

Grammar review for final exam .. 🤍

*واذكر جهودك حينما جاوزت اول منعطف رأيت انك تستطيع؟
ام ان من قطع المصائب كان شخص مختلف 🤔، انت الذي ان
شئت حولت الخريف الى ربيع 🌿
فأعبر و واصل بالمسير الى طموحك ، لا تخف. 🙏 🤍

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وش Final يادكتور انت اسمك ايش بالاول؟



Word families: nouns and verbs

Present continuous

Suffixes: -ful, -ment, -al

Review of Future with will

Review of simple present tense

Review of simple past tense

Prefixes: in-, un-, im-

Subject-verb agreement

Subject-verb agreement: with there is / there are

Collocations: nouns and verbs

The Present Continuous for affirmative and negative statements and questions

Word families: nouns and verbs

There's/there are and it's

Modal verbs should and shouldn't

So and because

So and because

Modal verbs should and shouldn't

There's/there are and it's

Word families: nouns and verbs

The Present Continuous for affirmative and negative statements and questions

Collocations: nouns and verbs

طلّاب الطب استمتعوا بكل يوم ويكل مرحله!
لا تخلي حياتك انتظار نهاية مرحلة وبس!
استمتع
استمتع بسنة الامتياز
استمتع بسنوات التخصص
الدراسه ماراح تنتهي.. بس " بتنهيك " اذا كنت
تنتظرها تخلص!

عيش اللحظة! ❤️

Word families: verbs, nouns, adjectives

Vocabulary Skill Word families: verbs, nouns, adjectives

Word families are groups of words usually based on the same root or headword. When you learn a new word, try to learn different forms of the word at the same time. You can often find word families listed together in dictionaries.

Verb	Noun	Adjective
inform	information	informative

A. Complete the chart with other forms of the words. Use a dictionary to help you.

Verb	Noun	Adjective
participate	participant	participatory
coincide		
differ		
identify		
tend		

Activity A, p. 89

Verb	Noun	Adjective
participate	participant	participatory
coincide	coincidence	coincidental
differ	difference	different
identify	identity	identified
tend	tendency	

Word families: suffixes

Vocabulary Skill Word families: suffixes

A **suffix** is a word or syllable(s) placed after a root word. A suffix often changes the part of speech of the word. For example, the suffixes *-ly* and *-(i)ty* sometimes mark the change from an adjective to a noun.

Adjective	Noun
honest	honesty
popular	popularity
simple	simplicity

Note: the silent *e* in *simple* is dropped before the suffix is added.

Word families

Vocabulary Skill Word families

One way to increase your vocabulary is to understand **word families**. Word families consist of words that come from the same root and are related in form. They usually include several different parts of speech. For example, a noun may have an adjective and a verb form. The ending of the word often indicates the part of speech.

invent /ɪn'vent/ verb [I] 1 to think of or make something for the first time: Who invented the camera? • Who was the camera invented? 2 to say or describe something that is untrue: I made up the had invented the whole story. ▶ **inventor** /ɪn'ventər/ noun [C]

invention /ɪn'venʃən/ noun [C] 1 [C] a thing that has been made or designed by someone for the first time: The microwave is a very useful invention. 2 [U] the action or process of making or designing something for the first time: Book had just written his book before the invention of penicillin. 3 [C] a telling a story or giving an excuse that is not true: The story is apparently a complete invention.

inventive /ɪn'ventɪv/ adj. having new and interesting ideas ▶ **inventive news** noun [U]

When you look up new words in the dictionary, look at the other words in the same word family. By doing this, you can add several new words to your vocabulary.

Another benefit of understanding word families is that when you see new words that look similar to words you already know, you can use your knowledge to figure out their meaning.

Vocabulary Skill Word families

A **word family** is a group of words that come from the same word. The bold words in the sentences are members of the same word family. Notice that they are each a different part of speech.

- Some people spend a lot of money on home **protection**. (noun)
- They want to **protect** their homes from criminals. (verb)
- They buy **protective** alarm systems for their homes. (adjective)

This chart shows two word families.

Noun	Verb	Adjective	Adverb
familiarity	familiarize	familiar	familiarly
pleasure	please	pleasant	pleasantly

When you learn a new word, also try to learn the other members of the word family. Learning word families can help build your vocabulary more quickly.

Word families: noun, verb, adjective

Building Vocabulary Word families

Word families are groups of similar words. Word families can include nouns, verbs, and adjectives. Learn words in word families, and learn the part of speech of each word.

Noun	Verb	Adjective
help	help	helpful
instructor	instruct	
student	study	studious

- Do you need some **help**? (noun)
- I can **help** you tomorrow. (verb)
- My teacher is very **helpful**. (adjective)

Tip For Success
A vocabulary log is a list of new words.

Word families: nouns and verbs (2)

Vocabulary Skill Word families: nouns and verbs

Some words can be used as a **noun** or a **verb**. To know if a word is a noun or a verb, you have to look at the words around it.

- There are pictures of the architect's **work** on the Internet. (noun)
- The men **work** at the building site every day. (verb)

A word is probably a noun if it comes after . . .

- an article (*a, an, or the*).
- an adjective.
- a number.
- the words *this, that, these, or those*.

A word may be a verb if it comes after . . .

- a pronoun such as *it* or *they*.
- a time word such as *sometimes* or *never*.
- a helping verb such as *do, does, can, will, or should*.

Word families: nouns and verbs (1)

Vocabulary Skill Word families

Learning about **word families** can help you improve your vocabulary. Word families are groups of words that come from the same root. If you know the meaning of the *noun* form of a word, you may also recognize the *verb* form.

In some word families, the noun form and the verb form are the same.

His teacher had a strong **influence** on him. Parents **influence** their children.

noun

verb

Tip For Success

To help you determine if a word is a noun or a verb, remember that a noun is a person, place, or object, and a verb usually shows action.

A. Look at the pairs of words. Decide if each word is a noun or a verb. Then write the words in the correct side of the chart. Use a dictionary to help you.

choice/choose	discuss/discussion	inform/information
connect/connection	enjoy/enjoyment	thought/think
contribution/contribute	gift/give	

Nouns	Verbs
choice	choose

VOCABULARY SKILL

Activity A, p. 14

Nouns: choice, connection, contribution, discussion, enjoyment, gift, information, thought

Verbs: choose, connect, contribute, discuss, enjoy, give, inform, think

A. Complete this chart. An X indicates that a word form doesn't exist or you don't need to know it at this time. Use your dictionary to help you.

	Noun	Verb	Adjective	Adverb
1.	accomplishment	accomplish	accomplished	X
2.	confidence	X		
3.			considerable	considerably
4.		demonstrate		X
5.		impress		
6.		offend		
7.	X	responsible		
8.		select		

	Noun	Verb	Adjective	Adverb
1.	accomplishment	accomplish	accomplished	X
2.	confidence	X	confident	confidently
3.	consideration	consider	considerable	considerably
4.	demonstration	demonstrate	demonstrational	X
5.	impression	impress	impressive	impressively
6.	offense	offend	offensive	offensively
7.	responsibility	X	responsible	responsibly
8.	selection	select	selective	selectively

B. Complete the chart with words from Activity A. (An X means that the word doesn't exist or that you don't need to know it.)

	Noun	Verb	Adjective
1.	academy	X	academic
2.	difficulty	X	
3.	X		enjoyable
4.	friend	X	friendly
5.	help		
6.	intelligence	X	
7.		study	

Activity B, p. 24

	Noun	Verb	Adjective
1.	academy	s	academic
2.	difficulty	x	difficult
3.	x	enjoy	enjoyable
4.	friend	x	friendly
5.	help	help	helpful
6.	intelligence	x	intelligent
7.	student	study	studious

A. Work with a partner. Complete the word family chart with any forms of the words you know. Use a dictionary to check your answers.

Verb	Noun	Adjective	Adverb
invent	inventor	inventive creative	inventively
discover			
embarrass		financial	
locate		proven	
prove			
solve			

Verb	Noun	Adjective	Adverb
invent	inventor (invention)	inventive	inventively
create	creation (creator)	creative	creatively
discover	discovery	x	x
embarrass	embarrassment	embarrassed (embarrassing)	embarrassingly
finance	finance	financial	financially
locate	location (locator)	x	x
prove	proof	proven	x
solve	solution	x	x

Nouns, Verbs, Adjectives and Adverbs			
Nouns	Verbs	Adjectives	Adverbs
action	act	active	actively
beauty	beautify	beautiful	beautifully
beneficiary	benefit	beneficial	beneficially
creation	create	creative	creatively
decision	decide	decisive	decisively
difference	differentiate	different	differently
distraction	distract	distracted	distractedly
justification	justify	justifiable	justifiably
protection	protect	protective	protectively
reliability	rely	reliable	reliably
sadness	sadden	sad	sadly
significance	signify	significant	significantly
strength	strengthen	strong	strongly
success	succeed	successful	successfully

In a sentence or text you have to change the form of a word, e.g. from a noun to an adjective, or from a verb to a noun. For example:

The _____ was very nervous. (sing)

You have to complete the sentence with the person noun (singer). You change the verb (sing) into the person noun (singer).

