

Enhancing your grammatical control

Verb tenses and forms

This booklet belongs to

Full name

Class

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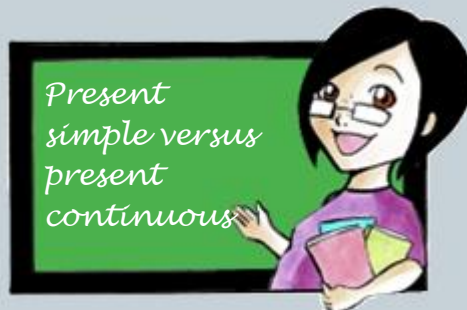
1. RECOGNIZING THE ENGLISH TENSES

			PAST	PRESENT	FUTURE
SIMPLE	AFFIRMATIVE	VERB VERB + ENDING	verb - ed or 2 nd basic form	verb for I, you, we, they verb - (e)s for he, she, it	will + verb
			<i>Yesterday we cooked pasta.</i>	<i>I smile and laugh most of the time. He plays tennis twice a week.</i>	
	NEGATIVE AND INTERROGATIVE	'DO' + VERB	did + verb	do + verb does + verb for he, she, it	<i>A lot of species will die out before 2050.</i>
			<i>Did you eat all the pasta? No, we kept some for today.</i>	<i>Does Jim speak Chinese? Joanna does not sing very often.</i>	
CONTINUOUS	in the process of am Gaang ze en train de	BE + VERB - ING	was, were + verb - ing	am, are, is + verb - ing	will be + verb - ing
			<i>Yesterday they were watching a film, when the power went off.</i>	<i>Right now I am learning English.</i>	<i>Tomorrow at five, we will be lying on a beautiful beach.</i>
PERFECT		HAVE + VERB - ED or 3 RD BASIC FORM)	had + verb - ed	has + verb - ed	will have + verb - ed
			<i>Yesterday the train had left when we arrived at the station.</i>	<i>Have you ever travelled to south America?</i>	<i>They will have worked for forty years when they finally retire.</i>

Note

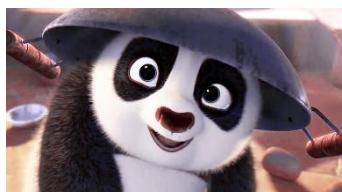
- You should revise the irregular verbs.
There is a list at the end of the document - APPENDIX ...
- You should also revise the certain spelling rules for English.
There is a list at the end of the document - APPENDIX ...

2. PRESENT SIMPLE VERSUS PRESENT CONTINUOUS

Present simple		Present continuous	
Form			
AFFIRMATIVE		AFFIRMATIVE, NEGATIVE AND INTERROGATIVE	
VERB [-(E)S for he, she, it] <i>I live in Dalheim.</i> <i>She brushes her teeth twice a day.</i>		BE in the present + VERB-ING I am having a break, I am tired. Right now, he is not working, he is relaxing. Why isn't he behaving like everyone else?	
NEGATIVE AND INTERROGATIVE			
DO [-ES for he, she, it] + VERB <i>They usually do not spend as much money.</i> <i>Do you like dancing?</i>			
Use			
RULES			
- for actions which are going on 'permanently' - for actions which are happening repeatedly		- for actions going on at the moment of speaking - for unique actions going on around the moment of speaking - for firm intentions in the immediate future	
EXAMPLES			
			
<i>The earth turns around the sun.</i> <i>Water boils at 100°C.</i> <i>She does not use four-letter words.</i> <i>Do you speak English?</i> <i>I play tennis every Friday.</i> <i>We do sports four times a week.</i>		<i>Right now, we are finding out about the use of tenses in English</i> <i>I am reading a book by Isaac Azimov these days.</i> <i>I am going shopping after the lesson.</i>	
KEY WORDS			
- always - never - usually, normally, generally, regularly - often - sometimes - seldom, rarely - on ... (Mondays, Tuesdays...) - every (morning, day, week...)		- this... + part of the day (morning, afternoon, evening) - at this moment, at the moment - now - currently	

