada, United States of America, Mexico

Central and South America – Honduras, El Salvador, Costa Rica, Panama, Brazil, Uruguay, Paraguay, Chile, Argentina, etc...

Europe – Scandinavia, Finland, Norway, Denmark, Sweden, Germany, The United Kingdom (England, Scotland, Ireland), France, Netherlands, Belgium, Luxembourg, etc...

Asia – India, China, Pakistan, Russia, China, Myanmar, Thailand, Vietnam, Japan, Korea, etc...



Exercise 1C: Group work

Make small groups of 3 or 4 students. What type of **questions** can you ask to learn about **a country, a city, the people, its attractions, or its natural beauty**?



1. Using the question words below make as many questions as you can.
2. You can use any grammar tense you wish: present simple, past simple, future, present continuous.
3. Think about questions if you're going there on holiday, or business, or to live there.

Some examples are: What are the nicest places to visit in Malaysia? Which are the better hotels in Penang? What activities can I do while I am there? What's the food like? How are the people (opinion)?



What's a good business hotel in Brussels? What languages do the people of Belgium speak?



Write these **questions** here for **your group**.

Examples: What's the weather like in Spain in the summer?

How old must I be to travel alone to Petra?

Exercise 2A: Making Question Words

Complete the question with *What* and a word from the box.

day spots colour size sort time



1. What sort of car do you have? A. I have a Toyota, Camry.
2. _____ does the car rally start in Ha'il? **A. It starts at 10 a.m.**
3. _____ is your car? **A. It's white, but I like silver.**
4. _____ is it today? **A. It's Monday.**
5. _____ do you like the best? **A. I like watching football and playing tennis.**
6. _____ does he take? **A. He takes size 45.**

Note: What sort of / What type of / What kind of – These question-words have the same meaning.

Exercise 2B:

Now complete the questions with *How* and a word from the box:

Fast many much old often tall big

1. How old is your brother? A. He's sixteen.
2. _____ hours of English classes do you have every week? A. I have twenty hours of lessons.
3. _____ do you watch TV? **A. I never watch TV.**
4. _____ can your car go? **A. It can go 170 kilometres an hour.**
5. _____ is Burj Khalifa? **A. It's over 800 metres tall.**
6. _____ is grandfather's farm? **A. It is huge, over 1,000 hectares.**



Grammar Spot: Adverbs & Adjectives

Do you remember?

What are **adjectives**? What do they **describe**? What are the sentences like when we use **adjectives**?

Adjectives describe nouns and make the sentences more interesting, more exciting.

Are there other ways to make sentences more interesting and exciting? **YES, THERE ARE!**

Look at the picture below and read the paragraph

Paragraph 1.

It was a lovely spring morning. An old man walked into the doctor's office and sat down. Other people in the waiting room didn't pay any attention to him. He waited for his turn to see the doctor. When it was his turn, people noticed that he was bent over and carried a short walking cane. After several minutes, he came out of the office and he wasn't bent over anymore. He was happy. The people in the room were surprised. They asked him "What happened in there? What did the doctor do for you? Now you're good; you're walking straight. The man replied, the doctor checked me and everything was good. Then, she took my short stick and gave me a longer walking stick.



Was the story interesting and funny? Or, was it boring?

Now read paragraph 2

Paragraph 2.

It was a lovely spring morning. The doctor's office wasn't very busy. An old man came in the door. He released the door and it closed noisily. Everyone noticed the old man immediately. He was walking slowly and he sat down quietly. He waited for his turn to see the doctor patiently. Other people in the waiting room were speaking softly, some were drinking coffee, and others were reading magazines silently. When it was his turn, people noticed that he was bent over and walked carefully. He was carrying a short walking cane. The nurse guided the man calmly into the doctor's office and closed the door gently behind him. Suddenly, after several minutes, he came out of the office, but he wasn't bent over anymore. The people in the room were surprised and shocked. He walked straight. He was walking quickly and happily. They asked him "what happened in there? What did the doctor do for you? Now, you're walking very well. The old man replied, "The doctor checked me completely. She examined me cautiously from top to bottom. After she completed all the tests, she said "You're fine". Then, she took away my short walking stick and gave me a long walking stick.



Which paragraph did you like better, 1 or 2? Why?

Similar to **adjectives**, **adverbs** also describe other words in a sentence. What words do they describe, nouns or verbs? Adverbs answer the question of '**How**'.

It's easy to make **adverbs** if you know the **adjectives**. In many cases, we add '**ly**' to the end of the **adjective**. Sometimes, we need to delete the 'y' and add 'ily'.

Look at the sixteen adverbs from Paragraph 2 and try to guess what the adjectives are. The spelling of both starts in the same way, e.g. 1. **noisily** → **noisy**

Exercise 3A:

ADVERBS	ADJECTIVES
immediately	
slowly	
quietly	
patiently	
softly	
silently	
carefully	
calmly	
gently	
straight**	Straight**
a. quickly b. happily	a. b.
well**	good**
completely	
cautiously	

Exercise 3B:

What are the **adverbs / adjectives** of these irregular adverbs?