- Look at the word you have to change. Which words do you know that are in the same word family?
- The beginning of the word is often the same and the end of the word changes.
- What form is the new word? A verb? A noun? An adjective? An adverb?
- Nouns often end -ment, -ion, -ness, -ity.
- People nouns often end -er, -or, -ist, -ian.
- Adjectives often end -able, -ible, -ive, -al, -ic, -ed, -ing.
- Some verbs end -se, -ate, -en.
- Adverbs often end -ly.
- Is the new word negative? If so, you may need a prefix, e.g. un- (unhappy), im- (impatient), in- (inexperienced), dis- (dishonest), etc.

A. Complete the chart with the noun forms of these words. Use the suffixes *-ity* or *-c(ity)*. Use a dictionary to help you.

Adjective	Noun
active	
creative	
difficult	
real	
safe	

Activity A, p. 69

Adjective	Noun
active	activity
creative	creativity
difficult	difficulty
real	reality
safe	safety

those days may be gone forever. Perhaps we an need to be _____
_____ about the future.

B. Look at the adjectives in the chart below. Complete the chart with the missing forms of each adjective.

Adjective	Comparative	Superlative
healthy	healthier	the healthiest
exciting		
	the closer	
	healthier	the healthiest
	the best	
	exciting	the most exciting
	the closest	
	closer	the closest
	easier	the easiest
	better	the best
	calmer	the calmest
busy	busier	the busiest
	lower	the lowest

B. Complete the chart with the correct form of each word. Then check your answers in the dictionary.

	Nouns	Adjectives
1.	addition	additional
2.	emotion	
3.	nature	
4.		peaceful
5.		personal

Activity B, p. 38

- addition
- emotional
- natural
- peace
- person

PRESENT CONTINUOUS :

Grammar Present continuous

Use the **present continuous** to talk about activities in progress at the time of writing or that have started but not finished.

- ↳ Mosa **is talking** on the phone. He's **finding out** the arrival time. (activities in progress)
- ↳ We **are learning** about how ideas spread. (action started but not finished)
- ↳ The new trend **is contributing** to higher costs. (change in progress)

Use the present continuous with words like *today, this week*, or time periods around the present.

- ↳ **This week** I **am studying** for exams.
- ↳ **These days**, more guests **are reusing** their towels in hotels.

To form the present continuous, use the verb *to be* and then the *-ing* form of the main verb.

If the verb ends in *e*, delete the *e* and add *-ing*.

- ↳ use → using change → changing lose → losing

Use the present continuous to talk about changes. For example, *changing, becoming, growing, increasing*.

- ↳ TV ads **are becoming** like short movies.
- ↳ The Internet **is changing** the way companies advertise.

Some verbs are not used with the present continuous. For example, *know, want, need, understand, like, love, believe, see, hear*.

- ↳ I **want** to go with you, but I'm studying right now.

Grammar The present continuous

The **present continuous** describes actions that take place at the moment of speaking.

Affirmative

base form of verb + *ing*
 I **am eating** dinner.
subject form of be

Negative

base form of verb + *ing*
 We **are not studying** for a test right now.
subject form of be

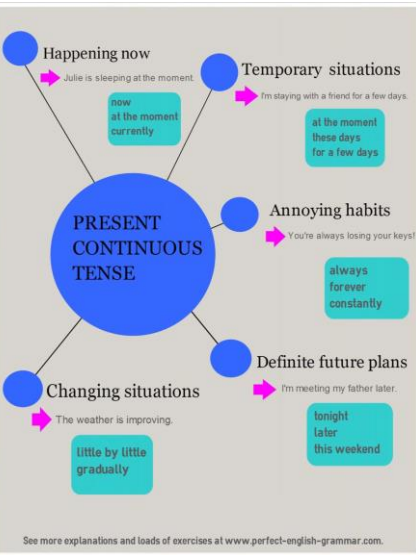
The present continuous also describes actions that take place around now, but not exactly at the moment of speaking. The actions continue for a period of time. Look for clue words and phrases like *today, this week, this year*, and *always*.

Affirmative

base form of verb + *ing*
 She **is finishing** her homework today.
subject form of be

Negative

base form of verb + *ing*
 They **are not watching** TV this week.
subject form of be



See more explanations and loads of exercises at www.perfect-english-grammar.com.

Positive	Negative	Question	Spelling guide for forming gerund (present participle):
I am walking. I'm walking.	I am not walking. I'm not walking.	Am I walking?	go - going
You are walking. You're walking.	You are not walking. You aren't walking.	Are you walking?	do - doing
He is walking. He's walking.	He is not walking. He isn't walking.	Is he walking?	live - living
She is walking. She's walking.	She is not walking. She isn't walking.	Is she walking?	have - having
It is walking. It's walking.	It is not walking. It isn't walking.	Is it walking?	sleep - sleeping
We are walking. We're walking.	We are not walking. We aren't walking.	Are we walking?	slip - slipping
You are not walking. You're not walking.	You are not walking. You aren't walking.	Are you walking?	heat - heating
They are walking. They're walking.	They are not walking. They aren't walking.	Are they walking?	run - running
			lend - lending
			cry - crying
			play - playing
			lie - lying
			die - dying
			Can you find another grammar rule with the same spelling rules?

suffixed : ful ment al

Vocabulary Skill Suffixes

A **suffix** is a letter or group of letters at the end of a word. A suffix changes the form of a word. Common suffixes for changing a noun to an adjective are *-ful* and *-al*.

Rakan's favorite color is purple.

noun

Sarah loved to plant colorful flowers.

adjective

The researcher finished the experiment in one month.

noun

The tests were experimental, and they didn't prove anything.

adjective

Understanding suffixes can help you increase your vocabulary. If you know the meaning of a noun, then you may be able to also understand its adjective form.

Noun	Adjective	Noun	Adjective
cheer	cheerful	education	educational
joy	joyful	nation	national

Sometimes when you add a suffix, there are spelling changes to the noun form.

Noun	Adjective	Noun	Adjective
biology	biological	finance	financial

Suffixes: *-ful* and *-ing*

Vocabulary Skill Suffixes *-ful* and *-ing*

Suffixes are letters or groups of letters at the end of a word. Suffixes can change the tense (*-ed*, *-ing*), the number (*-s*, *-es*), or the part of speech of a word. Learning different suffixes is a good way to build your vocabulary.

- The suffix *-ful* changes a noun to an adjective.

beauty → **beautiful** The Burj Al Arab is a **beautiful** building.
wonder → **wonderful** The restaurants in Dubai are **wonderful**.

- The suffix *-ing* can change a verb to an adjective.

excite → **exciting** Tokyo is an **exciting** place. There are many fun things to do.
interest → **interesting** Our visit to Machu Picchu was very **interesting**.

Future with will :

Future with will

Use *will* to talk about things in the future. Use **subject + will + base form of the verb**.

Affirmative

- ☐ Dave **will write** a report for his website.
- ☐ Sami **will repair** my car.

Affirmative Contraction

- ☐ He'll **write** a report for his website.
- ☐ I'll **call** Rabab.

Note that affirmative contractions are usually not used with proper nouns.

Negative

- ☐ Dave **will not sell** the garbage online.
- ☐ He **will not use** plastic bags.

Negative Contraction

- ☐ Dave **won't sell** the garbage online.
- ☐ He **won't use** plastic bags.

Yes/No Question

Use *will + subject + base form of the verb*.

- ☐ **Will he write** a report?

Short Answer

Use *yes/no + subject + will/will not*.

- ☐ **Yes, he will.**
- ☐ **No, he will not.** or **No, he won't.**

Note that you do not use contractions with affirmative short answers.

Information Question

Use *question word + will + subject*.

- ☐ **When will Dave write** a report for his website?
- ☐ **What will you study?**

Grammar Future with will

In academic writing, use the future with *will* for predictions about the future and to express what experts predict.

- ☐ The designer **will establish** a second office in a new location.
- ☐ There **will be** a survey asking about the best color for the new library.

Note: You can soften a prediction by using *probably*. You can also use *may* instead of the future with *will*.

- ☐ The designer **will probably establish** a second office in a new location.
- ☐ The designer **may establish** a second office in a new location.

Use the future with *will* to make a promise.

- ☐ I **will help** you in about an hour.

Use the future with *will* to express plans in more formal writing.

- ☐ Next month we **will decide on** new colors for the kitchen.

Use the future with *will* to express a decision made at the moment of writing.

- ☐ I'll **go** to the meeting with you.

Note: Use the future with *be going to* to express a decision or plans that you made previously. This form is more common in informal speaking and writing.