3. PAST SIMPLE VERSUS PAST CONTINUOUS

Past simple	Past continuous
Form	
AFFIRMATIVE VERB – ED or 2 nd BASIC FORM <i>He smoked a cigarette.</i> <i>Then he went to bed.</i>	AFFIRMATIVE, NEGATIVE AND INTERROGATIVE BE in the past + VERB-ING <i>Yesterday we were waiting for a bus in the rain for hours.</i> <i>The family was having dinner yesterday when the telephone rang.</i>
NEGATIVE AND INTERROGATIVE DID + VERB <i>Ann did not live in Luxembourg when she was a child.</i> <i>When did you first meet Ann?</i>	
Use	
RULES	
- for past actions or situations when the time or the place are indicated - for past actions or situations which are clearly past (e.g. historical events) - for accounts of past events told in chronological order	- to insist on duration - for actions going on when another action interrupts them
EXAMPLES	
 <i>I went to the hairdresser yesterday.</i> <i>Cleopatra had a relationship with Julius Caesar.</i> <i>Last Sunday we went to the Moselle. We left home at 8.00. We drove ...</i>	 <i>She was laying the table while he was preparing dinner.</i>
KEY WORDS	
- yesterday - ago - last ... (week, month...) - in ... (+ past date) - when?	- while - as long as - for a long time, for hours, all day



Watch the excerpt from Kung Fu Panda and pay attention to the verbs. They are in the past simple.

<https://www.youtube.com/watch?v=z4B43Ilq-Sg>

4. DIFFERENT TENSES TO TALK ABOUT THE FUTURE

English has numerous ways to refer to the future, please find below a summary of the most common ways of doing so.

1. WILL SHALL (+ BASE VERB)	
▪ predictions	<i>The sun will shine tomorrow. She won't win the election.</i>
▪ promises	<i>Will you marry me? I'll help you with your homework after class.</i>
▪ offers	<i>I'll make you a sandwich. I'll help you if you want.</i>
▪ spontaneous decisions	<i>I will have a beer please.</i>
2. GOING TO (+ BASE VERB)	
▪ deductions (predictions with firm evidence)	<i>Oh no! Look at those clouds. It's going to rain. Be careful! You're going to drop those dishes!</i>
▪ planned events or intentions (they have been decided on before the moment of speaking)	<i>Frank is going to study Medicine. Where are they going to stay when they come?</i>
3. PRESENT SIMPLE	
▪ events in a timetable or schedule	<i>The course starts in September. The meeting ends at 6:30 pm.</i>
▪ official reports in the media	<i>The queen goes to Canada next week on an official visit.</i>
4. PRESENT CONTINUOUS	
▪ planned or personally scheduled events	<i>What are we having for dinner tomorrow? I am seeing the doctor tomorrow afternoon.</i>
5. PHRASES SUCH AS	
▪ to be about to (+ base verb)	
▪ to be due to (+base verb)	<i>The train is about to leave.</i>
▪ to be expected in (+ time)	<i>The train is due to arrive in ten minutes</i>
▪ to be expected to (+base verb)	<i>The train is expected in ten minutes</i>
▪ to be set to (+ base verb)	<i>The train is expected to arrive in ten minutes.</i>

Note the use of the tenses in time clauses referring to the future and in conditional clauses.

He will send an email as soon as he arrives.

Once I board, I won't be able to call anymore.

Will you visit me when you come to Luxembourg again?

The future tense is used in the main clause, whereas the present simple is used in the subclause. (for more information go to unit 35).

There are more tenses for the future (the future continuous, the future perfect and the future perfect continuous). Their use is rare so you will study them much later.

For mixed future tenses exercises, go to

<https://www.englishexercises.org/makeagame/viewgame.asp?id=7229>

<https://englishlessonsbrighton.co.uk/future-tenses-exercise/>

<https://www.perfect-english-grammar.com/future-tenses-form-mixed-exercise-1.html>

<https://www.ego4u.com/en/cram-up/grammar/future-mix/exercises>

<https://www.english-4u.de/en/grammar/future-tenses.htm>

5. PRESENT PERFECT

Form

AFFIRMATIVE, NEGATIVE AND INTERROGATIVE

TO HAVE (in the present) + VERB-ED or 3rd BASIC FORM

You can't speak to her. She has gone to London.

They have not travelled outside Europe yet?

Have you ever been to the United States?