Fill in the empty spaces

fortunately	
	unfortunate
suddenly	
	good
	hard
	fast
	straight
badly	

Exercise 3C:

Where in the sentence do we put these adverbs? Your teacher will explain.

(Source: <https://dictionary.cambridge.org/grammar/british-grammar/about-adjectives-and-adverbs/adverbs-and-adverb-phrases-position>)



quickly	easily	nervously	carefully	quietly	hard*
slowly	poorly	silently	loudly	well*	

Complete the following using the words above

1. The students are studying _____ in the library.
2. She _____ jumped onto the bus because it was raining.
3. Mary and Anne spoke _____ in the corridor.
4. David is doing _____ in this class. He never studies.
5. Norma cried _____ during the sad movie.
6. Nathalie read the directions _____. She did not want to make a mistake.
7. I had a cold, so I didn't play _____ at the football game last week.
8. Leslie typed the letter _____. I thought she would never finish.
9. Maria and Faisal passed the test _____ because they studied _____ for it.
10. Lawrence opened the door _____ because he was afraid the teacher would be annoyed.

Practice exercise:

Here is a paragraph with **some mistakes**. Can you find and **correct** them?



A small brown squirrel is climbing a tree. It looks like a squirrel young. His tail is twitching nervous and his nose is moving quick.

I think he is looking for food. Now the squirrel brown is on a tree branch long. He going to jump to another tree. The squirrel smells something, so it is looking down. It is coming down from the tree

tall. A young child was walking by and he dropped a few pieces of chocolate biscuits. These pieces lying on the grass.

The squirrel is walking toward the food; he is inspecting it. He is putting it in his mouth. His tail is moving rapid. The little brown squirrel is now eating happy.

Write your corrections below

.....

.....

.....

.....

Feelingsnothing more than feelings

Adjectives with **-ed** and **-ing** suffixes (ending)







Aisha works in an office of an accounting company. She comes in at the same time every day. She always does the same things, talks to the same people, and has the same routine during the day. She doesn't enjoy her job anymore and would like to do something different.

Aisha is **bored** with her job.

Aisha's job is **boring**.



How do you feel today?

 Confident	 Skeptical	 Scared
 Ecstatic	 Sad	 Angry
 Mischievous	 Happy	 Enraged

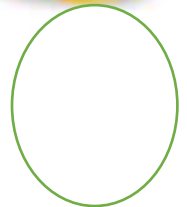
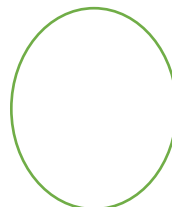
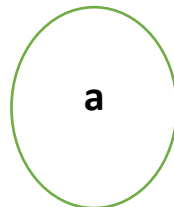
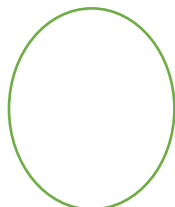
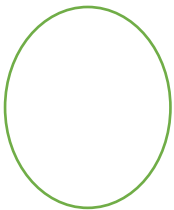
Some more **examples**:

My job is	boring interesting tiring frustrating	I'm bored of job. I'm not interested in my job anymore. I get tired of doing the same job. I'm very frustrated with my job.
In these examples , the -ing adjectives	tell you about the job.	In these examples the -ed adjectives tell you how How someone feels (about the job)

Exercise 4A:

Match the feelings with the pictures

a. Bored	b. Tired	c. Worried	d. Excited	e. Annoyed	f. Interested
----------	----------	------------	------------	------------	---------------



Exercise 4B:

Put **X** next to the incorrect sentence.

Examples:

Are you interested in football?

Is chess an interested game? X

Are you interesting in football? X

Is chess an interesting game?

1. I'm very tired from my holiday in Switzerland. I need another vacation, so I can relax.

I'm very tiring from my holiday in Switzerland. I need another vacation, so I can relax.

2. My son came home very late tonight. It's worrying about him.
My son came home very late tonight. I'm worried about him.

3. The football match was very excited. Our team played really well.
The football match was very exciting. Our team, played really well.

4. I never thought I would get that job. I was really amazing when the company gave it to me.
I never thought I would get that job. I was really amazed when the company gave it to me.

5. I never go out; I don't have any friends; I rarely watch TV; and I always eat alone. My life is boring.
I never go out; I don't have any friends; I rarely watch TV; and I always eat alone. My life is bored.

6. When students don't do homework, or, if they're late, the teacher gets very annoying.
When students don't do homework, or, if they're late, the teacher gets very annoyed.

Here are some more **-ed** and **-ing** adjectives: Do you know their meaning and how to use them?



satisfying / satisfied (). disappointed / disappointing ()
depressed / depressing () loved / loving ()
confused / confusing () exhausted / exhausting ()

End of Unit 6