- ☐ I **am going to have** dinner with my cousin.

ورغم ما في طريق الحليم من تعبٍ.. عند الوصول سننسى ذلك التعب!

Present simple :

Grammar Part 1 Simple present of be

Use the verb **be** to identify and describe people and things.

Statements		
subject	be	
I	am / 'm	a student.
You / We / They	are / 're (not)	tired.
He / She / It	is / 's	from China.

- A contraction makes two words into one word. It has an apostrophe (').
I am = I'm You are = You're They are = They're
He is = He's She is = She's It is = It's
- You usually use contractions in speaking.
- There are two negative contractions for *are not*.
are not = 're not / aren't They're not happy. They aren't tired.
- There are two negative contractions for *is not*.
is not = 's not / isn't She's not American. He isn't from England.

Yes / No questions			Answers
be	subject		
Are	you / we / they	in class?	Yes, I am. / No, we're not. / Yes, they are.
Is	he / she		No, she isn't. / Yes, he is.

Information questions			Answers	
wh- word	be	subject		
What	is	she	interested in?	She's interested in sports.
Where	are	they	from?	They're from Morocco.
How old	are	you?		I'm 22 years old.

- You can give short answers or long answers:
A: How old are you? B: 18. / I'm 18 years old.

Simple present

The simple present describes habits, facts, or feelings.

- Rasha eats breakfast every morning. Sarah feels happy today.
- Matt goes to Brown University. Rob likes to cook.

Affirmative statements

subject	verb	
I / You / We / They	come	from Australia.
He / She / It	comes	

Use the base verb + -s or -es after he, she, and it.

Add -s after most verbs	gets, likes, listens, plays
Add -es after -ch, -sh, or -o.	does, goes, washes, watches
If the verb ends in a consonant + y, change the y to i and add -es.	cries, flies, studies, tries
Irregular third-person form	have → has

Negative statements

subject	do/does + not	verb	
I / You / We / They	do not / don't		
He / She	does not / doesn't	take	a lunch break.

Yes/No questions

do/does	subject	verb	hard?	yes	no
Do	you	study	hard?	Yes, I do.	No, I don't.
Does	she	have	many friends?	Yes, she does.	No, she doesn't.

Short answers

Information questions

wh- word	do/does	subject	verb		Answers
What	do	you	talk	about?	We talk about school.
Where	does	he	live?		He lives in Oman.
When	does	she	call	you?	She calls me after dinner.

Grammar Part 1 Present of be

Present of be

Use the verb **be** to identify and describe people and things.

subject	be	(not)	
I	am		a student.
You / We / They	are	(not)	tall.
He / She / It	is		from Portugal.

- A contraction makes two words into one word. It has an apostrophe (').
I am = I'm He is = He's
You are = You're She is = She's
They are = They're It is = It's
- There are two negative contractions for *are not*.
're not aren't
- They're not short. You aren't tall.
- There are two negative contractions for *is not*.
's not isn't
- She's not American. He isn't from England.

Asking questions

wh- word	be	subject	Answers
Who	is	Fahad's friend?	Sam is Fahad's friend.
What	are	his interests?	His interests are soccer and travel.
Where	are	you from?	I am from Saudi Arabia.

Grammar Part 1 Simple present

- Use the simple present to talk about facts or general truths.
Gradberry helps people find jobs. I enjoy working with people.

Simple present statements with regular verbs

Affirmative	Negative
I / You like working on a team.	I / You do not like this job.
He / She / It wants to change careers.	He / She / It does not want to be a manager.
We / You / They sell computers.	We / You / They do not sell advertising.

- Use the simple present to describe habits and routines.
We take the train to the office. I do not work on Fridays.

Simple present statements with be

Affirmative	Negative
I am friendly.	I am not a server.
You are organized.	You are not organized.
He / She / It is on time.	He / She / It is not on time.
We / You / They are college students.	We / You / They are not employees.

- Use the simple present to describe states and feelings.
You are very friendly. I want a career as a Web designer.

Simple present statements with have

Affirmative	Negative
I / You have a college degree.	I / You do not have a résumé.
He / She / It has a few questions.	He / She / It does not have the application.
We / You / They have 600 employees.	We / You / They do not have an office in Jeddah.

Tip for Success

Statements with **be** are followed by nouns (a student), adjectives (tired), or prepositional phrases (from China).

Tip for Success

Statements with **be** can be followed by nouns (a student), adjectives (tall), or prepositional phrases (from Portugal). In questions, the verb **be** comes before the subject.

Part 2 Simple present affirmative statements

Grammar Part 2 Simple present of other verbs

Use the simple present with other verbs to describe habits, facts, and feelings.

Affirmative statements

subject	verb	
I / You / We / They	play	soccer.
He / She	plays	tennis.

Negative statements

subject	do / does + not	verb	
I / You / We / They	do not / don't	play	baseball.
He / She	does not / doesn't		

- Use *do not* with I, we, you, and they.
- Use *does not* with he, she, and it.

Grammar Simple present

The simple present describes habits, facts, or feelings.

Affirmative statements

subject	verb	
I / You / We / They	attend	school on Saturday.
He / She	attends	

Tip for Success

Remember to use the base verb + -s or -es after he, she, and it.

Past simple :

Use the **simple past** to talk about actions that happened in the past.

Regular verbs

- To form the simple past, add **-ed** to the base form of the verb.
 - I worked at a clothing store last summer. I helped customers.
- For verbs ending in **e**, add **-d**.
 - I served dinner at a busy restaurant. I also prepared takeout orders.
- For verbs ending in **y**, drop the **y** and add **-ied**.
 - Thamer applied for a position as a Web designer. He studied Web design in college.

Irregular verbs

The verb **be** is irregular in the simple past. It has two forms: **was** and **were**.

- My internship was a good experience. The people I worked with were great.

Here are some other verbs with irregular simple past forms.

say	said	have	had	come	came
make	made	know	knew	see	saw
go	went	take	took	get	got
do	did				

Grammar Simple past with regular and irregular verbs

Regular verbs

- Use the **simple past** to talk about actions that happened in the past.
- To form the simple past of regular verbs, add **-ed** to the base form of the verb.
 - He worked in a factory.
 - For verbs ending in **-e**, just add **-d**.
 - They moved to London in 2013.
 - For verbs ending in **-y**, drop the **y** and add **-ied**.
 - She studied English in school.

Irregular verbs

- Past of **be**
- The verb **be** is irregular in the simple past. It has two forms: **was** and **were**.
 - Use **was** with **I, he, she, and it**. Use **were** with **we, you, and they**.
 - I was in London.
 - You were in the neighborhood.
 - She was new to the country.
 - He was a good student.
 - It was cold.
 - We were at the museum.
 - They were from China.

- Here are some common irregular verbs with their simple past forms.

buy	bought	know	knew
come	came	make	made
do	did	say	said
get	got	speak	spoke
go	went	take	took
have	had		

Negative forms of the simple past

- To form a negative statement, use **did + not (or didn't) + the base form of the verb**.
 - We didn't work nights. We worked days.
 - I didn't go home for dinner. I went to a restaurant.
 - She didn't speak English. She spoke Tagalog.

Pronunciation Simple past -ed

The simple past of a regular verb ends in **-ed**. The pronunciation of this final sound depends on the sound at the end of the base verb. There are three possible sounds.

- The **-ed = /d/** when the sound is **voiced** (with sound). This includes all vowel sounds, and the consonants /b/, /g/, /dʒ/ (judged), /l/, /m/, /n/, /r/, /v/, and /z/.
- The **-ed = /t/** when the sound is **unvoiced** (without sound), including /f/, /k/, /p/, /s/, /ʃ/ (wish), and /tʃ/ (watch).
- The **-ed = /əd/** when the final sound is either the voiced sound /d/ or the unvoiced sound /t/.

Read and listen to the examples in the chart.

If the verb ends in ...	Base verb	Simple past
• a voiced sound, pronounce the past with /d/.	enjoy study learn	enjoyed studied learned
• an unvoiced sound, pronounce the past with /t/.	laugh work help wash	laughed worked helped washed
• a /t/ or /d/, pronounce the past with /əd/.	graduate end	graduated ended

Grammar Past of be; Simple past affirmative statements

Past of be

Use the past of **be** to identify and describe people and things in the past.

Affirmative and negative statements

subject	be	(not)
I	was	happy in Hong Kong.
You		
We	were	at the outdoor market.
They	(not)	
He		
She	was	in the public garden.
It		

- You can contract negative statements:

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

Tip for Success

Some verbs have irregular forms. Here are some useful irregular past verbs.

go	→	went
see	→	saw
have	→	had
buy	→	bought

Simple past affirmative statements

The simple past describes completed actions in the past. The simple past verb form is the same for all subjects.

- Last summer, we visited Miami.
- My cousins welcomed us into their home.
- The train stopped at the station.
- Ana stayed home and studied for the test.