Use

RULES

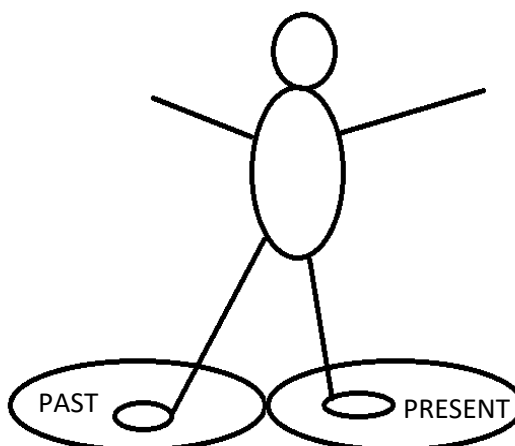
- for actions which began in the past and are still going on now in the present
- for actions which began in the past and which have been going on until now
- for past actions when the effect has an impact on the present

EXAMPLES

- *Mr Johnson has been an English teacher since 1989.*
- *So far I have always lived in the city, but I have decided to retire to the country side.*
- *I cannot play tennis with you. I have broken my arm.*
- *Don't sit on that bench. It has been painted!*

KEY WORDS

- just
- already, not yet, yet?
- for, since, how long?
- never, ever?
- so far, up to know, until now...
- in your life



Always remember: the present perfect has 'one foot in the past and one in the present!'

Read the following texts on Fatma Said. Then answer the questions.



The 30-year-old Egyptian soprano Fatma Said was born in 1991 in Cairo.

From Kindergarten upwards, she attended a German international school where there was a strong emphasis on music education.

When Fatma was 13, her music teacher introduced her to the Egyptian singing teacher, Dr Neveen Allouba. Fatma was given voice lessons by the latter until she was 17. As she showed talent right from the beginning, she was invited to perform at a Christmas concert at the Cairo Opera House just three months after taking up her singing lessons.

In 2009, Fatma was admitted to the Hanns Eisler Conservatory in Berlin where she obtained a bachelor's and a master's degree. Then, she earned a scholarship to the International Opera Studio at La Scala in Milan. In 2016, she made her sensational role debut at the Teatro alla Scala as Pamina in Peter Stein's critically-acclaimed new production of Mozart's *Magic Flute*.

From 2016 to 2018, she was a BBC New Generation Artist, an honour that led to appearances at prestigious venues around Europe and beyond.

In early 2020, Fatma signed a recording contract as a solo artist with the leading classical label: Warner Classics and, in October of the same year, she released her debut album *El-Nour*.

Fatma is not only a singer, but a young woman with strong values, which she stands up for. In 2014 and 2018 she represented Egypt on Human Right's Day at the United Nations in Geneva. In 2017 she sang for the children's right to education and dignity through music at the Luxor Temple in Egypt. In 2016, she received an honorary award from Egypt's National Council for Women. Finally on 25 September 2021, Fatma joined a star-studded lineup of artists during the Global Citién Live Concert under the ever-romantic Eiffel Tower in Paris. The event was part of a campaign which hopes to address Covid-19, hunger, education, equity and climate change.

The Cairo-born soprano Fatma Said has probably experienced and achieved more in the thirty years of her life than many others in a whole lifetime.

Over the last decade Fatma has established a reputation as an extraordinarily gifted musician. She has excelled on concert stages and in opera houses around the world: she has given celebrated recitals in Perth, Leeds, Dresden, Bonn, Mallorca and at Wigmore Hall, and gala concerts at The United Nations in Geneva and in Muscat in Oman. She has held roles in various operas and can be heard on several operatic recordings.

Moreover, Fatma has won numerous prestigious prizes. She assigns her success largely to her teachers Distinguished professors and coaches have strongly influenced her musical development and helped her refine her musical interpretation. Fatma says "I've learned so much from fantastic musicians. I am grateful for my experience, having met the right people at certain moments in my life, [They] have shaped the singer, musician, artist I have become."

Fatma has accumulated an extremely wide and varied repertory. Fatma has performed classical works by composers from different countries such as Italy, Germany, France, Spain and Egypt. She has also sung Egyptian folk and popular songs. And finally, she has been widely acclaimed for her interpretation of John Lennon's world hit "I'm a Woman".