Spelling of simple past verbs

Add -ed after most verbs.	traveled, walked welcomed, improved
Add -d after verbs that end in -e .	
If a one-syllable verb ends in vowel + consonant, double the consonant and add -ed .	planned, stopped
If the verb ends in a consonant + y , change the y to i and add -ed .	studied, tried
If the verb ends in a vowel + y , add -ed .	played, stayed

Yes/No questions

be	subject
Was	the apartment expensive?
Were	the streets safe?

Short answers

yes	no
Yes, it was.	No, it wasn't.
Yes, they were.	No, they weren't.

Information questions

wh- word	be	subject
Who	was	the writer?
What	were	the questions about?
Where	was	the museum?

Answers

Charles Dickens was the writer.
They were about cities.
It was near the park.

Prefixes : in un im

Vocabulary Skill Prefixes

Tip for Success

Not every word starting with *in-*, *im-*, or *un-* has a prefix meaning "not." For example, these words do not have negative prefixes: *interrupt*, *impression*, *uncle*.

A **prefix** is a group of letters at the beginning of a word. Adding a prefix to a word changes its meaning. Understanding prefixes will help you increase your vocabulary. The prefixes *in-*, *im-*, and *un-* mean "not" and are added to adjectives.

There are no rules for when to use *in-* or *un-*. You need to learn these words or use a dictionary to help you.

<input type="checkbox"/> informal	not formal	unable	not able
<input type="checkbox"/> invisible	not visible	unusual	not usual

Im- is added to an adjective that starts with *m* or *p*.

<input type="checkbox"/> immature	not mature
<input type="checkbox"/> impolite	not polite

A. Look at the words below. Add the correct prefix to each word. Then write the new words in the chart. Check your answers in a dictionary.

appropriate	common	formal	possible
clear	dependable	perfect	traditional
comfortable	expensive	polite	usual

B. Complete the chart with the correct form of each word in the dictionary.

Nouns	Adjectives
1. <i>addition</i>	additional
2. <i>emotion</i>	
3. <i>nature</i>	
4.	peaceful
5.	personal

<i>in-</i>	<i>im-</i>	<i>un-</i>
------------	------------	------------

Activity A, p. 60

in-: inappropriate, inexpensive, informal
im-: imperfect, impolite, impossible
un-: unclear, uncomfortable, uncommon, undependable, untraditional, unusual

Activity B, p. 38

- addition
- emotional
- natural
- peace
- person

The prefix *un-*

Vocabulary Skill The prefix *un-*

A **prefix** is a letter or group of letters at the beginning of a word. A prefix changes the meaning of a word. You can build your vocabulary by using prefixes.

The prefix *un-* means "not." It gives an adjective the opposite meaning.

familiar → **unfamiliar** (not familiar)

Only some adjectives can use the prefix *un-*.

unlucky
 unfast

If you are unsure, check a dictionary before adding *un-* to an adjective.

Prefix

un-

not; the opposite of: *unhappy* • *untrue* (= not true) • *unlock* • *undress* (= to take clothes off)

Subject-verb agreement and Subject-verb agreement: with *there is / there are*

Grammar Subject-verb agreement

It is important to make sure that the subject and verb in a sentence agree. Use the singular form of the verb with singular subjects.

My uncle always speaks in a very loud voice.

subject verb

The cake is delicious.

subject verb

Use the plural form of the verb with plural subjects.

Articles about business etiquette are very useful.

subject verb

My horses eat twice a day.

subject verb

With *there is/there are*, the subject comes after the verb.

There is a lot of information on the Internet about manners.

verb subject

There are fifteen students in my class.

verb subject

Remember that some plural nouns do not end in *-s*. For example, *people*, *children*, *police*.

Children learn manners from their parents.

subject verb

Tip for Success

Uncountable nouns such as *information*, *knowledge*, and *money* require a singular verb.

Subject-verb agreement in different sentence types, in negative sentences, and in questions

Writing Skill Subject-verb agreement in different sentence types

In Unit 3, on page 43, you learned about subjects and verbs.

The **subject** and **verb** of a sentence must **agree** with each other. (A **singular** verb is used with a **singular** subject. A **plural** verb is used with a **plural** subject.)

subject verb

She has breakfast at the small round table.

subject verb

subject verb

They have breakfast at the small round table.

✗ The boys shares an apartment.

✓ The boys share an apartment.

If a sentence has more than one subject or verb, the verb(s) must still agree with the subject(s).

subject verb

My mother and father collect books.

subject verb

subject verb

My brothers put away their clothes and make their beds.

verb

The subject and verb must agree in negative sentences.

subject verb

She doesn't like small rooms.

subject verb

The room isn't very big.

subject verb

Mostafa and Sami don't like the room.

subject verb

The rooms aren't very big.

The subject and verb must agree when used in **questions**.

verb subject

Are you at your apartment?

verb subject verb

Does he have any posters in his room?

verb subject

Where is the bathroom?

verb subject

Why are the closets small?

Collocations: nouns and verbs

Vocabulary Skill

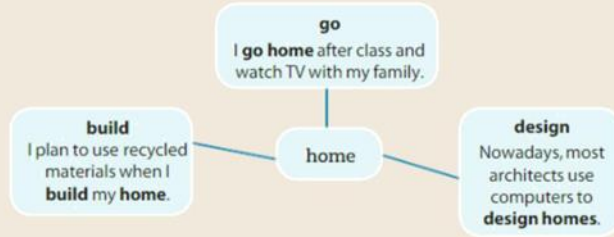
Collocations: nouns and verbs

Tip for Success

Look at the words around a word you don't know. They can help you find the meaning of the new word.

Collocations are groups of words that are commonly used together. One type of collocation is the **verb + noun** combination.

The word web shows verbs often used with the noun *home* and with other related words.



Collocations

What is a collocation?

A collocation is two or more words that often go together. These combinations just sound "right" to native English speakers, who use them all the time. On the other hand, other combinations may be unnatural and just sound "wrong". Look at these examples:

natural English...	unnatural English...
the fast train fast food	the quick train quick food
a quick shower a quick meal	a fast shower a fast meal

Why learn collocations?

Your language will be more natural and more easily understood.

You will have alternative and richer ways of expressing yourself.

It is easier for our brains to remember and use language in chunks or blocks rather than as single words.

- Be **aware** of collocations, and try to **recognize** them when you see or hear them.
- Treat collocations as **single blocks** of language. Think of them as individual blocks or chunks, and learn *strongly support*, not strongly + support.
- When you learn a new word, write down other words that collocate with it (*remember rightly, remember distinctly, remember vaguely, remember vividly*).
- Read as much as possible. Reading is an excellent way to learn vocabulary and collocations in context and naturally.
- Revise what you learn regularly. Practise using new collocations in context as soon as possible after learning them.
- Learn collocations in groups that work for you. You could learn them by **topic** (time, number, weather, money, family) or by a particular **word** (*take action, take a chance, take an exam*).
- You can find information on collocations in any good learner's dictionary. And you can also find specialized dictionaries of collocations.

Types of collocation

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types

- noun + verb**: lions roar (NOT lions ~~shout~~)
- verb + noun**: commit suicide (NOT ~~undertake~~ suicide)

There's and it's

Grammar There's and it's

There's (*There is*) is used when something is being mentioned for the first time.

There's a **bookstore** on campus.

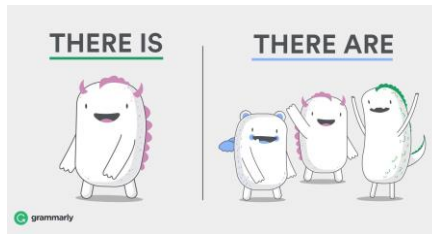
There's a **software program** called Camouflage. It hides your files so others can't find them.

There's a **tree** on the roof of that building!

The pronoun *it* in the expression *it's* (*it is*) refers to something we already know.

The **dart frog** is bright blue. Predators know that **it's** dangerous.

I don't like the **color** of that wall. **It's** too bright.



Meaning: To say that something exists (or doesn't exist)

AFFIRMATIVE	There is + singular noun	There is a book on the desk.
	There are + plural noun	There are books on the desk.
	There is + uncountable noun	There is some milk in the fridge.
NEGATIVE	There isn't + singular noun	There isn't a pen on the table.
	There aren't + plural noun	There aren't any pens here.
	There isn't + uncountable noun	There isn't any juice in the fridge.
QUESTIONS	There is a cat on the chair.	There are cats on the sofa.
	Is there a cat on the chair ?	Are there cats on the sofa ?

Should and Shouldn't

Grammar Part 1 Should and shouldn't

To form a sentence, use a **subject + should/shouldn't + the base form of a verb.**

I	
You	
He / She	should learn customs of other countries.
We	shouldn't make too many cultural mistakes.
You	
They	

Note: *Shouldn't* is the contraction of *should + not*.