Besides, Fatma has not only shared the stage with renowned Classical musicians from all over the world, but also with the likes of Elton John, Ricky Martin, One Republic, Metallica, Lizzo, Lorde, Demi Levato, Jennifer Lopez, Kylie Minogue, and Keith Urban.

Last but not least, Fatma has distinguished herself in a humanitarian capacity, regularly representing her home country as an ambassador for culture and education.



Which tense(s) are predominantly used in the text on the left?

Which tense(s) are predominantly used in the text on the right?

Which information on Fatma Said do the texts contain?

Her job

***Text on
the left***

***Text on
the right***

☐
☐

Her age

☐
☐

Her origins

☐
☐

Her education

☐
☐

Her achievements

☐
☐

How do the two texts differ? Why is there a difference in the use of tenses?

6. PAST PERFECT

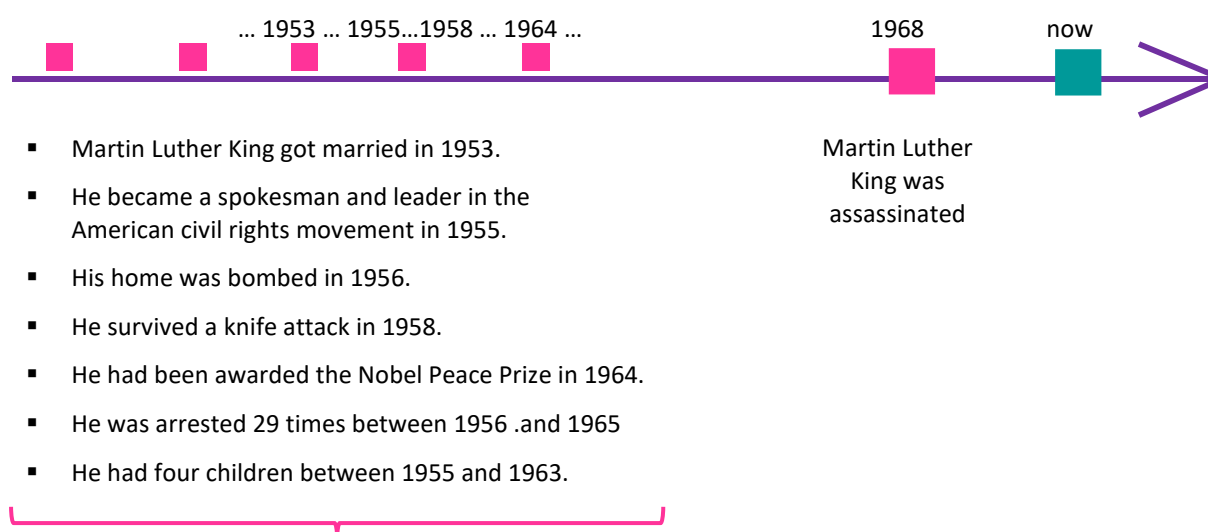
Form

AFFIRMATIVE, NEGATIVE AND INTERROGATIVE

HAD + VERB-ED or 3rd BASIC FORM
TO HAVE (in the past) + VERB-ED or 3rd BASIC FORM

Use

EXAMPLE



Events that happened before 1968 => the Past Perfect is used in a complex sentence



When Martin Luther King was assassinated in 1968,

- he had been married for 15 years.
- he had been a spokesman and leader in the American civil rights movement for thirteen years.
- his house had been bombed.
- he had survived a knife attack
- he had been awarded the Nobel Peace Prize.
- he had been arrested 29 times on.
- he had had four children.

RULES

- for actions which began in the past and are still going on now in the present
- for actions which began in the past and which have been going on until now
- for past actions when the effect has an impact on the present

KEY WORDS

The past perfect tense is often used with the words below when they refer to the past, not the present:

- already, not yet, yet?
- never
- until that day
- just
- once

The past perfect tense is often used after 'if' in 3rd conditional sentences.

SANDRA BULLOCK RYAN REYNOLDS

THE PROPOSAL



THE PROPOSAL¹

https://www.youtube.com/watch?v=_3gAU0EjfUM

Fill in the blanks with the past perfect or the past perfect continuous form of the verbs in parentheses. When both are possible, use the past perfect continuous.