Use *should* to say that it is good to do something.

☐ In Japan, you **should** take a business card with two hands.

When something is **not** good to do, we use *shouldn't*.

☐ You **shouldn't** give six or eight flowers in Russia.



Modal verbs *should* and *shouldn't* (2)

Grammar Modal verbs *should* and *shouldn't*

Use **should** and **shouldn't** to give and ask for *advice* and *recommendations*.

Affirmative: You **should** be polite, even when someone is rude to you.

You **should** wear a suit and tie to the interview.

Negative: We **shouldn't** let people say rude things to us.

You **shouldn't** speak Spanish when Ron is here. He doesn't understand it.

Questions: **Should** our listeners read the book?

What **should** we do about the kids who wrote on the wall at school?

Modals expressing attitude

Grammar Modals expressing attitude

Modal verbs are special *auxiliary verbs* that help to express the attitude of the speaker. They are followed by the base form of the verb.

Prohibition: Ads **must not** mislead anyone.

They **can't** say anything false.

Strong obligation: Ads **have to** be truthful.

They **must** tell the truth.

Recommendation: You **should** eat healthily during Ramadan.

You **shouldn't** overeat when you break your fast.

If you ask me, there **ought to** be fewer ads on television.

No obligation: You **don't have to** watch ads if you don't want to.

Note: **Must/must not** are more common in writing than in conversation.

Writing compound sentences with *but* and *so*

Writing Skill Writing compound sentences with *but* and *so*

You can connect two simple sentences with *but* to give opposite or different information. Use a comma before *but*.

She is happy, but she misses home.
She likes the English language, but she doesn't like English weather.

You can connect two simple sentences with *so* when the second sentence is a result of the first sentence. Use a comma before *so*.

There were no jobs in his country, so he immigrated to the United States.
He doesn't speak English well, so he goes to English classes.

Sentences with *because*

Grammar Sentences with *because*

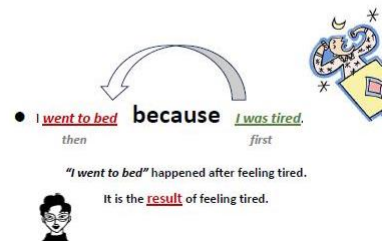
You can combine two sentences with *because*. *Because* introduces the reason for a situation or state.

- Bob is a doctor. (reason) → He cannot take long vacations. (situation)
Bob cannot take long vacations **because** he is a doctor.
Because Bob is a doctor, he cannot take long vacations.
- I worked many hours yesterday. (reason) → I am tired. (state)
I am tired **because** I worked many hours yesterday.
Because I worked many hours yesterday, I am tired.

- There is no comma when *because* is in the middle of the sentence. There is a comma when the sentence begins with *because*.
- When the subject in both parts of the sentence is the same, use a pronoun in the second part of the sentence.

- ✓ **Lucy** is tired **because** **she** worked many hours yesterday.
- ✗ **Lucy** is tired **because** **Lucy** worked many hours yesterday.

When do we use '*so*' and when do we use '*because*'?
How is the meaning different?



So is used to show consequences or results. This means that the second part of the sentence is a result of the first part.

Examples:

My knees started hurting **so** I stopped running.

I was lost **so** I bought a map.

Because it is used to show reasons. It can answer the question "Why". It is followed by the reason or cause.

Examples:

I stopped running **because** my knees started hurting.

I bought a map **because** I was lost.

BECAUSE and SO

Positives and Negatives



- Complete the sentences below with 'because' or 'so' (remember to use a comma before 'so').

1. My cat was hungry _____, **so** _____ it ate a fish.
2. I'm tired **because** _____ I didn't sleep well last night.
3. Stewart bought lunch _____ he was hungry.
4. Mary was sick last week _____ she saw a doctor.
5. I was late for work this morning _____ I overslept.
6. Sweden is a cold country _____ people wear warm clothes in winter.
7. He didn't study _____ he failed the history exam.
8. They weren't busy _____ they helped me.
9. I wasn't careful _____ I fell off my bicycle.
10. Catherine didn't spend much money _____ everything was on sale.
11. The room is still messy _____ I didn't clean it.
12. I was angry _____ my neighbor had a noisy party.
13. Birds can fly _____ they can travel long distances.
14. John has some more work to do _____ he'll be home late.
15. I'm afraid of bees _____ because they might sting me.
16. It was raining _____ I took my umbrella.
17. Thomas is sleepy _____ it's ten o'clock.
18. I was lost _____ I asked for directions.
19. Olivia was happy _____ she had a great time at the park.
20. Patrick can drive _____ he took driving lessons last month.

Reminder:

Don't give up.
All of your hard work
will pay off one day, stick
with what you're doing no
matter how hard it gets.

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Extra from level A :

Prepositions of location: *in, an, on*

Grammar Prepositions of location

The prepositions *on, in, and at* are **prepositions of location**. They describe where something or someone is.

- Use *in* with large areas such as continents and countries.

in Europe *in* China *in* Australia

- Use *in* with the meaning of "inside."

in a store *in* a box *in* a car

- Use *at* with these places.

at work *at* home *at* school

- Use *at* when talking about activities at places or businesses with names.

We went to a game *at* the new stadium.
 Let's play tennis *at* the Royal Racket Club.

- Use *on* with roads.

on the street *on* the highway *on* Main Street

- Use *on* with most large forms of transportation.

on a plane *on* a ship *on* a train *on* a bus

Grammar Be going to

Be going to statements

We use *be going to* + the base form of a verb to talk about the future, usually about our future plans.

Tomorrow *we're going to* visit Petra.
 I'm *going to take* a volunteer tour this summer.

- To form the future with *be going to*, use *am, is, or are* + *going to* + the base form of the verb.

She *is going to study* Spanish for two weeks.
 They *are going to repair* a school in Peru.

- To make a negative statement, use *not* before *going to*.

I *am not going to stay* in a hotel.
 We *are not going to go* shopping today.

- In speaking and informal writing, we often use contractions.

John's *going to fly* to the Galapagos Islands in the morning.
 The museum *isn't going to be open* tomorrow.

Be going to questions

- Form *yes/no* questions by changing the order of the subject and *be*.

They are going to volunteer in Peru.
 Are they going to volunteer in Peru?

- Form information questions by adding the *wh-* word and changing the order of the subject and *be*.

Where are they going to volunteer?

Grammar Gerunds as subjects or objects

A **gerund** is an *-ing* form of a verb that can take the place of a noun or pronoun. Because gerunds end in *-ing*, they may look like verbs, but they are not verbs. A gerund acts as a noun.

- Gerunds are often the **subject** of a sentence. Several verbs that express actions or states are commonly gerunds.

Joining a sports team is a good way to make friends.
 Being part of a team can teach us important skills.

- Gerunds can also be the **object** (a noun or noun phrase that follows a verb) of a sentence. Many common verbs are followed by gerunds, such as *avoid, discuss, dislike, enjoy, hate, like, love, and prefer*.

I *like playing* soccer with my friends.
 My sister *enjoys swimming* in the summer.
 Do you *prefer exercising* in a gym?
 I *hate running* long distances.

Pronunciation Reduction of be going to

When using *be going to*, speakers, especially in the United States, often pronounce *going to* as *gonna*. They reduce the sounds.

- Listen and repeat these sentences. The speaker reads them twice. Pay attention to the pronunciation of *going to* the first time you hear each sentence, and the pronunciation of *gonna* the second time.

1. We're *going to* visit Italy next year.
2. She *isn't going to* come with us.
3. I'm *going to* stay with a family in Madrid.
4. They *aren't going to* join a tour.

Note: We never write *gonna* in academic or professional writing.

It's + adjective + infinitive

Grammar Part 2 It's + adjective + infinitive

You can make statements with *it's* + (not) adjective + infinitive to talk about behavior and customs. The infinitive is *to* + the base form of a verb.

It's polite to say "thank you."
 It's rude to show the bottom of your feet.
 It's common to wear a white wedding dress.
 It's not common to wear a green wedding dress.
 It's OK to use your first name.
 It's not OK to use your short name.

Note: *It's* is the contraction of *it* + *is*.

Simple present for informal narratives

Grammar Simple present for informal narratives

When you tell a short, informal narrative, like a story or a joke, you can use the simple present even if the story happened in the past.

A man *walks* into a shop and *sees* a little rabbit. He *asks* the shopkeeper, "Does your rabbit bite?"
 The shopkeeper *says*, "No, my rabbit doesn't bite."
 The man *touches* the rabbit, and the rabbit *bites* him.
 "Ouch!" he *says*. "You said your rabbit doesn't bite!"
 The shopkeeper *replies*, "That isn't my rabbit!"

Parts of speech: noun, verb, adjective, adverb

Vocabulary Skill Parts of speech

When you see a word you don't know in a text, it helps to **identify the part of speech** of the word. Nouns, verbs, adjectives, and adverbs are examples of parts of speech. Knowing the part of speech helps you better understand the meaning and use of the word. If you aren't sure, you can find the part of speech for the vocabulary words in this book on the last page of each unit (in *Track Your Success*). You can also find the part of speech in a dictionary.

noun (*n.*) a person, place, object, or idea *All tells funny jokes at dinner.*
 verb (*v.*) an action *All tells funny jokes at dinner.*
 adjective (*adj.*) describes a noun *All tells funny jokes at dinner.*
 adverb (*adv.*) describes an action *We all laugh loudly at his jokes.*

When you know the part of speech, you can use the word correctly in a sentence.

She laughs at my jokes.
 She laughter at my jokes.

Sentences with *when*

Grammar Sentences with *because*

You can combine two sentences with *because*. *Because* introduces the reason for a situation or state.

Bob is a doctor. (reason) → He cannot take long vacations. (situation)
Bob cannot take long vacations **because** he is a doctor.

Because Bob is a doctor, he cannot take long vacations.

I worked many hours yesterday. (reason) → I am tired. (state)

I am tired **because** I worked many hours yesterday.

Because I worked many hours yesterday, I am tired.

• There is no comma when *because* is in the middle of the sentence. There is a comma when the sentence begins with *because*.

• When the subject in both parts of the sentence is the same, use a pronoun in the second part of the sentence.

✓ **Lucy** is tired **because she** worked many hours yesterday.

✗ **Lucy** is tired **because Lucy** worked many hours yesterday.

Grammar Sentences with *when*

You can combine two sentences with *when*.

• There is a comma if the sentence begins with *when*. There is no comma if *when* is in the middle of the sentence.

• When the subject in both sentences is the same, use a pronoun in the second part of the sentence.

They are nervous. → They laugh.

Khalid laughs. → He feels less stress.

When they are nervous, they laugh.

When Khalid laughs, he feels less stress.

They laugh **when** they are nervous.

Khalid feels less stress **when** he laughs.

Word forms: nouns and verbs

Vocabulary Skill Word forms

Some words are both **nouns** and **verbs**. They look the same, but they work differently in a sentence. A noun refers to a person, place, object, or idea. A verb refers to an action. Learning to use the same word in different forms helps build your vocabulary.

These words from Reading 1 and Reading 2 can be nouns or verbs.

Word	Noun	Verb
match	This job is a match for you.	My skills and interests match my career.
pay	I like my job, but the pay isn't very good.	They pay you every month.
plan	His plan is to go on vacation next month.	I plan activities for people in my office.
result	The result of his hard work is a good website.	Hard work results in success.
travel	I enjoy travel .	I travel a lot for my job.
work	There are many different kinds of work .	I work in a large hospital in the city.

Modifying nouns

Vocabulary Skill Modifying nouns

We often put two nouns together to form a **modifying noun**. The first noun describes the second noun. It acts like an adjective.

classroom time = time in a classroom
family needs = needs of a family
summer vacation = vacation during the summer

Knowing how to use modifying nouns correctly increases your vocabulary and helps you sound more natural.

When a noun acts like an adjective, it cannot be plural.

✓ classroom time

✗ classrooms time

✓ family needs

✗ families needs

Verbs + infinitives (like, want, need)//

Noun phrases + infinitives

Grammar Verbs + infinitives (like, want, and need)

Like, want, and need are common verbs. A noun or noun phrase or an infinitive form of a verb (*to* + the base form of the verb) often follows *like, want, or need*.

Noun Phrase	Infinitive
I like my career.	I like to help people.
I want a career.	I want to be a doctor.
I need a good job.	I need to work.

Modals expressing attitude

Grammar Modals expressing attitude

Modal verbs are special *auxiliary verbs* that help to express the attitude of the speaker. They are followed by the base form of the verb.

Prohibition: Ads **must not** mislead anyone.

They **can't** say anything false.

Strong obligation: Ads **have to** be truthful.

They **must** tell the truth.

Recommendation: You **should** eat healthily during Ramadan.

You **shouldn't** overeat when you break your fast.

If you ask me, there **ought** to be fewer ads on television.

No obligation: You **don't have to** watch ads if you don't want to.

Note: **Must/must not** are more common in writing than in conversation.

Word roots: *lone, fac, migra, nat, pop*

Vocabulary Skill Word roots

The **root** of a word is the part of a word with the basic meaning.

☐ lone alone lonely loneliness

The root is *lone*, which means "without another person." The meaning of each of the words relates to this basic meaning. Learning roots can increase your vocabulary and help you guess the meaning of a new word in a text.

A. These words from the unit have word roots (in bold). Match each word root with its definition.

factory immigrate international population

Word Roots	Definitions
— 1. nat	a. people
— 2. pop	b. to do or make
— 3. fac	c. to be born or come from
— 4. migra	d. to move

B. Here are more words with the same roots. Match each word with its definition.

Words	Definitions
— 1. emigrate	a. belonging to a place from birth
— 2. native	b. to fill an area with people
— 3. populate	c. to make things using machines
— 4. manufacture	d. to leave your country for another country

Extra from level B :

Grammar Real conditionals: present and future

Grammar Parallel structure

Parallel structure means using the same word form or grammatical structure to list ideas that come in a sequence. Using parallel structure makes your writing clearer and more effective. Use the conjunctions *and*, *but*, and *or* to connect parallel ideas. Look at the examples of parallel and nonparallel structures.

- Parallel:** Now students are taking tests and quizzes on their tablets.
noun noun
- Not parallel:** Now students are taking tests and there are quizzes on their tablets.
- Parallel:** Machines make our coffee and clean our dishes.
verb verb
- Not parallel:** Machines make our coffee and our dishes are cleaned.
- Parallel:** People can tell the car to drive cautiously or aggressively.
adv. adv.
- Not parallel:** People can tell the car to drive with caution or aggressively.

The **present real conditional** is used to talk about general truths, habits, and things that happen again and again. It is formed by using the simple present in both the *if* clause (the condition) and the result clause.

if clause *result clause*
 If you **walk** in wearing jeans and a T-shirt, you are **not likely** to get the position.

You can also use a modal (*may, might, would, could*) in the result clause.

if clause *result clause*
 If you **disagree** too much in your first conversation, the other person **may think** you are hard to get along with.

The **future real conditional** is used to talk about what will happen under certain conditions. The *if* clause gives the condition. The result clause gives the result. The future real conditional is formed by using the simple present in the *if* clause and the future with *will* or *be going to* in the result clause.

if clause *result clause*
 If you **smile** frequently, it **will make** other people more comfortable.

if clause *result clause*
 If you **stay** honest and professional, you **will get** one step closer to the job you want.

You can also use *when* or *whenever* instead of *if* for both the present real conditional and the future real conditional.

when clause *result clause*
 When you **take care** of yourself, you **feel better!**

result clause *when clause*
 You'll **impress** other people when you **practice** good listening skills.

Adjectives are always singular. When two or more adjectives are used before a noun, they usually follow the order given in this chart.

Opinion/Quality	Size	Age	Shape	Color	Origin	Material	Kind/Purpose
beautiful	big	old	round	yellow	Turkish	glass	servng
expensive	small	new	square	green	French	leather	running

- Rosario lives in a **big, old** house in the country.
 We ate dinner at the **new French** restaurant in our neighborhood.
 Ming gave Ella and Mike a **beautiful glass serving** dish as a gift.
 Eduardo bought a pair of **expensive leather running** shoes.

We do not usually use more than three adjectives before a noun. We use two or three adjectives and then add additional descriptive phrases after the noun.

- Leila wore a **beautiful green silk** skirt from India.

Grammar Tag questions

Tag questions are common in everyday conversation. You can use a tag question to keep a conversation going by asking a person for her opinion about a situation.

Tag questions are formed by adding a short *yes/no* question at the end of a statement.

If the statement is positive, the tag question is negative.

- Starting a new job is exciting, **isn't it?**

If the statement is negative, the tag question is positive.

- They **aren't** moving home, **are they?**

The subject of a tag question is the pronoun form of the subject of the statement.

- You're starting your own business, **aren't you?**
 Jood went to Turkey, **didn't she?**
 Your friends all have jobs, **don't they?**

The verb in a tag question is a form or part of the main verb in the statement.

If the statement contains an auxiliary verb or modal, use the auxiliary verb or modal in the tag question.

- They're working in a restaurant, **aren't they?**
 All low-paid workers **should** get a raise, **shouldn't they?**
 You **haven't** told anyone you're leaving, **have you?**

If the statement does not contain an auxiliary verb or modal, use a form of *do* in the tag question.

- Your boss **trusts** you, **doesn't he?**
 The crisis **got** better, **didn't it?**

Grammar Quantifiers with count/noncount nouns

Count nouns are the names of things we can count, for example, one egg and two bananas. **Noncount nouns** are the names of things we cannot count, such as cheese and water.

how many/how much

Use *how many* with count nouns. Use *how much* with noncount nouns.