1. She *had left* / *had been leaving* the house when the dog started following her outside.
2. She *had talk* / *had been talking* on the phone for a few minutes when the eagle fetched the dog.
3. The eagle *had flown* / *had been flying* with the dog in its claws when she threw the phone at the bird.
4. The eagle *had dropped* / *had been dropping* the dog when she caught him before he hit the ground.
5. She *had run* / *had been running* away from the eagle when it suddenly took her phone from her hands.
6. She *had carried* / *had been carrying* the dog around the yard when her fiancé and his family finally saw her there.
7. She *had let* / *had been letting* the dog go when the couple held each other in the garden.



¹ Adapted from: <https://moviesegmentstoassessgrammarggoals.blogspot.com/search?q=PAST+PERFECT>



JAMES BOND IN CASINO ROYALE²

Watch the video segment from *Casino Royale* and write **1** in the box of the action that takes place first and **2** in the box of the action that happens later. There is an example.

<https://www.youtube.com/watch?v=KnSnsvustYo>

Example

1 James Bond took a plane to the Bahamas.

2 He drove across the island to the hotel.

a. He crouched to tie his shoestring.

He gave his car keys to the bellboy.

b. Two guys gave Bond their car keys by mistake.

Bond crashed their car in the parking lot.

c. He threw the car keys away.

He entered the hotel lobby.

d. He made a reservation at the hotel

He saw the images of the parking lot in the surveillance room.

Now fill in the blanks of the exercise below with the simple past or the past perfect forms of the verbs in parentheses. You may use "already" if it is applicable.

a. When he _____ (drive) across the island to the hotel, James Bond _____ (take) a plane to the Bahamas.

b. When Bond _____ (crouch) to tie his shoestring, he _____ (give) his car keys to the hotel bellboy.

c. Two guys _____ (give) Bond their car keys by mistake when he _____ (crash) their car in the parking lot.

d. Bond _____ (throw) the keys away when he _____ (enter) the hotel lobby.

e. When he _____ (make) a reservation at the hotel he _____ (see) the images of the parking lot in the surveillance room.

² Adapted from: Movie Segments to Assess Grammar Goals <https://moviesegmentstoassessgrammargoes.blogspot.com/search?q=PAST+PERFECT>

7. STATIVE VERSUS DYNAMIC VERBS

Stative Verbs

Stative verbs (or **state verbs**) describe a *status or quality* of something... NOT an action.

These verbs are verbs of state of being, possession, emotion, involuntary perception, opinion

Verbs of state of being

be, look, seem, weigh, contain, consist, measure, cost, exist, depend, deserve, involve, matter

Examples

- This piece of meat **weighs** two pounds.
- The box **contained** a pair of earrings.
- Success **depends** on how much effort you make.
- This class will **involve** lots of research.

Verbs of possession

have, own, belong, possess, include, owe

Examples

- I **have** a bicycle.
- This book **belongs** to the teacher.
- Our tour **included** a visit to the Modern Art Museum.

Verbs of emotion

love, hate, like, want, need, desire, wish

Examples

- I **love** ice cream.
- She has always **hated** jazz.
- They **need** some help.

Verbs of involuntary perception (5 senses)

hear, smell, see, feel, appear, seem, resemble

Examples

- I **hear** some music playing.
- This perfume **smells** like roses.
- He **seemed** upset last night.

Verbs of 'opinion'

agree/disagree, approve/disapprove, believe, know, prefer, realise, recognize, suppose, suspect, understand., want, ...

Examples

- I've **known** my best friend since childhood.
- We **agree** with you.
- He **doesn't understand** the article.

Dynamic verbs

Action verbs (or **dynamic verbs**) are verbs that describe actions. We can use them in the simple or continuous forms.

Here are a few examples of action verbs:

walk

- Every day I **walk** home from class.
- I'm **walking** to the store right now.

read

- I **read** mostly historical fiction.
- I've **been reading** a novel that takes place during colonial times.

help

- My sister **helps** me with my homework.
- My father **is helping** me learn how to drive.

watch

- Bob **watches** four hours of TV every night.
- Last night, he got angry at me because I changed the channel while he **was watching** his favourite show.

Some verbs can be both stative and dynamic verbs

Some verbs can function as BOTH stative verbs and action verbs!