- How many apples do you eat a week?
 How much tea do you drink a day?

too many/too much

Use *too many/too much* when there is more than you want or need.

- You can have cookies once in a while, but don't eat **too many**.
 Don't drink **too much** coffee at bedtime, or you'll never fall asleep.

enough/not enough

Use *enough/not enough* with both count and noncount nouns.

- We have **enough** food for everybody.
 We don't have **enough** chairs.

• Uncountable nouns:

food	meat, sugar, cheese, butter, chicken, chocolate, etc.
liquids	milk, water, coffee, etc.
materials	wool, gold, paper, glass, iron, leather, etc.
abstract nouns	love, help, freedom, time, information, news, advice, health, communication, work, experience, traffic, business, etc.
natural phenomena	weather, light, rain, snow, etc.
some concrete nouns	baggage, furniture, money, luggage, etc.

Parallel structure, or parallelism, means using the same pattern of words to show that two or more words or ideas are of equal importance. Words and phrases should not only match in structure, but also in tense. Writers use parallel structure to add clarity to their writing and to make it easier to understand. It also adds value to a writer's overall composition and shows that their writing is structurally and grammatically correct.

Parallel structure should be used when you connect clauses with a coordinating conjunction such as: for, and, nor, or, but, so, or yet. Some examples of this include:

- Correct: Every morning, we make our bed, eat breakfast and feed the dog.
Incorrect: Every morning, we make our bed, eating breakfast and feed the dog.
- Correct: I will not sing a song, nor will I dance.
Incorrect: I will not sing a song, nor dance.

In addition to coordinating conjunctions, parallel structure is also used with correlative conjunctions such as: either...or, neither...nor, not only...but also. Some examples of this use include:

- Correct: They argued not only about the article, but also about the review.
Incorrect: They argued not only about the article, but they argued also about the review.
- Correct: Either she likes to see him or she doesn't like to see him.
Incorrect: Either she likes to see him or doesn't like seeing him.

Parallel structure should be used with infinitives. Some examples of parallel structure with infinitives:

- Correct: Ashley likes to ski, to swim and to jump rope.
Incorrect: Ashley likes to ski, to swim and jump ropes.
- Correct: She likes to dance and to sing songs.
Incorrect: She likes dancing and to sing songs.

*** Quantifiers**
some/any/no

- **some + uncountable / plural countable nouns** is used in affirmative sentences and in questions when we offer something or ask for something politely.
There is some orange juice in the fridge.
Would you like some chips?
Could I have some coffee?
- **any + uncountable / plural countable nouns** is used in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** is used in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

many/much/a lot (of)/lots (of)/plenty (of)

- **many + plural countable nouns** is used mainly in questions and in negative sentences.
How many people were at the meeting yesterday?
I didn't see many people from work there.
- **much + uncountable nouns** is used mainly in questions and in negative sentences.
How much sugar do you need?
I didn't manage to learn much information from him.

*** a lot / lots / plenty** are always used with **of** when they are followed by a noun. They are used with:

- plural nouns and a plural verb.
There were a lot of people at the lecture.
- uncountable nouns and a singular verb.
Have some more food. There's lots left.
Have you got enough money? Yes, plenty.

NOTE

- **Many and much** are used in affirmative sentences with **too, so, how, as**.
There's too much sugar in my coffee.
- **Much** is used with **very** as an adverb (or on its own in negative sentences).
I miss my family very much.
She didn't like the food (very) much.
- **A lot (of)/Lots (of)/Plenty (of)** are quite informal, so in formal writing it is better to use **many** or **a number of** with countable nouns and **much** or **a great deal of** with uncountable nouns.
Many/A number of people believe that recent technological developments have improved our lives.
A great deal of stress is often experienced by people who work in offices.
- **A lot (of)/Lots (of)/Plenty (of)** are not used with measurements of time or distance.
I was ill for many weeks.

needn't	It is not necessary to do something.	<i>You needn't take your jacket. It isn't cold.</i>
don't have to		<i>I don't have/need to cook dinner tonight; we are going to a restaurant.</i>
don't need to		

Module 3 - Unit 6

* Conditional Sentences

Zero Conditional

if-clause	Main clause
If/When + Present Simple	Present Simple

The **Zero Conditional** is used to talk about general truths.
If/When you press the button, the machine starts.

Conditional Sentences Type 1

We use **Conditional Sentences Type 1** for something which is possible to happen in the present or future.

if-clause	Main clause
If + Present Simple	Future <i>will</i>
	Modal Verbs (can, may, might, must, should) + base form
	Imperative

If I see James, I'll give him his book back.
If you want a parrot, you must promise to take care of it.
If you go to the supermarket, buy some milk.

Extra from level C :

Grammar **Quantifiers and transitions to compare and contrast**

Use a number of different words and phrases to compare and contrast when you write.

Substitution showing contrast
You can use some words to show one idea that contrasts with the main idea. The substitution shows that you are contrasting ideas. When used with a verb, the substitution shows that the action of the verb is different from the action of the main verb.

Transitions showing comparison
Although a person writes by hand most usually rely on himself, most word processing programs take care of layout concerns automatically.

Transitions showing contrast
You can use some transition words to show contrast between ideas.

Contrast
however / though
more direct opposition / in contrast
contrast / nevertheless / nonetheless / in spite of / despite this

UNIT 4 How important is it to write by hand?

Grammar **Present perfect and present perfect continuous**

Present Perfect
The present perfect can describe actions that happened at an unspecified time in the past. The present perfect construction is *has/have + past participle*.

Present perfect continuous
The present perfect continuous describes actions that started in the past and continue in the present time. The present perfect continuous construction is *has/have + been + present participle*.

UNIT 4 Go online to watch the Skill Video.

SPEAKING

At the end of this unit, you are going to participate in a debate on food safety. Using one word from the box, you will need to be able to use comparative forms of adjectives and adverbs and express them in a comparison.

Comparative forms of adjectives and adverbs

Condition	Rule	Example
one-syllable adjectives	add -er	older
one-syllable adverbs	add -er	faster
two-syllable adjectives ending in -y	add -ier	nicer
two-syllable adjectives ending in -ly	change the y to i and add -er	healthier
most other adjectives and all adverbs	use more or less before the word	more interesting / less naturally

Some adjectives take *either...or* or *neither...nor*.

simple	either...or	neither...nor
quant	either...or	neither...nor
gerund	either...or	neither...nor
noun	either...or	neither...nor

Some adjectives use *both...and* or *both...and...too*.

good	both...and	both...and...too
well	both...and	both...and...too
bad	both...and	both...and...too

To compare things or actions, use the word *than* after the comparative adjective or adverb.

Vegetables are healthier than junk food.
Many people are concerned about eating more healthily than they were in the past.

Listening and Speaking

Grammar **Agents with the passive voice**

In an active sentence, the subject is the agent—the person or thing that performs the action of the verb. In a passive sentence, the subject is the receiver—the person or thing that is affected by the action of the verb. The passive is formed with *be + past participle*. In a passive sentence, the agent is optional. It's included, if it follows the preposition *by*.

Active sentence: Food labels often mislead us.
subject: Food labels, verb: mislead, object: us

Passive sentence: We are often misled by food labels.
subject: We, verb: misled, object: food labels

Most passive sentences do not include the agent because a subject is understood. Fruits and vegetables are usually picked by people when they are harvested. People were encouraged by experts to eliminate eggs from their diets.

The passive is used with *be + an agent to*

- complete the meaning of a sentence
- many new trends are promoted by the media
- many diets are ruined by "junk" eating
- give new, important, or surprising information
- The diet plan was recommended to me by my doctor
- The apples are picked early in July by machines

Grammar **Simple, compound, and complex sentences**

Using a variety of sentence types will allow you to express a range of ideas in your speeches and presentations.

There are three basic kinds of sentence: **simple, compound, and complex**.

A simple sentence is one independent clause (one subject + verb combination) that makes sense by itself.

A compound sentence is made of at least two independent clauses joined together with a conjunction, such as *and, but, or, yet, so, or, as*.

A complex sentence is made of at least one independent clause and one dependent clause. A dependent clause is a complete idea by itself. The dependent clause begins with a *subordinating conjunction*, such as *because, since, after, although, if, or when*.

UNIT 4 Listening and Speaking

Gerunds and infinitives

Gerunds (verb + -ing) are often used as the subject of a sentence.

- Leading your team members is a tough job.

Gerunds are also used after prepositions, such as *about, of, in, for, and against*, and after certain verbs, such as *consider, suggest, and recommend*.

- I'm thinking about accepting the promotion.
- I considered voting for him.

Infinitives (to + verb) are often used after the adjective phrase *be + adjective*.

- It is important to respect your employees.

Infinitives are also used after certain verbs, such as *want, decide, try, hope, need, expect, agree, and learn*.

- She hopes to become a manager one day.

Grammar **Reported speech with the present tense and shifting tenses**

You can use reported speech to report what someone has written, or thinks, or says. In written reports, it is common to report information with the present tense when that information contains general opinions or ongoing situations.

Reported statements with that clauses

Reporting clause: I heard the person who made the statement using a present tense reporting clause.

That clause: I heard the information that you are reporting in a that clause. (The word that is often omitted.)

Original: Jim Semway "You should make a list of questions."

Reported: Jim Semway says that students should make a list of questions.

Reported questions with wh- clauses

You can also report statements with verbs like *ask* or *explain*, or verbs that give thoughts or feelings such as *think*, *feel*, and *believe*. Notice that *ask* is followed by a noun or pronoun.

Original: Jim Semway tells students that they should make a list of questions.

Reported: Jim Semway says that students should make a list of questions.

Reported questions with wh- clauses

You usually use a *wh- clause* to report a question. Although *that* clauses begin with question words (who, what, when, where, why, how), the *wh- clause* word order is the same as in a question.

Original: Many students wonder what they should do in an interview.

Reported: Many students wonder what they should do in an interview.

UNIT 4 Does school prepare you for work?

Phrasal verbs

Phrasal verbs are verbs that consist of two words used together. The first part of a verb and the second word is called a **particle**. Phrasal verbs consist of a verb and a particle, but they have different meanings. The verb and the particle together make a new meaning. For example, *take on* is a phrasal verb. When you *take on* a task, you accept it and together they mean "to accept."

Transitive phrasal verbs

Transitive phrasal verbs require a direct object.

He picked up his books from school.
He picked up him from school.

Most transitive phrasal verbs are separable. This means the direct object can go between the verb and the particle.

He picked his books up from school.
He picked up his books from school.

When the direct object is a pronoun, it must go between the verb and the particle.

I picked them up from school.
I picked up them from school.

Some transitive phrasal verbs are inseparable. This means the direct object cannot go between the verb and the particle.

My mother is busy today, so I'll look after her baby.
My mother is busy today, so I'll look the baby after.

Intransitive Phrasal Verbs

Intransitive phrasal verbs don't take a direct object at all. They are never separable.

Children grow up faster than in other.

It can be difficult to understand the meaning of a phrasal verb by looking at the words that make it up. Also, some phrasal verbs have more than one meaning. When you learn a new phrasal verb's meaning, you must also learn if it is transitive or intransitive and whether it is separable or inseparable.

UNIT 4 Does school prepare you for work?

A. Read the sentences. Underline each gerund and infinitive.

- When Ginny Pitcher needed to hire a director of business development, she turned to her closest friend, Kate Massey.
- As for the subordinate, he or she needs to understand that the boss can't show any favoritism.
- Knowing someone will fit in doesn't alleviate other needs.

Subjective for suggestions

The subjunctive is the simple or base form of a verb—for example, "go" or "try." You can use the subjunctive to talk about events that you want to happen or hope think should happen.

This structure is formed in two ways.

- Suggesting verb + indirect object (IO) + base form of verb**
- Suggesting expression + indirect object (IO) + base form of verb**

His boss recommended that he wear a suit for the meeting tomorrow.

It is important that employees be professional at all times.

Suggesting expression: IO base form of verb

The subjunctive doesn't change form according to the person.

I recommend that you work harder.

I recommend that they work harder.

It also doesn't change tense when the main verb is in the past tense.

I recommended that he work harder.

To make a negative suggestion, insert *not* between the indirect object and the base form of the verb.

It's essential that employees not show up late for meetings.

Certain verbs and certain expressions are often used with the subjunctive to make suggestions and recommendations. The word *that* is always optional.

Some verbs followed by the subjunctive	Some expressions followed by the subjunctive
to advise (that)	it's best (that)
to ask (that)	it's desirable (that)
to decide (that)	it's essential (that)
to insist (that)	it's important (that)
to recommend (that)	it's recommended (that)
to request (that)	it's a good idea (that)
to suggest (that)	it's preferred (that)

UNIT 4 Listening and Speaking

Grammar Restrictive relative clauses

E. Go online for more practice with organizing and developing an essay.

1. Restrictive relative clauses describe or identify nouns. Usually, they directly follow nouns, noun phrases, or indefinite pronouns (something, everyone, etc.).

A role model is someone who makes a difference in people's lives.

Role models face questions that we may also face.

2. Most relative clauses begin with a relative pronoun.

- Use *who* or *that* after nouns for people.
- Role models are people who may volunteer in their communities.
- Ordinary people that we each know can be role models.
- Use *that* or *which* after nouns for things. (Which usually sounds more formal.)
- Biographies that tell stories of successful people are very popular.
- Role models do things that we would like to do.
- Sarah works for a company which helps the homeless.

3. You can think of a sentence with a relative clause as a combination of two sentences about the same noun.

- In a **subject relative clause**, the relative pronoun stands for the subject of the clause. It is followed by a verb.
- A role model is someone who makes a difference in people's lives. =
 $\frac{\text{subject} + \text{verb}}$
- A role model is someone who makes a difference in people's lives.
- In an **object relative clause**, the relative pronoun stands for the object of the clause. The relative pronoun is followed by a subject + verb.
- Role models face questions. + We may also face the questions. =
 $\frac{\text{object} + \text{subject} + \text{verb}}$
- Role models face questions that we may also face.

4. In object relative clauses, the relative pronoun can be omitted.

- Ordinary people that we each know can be role models.
- Role models do things that we would like to do.

*Also called *identifying adjective clauses*

Reading and Writing

Grammar Definite and indefinite articles

A noun (a person, place, thing, or idea) is often introduced by an article. Different types of nouns can use different articles. Understanding the context in which a noun occurs will help you use articles correctly.

	Singular count noun	Plural count noun	Noncount noun
Indefinite article	a + consonant sound an + vowel sound	no article	no article
Definite article	the	the	the

Indefinite articles with nonspecific nouns

Use *a/an* or no article when a noun is not specifically identified or is unknown to the reader; for example, the first time you mention a noun.

We were excited to have a new car. (This is the first reference to a new car. The reader does not know about it yet.)

We bought fish for dinner. (No article is used with noncount nouns.)

You also use no article with plural count nouns or noncount nouns to refer to something in general.

Shoppers can get a great deal of information from window displays. (Shoppers refers to any shopper, not a specific shopper.)

Definite articles with specific nouns

Use *the* when a noun is specifically identified. Both the reader and the writer know the noun because they share information about it. Five examples:

The new car was already introduced.

We were excited to have a new car, but the car we chose was terrible. (The new car was introduced earlier in the sentence.)

The new car relates directly to something else that you introduced.

Let's go to Ben's Diner. The owners are really friendly, and the soup is delicious. (The reader and writer both know that the owners refers to the owners of Ben's Diner, and the soup is served at Ben's Diner.)

The Internet is unique so the reader will know what you are referring to.

The Internet has changed the way people look for homes. (There is only one Internet. It is unique.)

The government should do more about false advertising. (You can assume the reader will know which government you are referring to.)

Go online to watch the Skill Video.

Reading and Writing

ONLINE H. Go online for more practice with narrative essays and varying sentence patterns.

Grammar Past perfect and past perfect continuous

Order of events in the past

The **past perfect** shows that one event happened before another event in the past. The past perfect expresses the earlier event. The simple past is often used to express the later event. The past perfect often gives background information about events or situations. It has the same form for all subjects: *subject + had (+ not) + past participle*.

Diagram 1:

earlier event: Every morning, no matter how late he had gone to bed, my father rose at 5:30.

later event: rose

past perfect: had gone

simple past: rose

Diagram 2:

later event: I got the job because I had lived in China for several years.

earlier event: had lived

simple past: got

past perfect: had lived

UNIT 3 | What important lessons do we learn as children?

« لو أن الناس كلما استصعبوا أمرًا تركوه؛ ما قام للناس دنيا ولا دين! »

عمر بن عبدالعزيز

شروح وكوزات :

<https://m.youtube.com/watch?v=5TjpEcrNbCc>

https://www.englishclub.com/grammar/verb-tenses_past_quiz.htm

Prefix Im in Un

<https://m.youtube.com/watch?v=IPtgQW3ryyk>

<https://www.educationquizzes.com/in/primary/english/prefixes-2-adding-prefixes/>

Subject with agreement

<https://m.youtube.com/watch?v=0emIVxINBUk>

https://www.grammarbook.com/grammar_quiz/subject_verb_agreement_1.asp

Past simple:

<https://www.youtube.com/watch?v=5TjpEcrNbCc&app=desktop>



ولأن أحلامنا لا تنام.. علينا أن نوقظ إرادتنا أيضاً

Because our dreams are sleepless we have to
awake our will as well.

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