Here are some examples:

be

- **Stative:**
He **is** immature. (he is always immature)
- **Action:**
He **is being** immature. (he is temporarily acting immature)

have

- **Stative:** possession
I **have** a car. He **has** a dog.
- **Action:** expressions with "have"
I'm **having** breakfast (eating breakfast).
He's **having** fun (experiencing fun).

see

- **Stative:** perception with your eyes; understanding
I **see** some birds.
I **see** what you mean.
- **Action:** meet; have a relationship with
I'll **be seeing** the doctor tomorrow.
They've **been seeing** each other for a month.

look

- **Stative:** appearance
That cake **looks** delicious!
- **Action:** directing your eyes to something; phrasal verbs
He's **looking** at the computer screen.
She's **looking for** (= seeking) a job.
They're **looking after** (= taking care of) my dog for the weekend.

smell / taste

- **Stative:** the quality of smell or taste possessed by something
The bar **smells** of smoke.
This meat **tastes** like chicken.
- **Action:** when a person uses their nose or mouth to test something
He's **smelling** the cookies.
She's **tasting** the soup to see if it needs more salt.

think / feel

- **Stative:** when talking about your opinion
I **think** that's a great idea!
I **feel** that this is not the best use of our time.
- **Action:** when using your mind or experiencing emotions or health issues
We're **thinking** about moving to another city.
I've been **feeling** unusually tired lately.

weigh / measure

- **Stative:** when talking about the quality possessed by something
The suitcase **weighs** 20 pounds.
The surfboard **measures** 2 meters by 55 centimetres.
- **Action:** when a person performs the action of weighing/measuring something
The butcher is **weighing** the meat on the scale.
The architects were **measuring** the distance between the pillars.

Practice

1. I _____ around a second-hand shop one day when I saw an old vase.
 - a. was looking
 - b. looked
2. It _____ very old.
 - a. looked
 - b. was looking
3. I _____ perhaps it might be valuable.
 - a. was thinking
 - b. thought
4. '_____ that dirty old vase?' asked my friend Rose.
 - a. Are you liking
 - b. Do you like
5. 'Yes. I _____ of buying it,' I replied.
 - a. am thinking
 - b. think
6. 'Look, it _____ a picture of a dragon on it.'
 - a. is having
 - b. has
7. 'Do you think it _____ from China?'
 - a. is coming
 - b. comes
8. 'Maybe. Look, there's something written on the bottom. What _____?'
 - a. does it say
 - b. is it saying
9. 'I can read the words but I _____ what they mean. It's not modern Chinese.'
 - a. am not understanding
 - b. do not understand



10. 'There's no price on it. How much _____ he wants for it?' I asked the shop keeper.
a. are you thinking
b. do you think
11. 'Are you going to buy it?' asked Rose. - 'I _____ to decide...it's so difficult,' I said.
a. try
b. am trying
12. 'It was one thousand dollars,' he said, 'but we _____ a sale today, so you can have it for six hundred.'
a. have
b. are having
13. 'Go on! The man _____ honest.' she whispered.
a. seems
b. is seeming
14. 'Well, I _____ it. And six hundred isn't that much...' I said.
a. am really liking
b. really like
15. The next day I took the vase to an antiques expert. ' _____ this vase?' he asked.
a. Are you owning
b. Do you own
'Yes,' I replied.
16. 'Congratulations!' he said. 'This vase once _____ to the Emperor of China. It is worth over a million dollars.'
a. was belonging
b. belonged

For exercises on the stative and dynamic verbs as well as the present simple and the present continuous, go to

https://agendaweb.org/verbs/present_progressive-exercises.html

<https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-quiz-stative.pdf>

<http://www.learnenglish-online.com/vocabulary/tests/statedynamicverbs.html>

[https://www.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Stative verbs/Stative vs dynamic verbs pb1209381fs](https://www.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Stative+verbs/Stative+vs+dynamic+verbs+pb1209381fs)

8. UNREAL PAST TENSES

9. MODAL AUXILIARIES AND SUBSTITUTES

15. MODAL AUXILIARIES

Reading³



Read the following passage and answer the questions below.

As you read the text, highlight the modal auxiliaries used in the text.

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that?

Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favour: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

³ Adapted from: <http://www.ereadingworksheets.com/reading-comprehension-worksheets/nonfiction-reading-test-reading-answers.htm>

1. Which best expresses the main idea of the second paragraph?
 - a. ☐ Reading is exciting.
 - b. ☐ Reading strengthens your mind.
 - c. ☐ Age affects the body in many ways.
 - d. ☐ Working out keeps your body in shape.
2. Why does the author think that you should read books that are boring?
 - a. ☐ You will eventually grow to love them if you read them enough.
 - b. ☐ You will get better grades in reading class.
 - c. ☐ You will make your teacher very happy.
 - d. ☐ You will learn new words.
3. Which best expresses the main idea of the third paragraph?
 - a. ☐ Reading can benefit you.
 - b. ☐ You can learn to program video games or design clothing by reading.
 - c. ☐ You can learn amazing things and become a better person by reading.
 - d. ☐ Knowledge is power.
4. Which is **NOT** a reason given by the author why students fail to complete reading assignments?
 - a. ☐ Students may be bored.
 - b. ☐ Students may be distracted.
 - c. ☐ Students may be unwilling to focus.
 - d. ☐ Students may be tired.
5. Which best expresses the author's main purpose in writing this text?
 - a. ☐ He is trying to persuade students to do their reading work.
 - b. ☐ He is teaching people how to become better readers.
 - c. ☐ He is explaining why people don't do their reading work.
 - d. ☐ He is entertaining readers with facts about the mind and body.
6. Which best describes the author's tone in the first three sentences?
 - a. ☐ Surprised
 - b. ☐ Sarcastic
 - c. ☐ Informative
 - d. ☐ Irate
7. Which of the following is **NOT** one of the author's main points?
 - a. ☐ Reading broadens your perspective and makes you a better person.
 - b. ☐ Reading is a relaxing activity with positive mental side effects.
 - c. ☐ Reading helps you perform on tests and get into selective schools.
 - d. ☐ Reading keeps your mind in shape and prevents losses due to age.

8. Which is **NOT** one of the author's arguments in the fifth paragraph?
- a. ☐ Reading gives you a broader perspective on the world.
 - b. ☐ Reading changes the way that you understand the world.
 - c. ☐ Reading helps prepare you for your job in the real world.
 - d. ☐ Reading teaches you about distant lands and cultures.
9. Why does the author believe that reading is good for your mind state?
- a. ☐ It has a calming effect.
 - b. ☐ It can lower your stress levels.
 - c. ☐ It can help you relax.
 - d. ☐ All of these
10. Which title best expresses the main idea of this text?
- a. ☐ *Reading: Good for the Mind in Many Ways*
 - b. ☐ *Reading: The Key to a Successful Academic Future*
 - c. ☐ *Reading: Improve Your Vocabulary While Being Entertained*
 - d. ☐ *Reading: The Best Way to Improve Your Writing Skills*

Be prepared to discuss the following questions.

1. Does the author argue his point well? Analyse one of his arguments and explain whether or not it is an effective argument.

2. Why does the author believe that reading boring or unfamiliar books can be helpful for readers? Use the text in your response.

3. Why does the author describe reading as a "positive escape"? In what ways is reading positive? Use evidence from the text to support your response.

A number of verbs have been highlighted. They are modal auxiliaries. What does that mean?

Which modal auxiliaries do you know?

Read the text on Evelyn Glennie. Complete the text by ticking the best option (a, b, c or d).

Evelyn Glennie - A World Class Musician

Evelyn Glennie is a world-famous percussionist. Because she is 80% deaf and (1) _____ hear sounds clearly, she performs barefoot so that she (2) _____ feel the vibrations of her instruments and the orchestra. This (3) _____ be very difficult for her but she insists that people (4) _____ take any notice of her disability and only judge her by how well she performs. When Evelyn left school she (5) _____ already play the clarinet, harmonica and snare drum but at first, she (6) _____ get a place in a music college because of her deafness. After her great success, she believes that everyone with her disability (7) _____ be given the chance to pursue a musical career if they want to. As well as being a great musician, Evelyn (8) _____ also draw and paint.



- | | | | | |
|----|-----------------------------------|-------------------------------------|--------------------------------------|---------------------------------------|
| 1. | a. ☐ can't | b. ☐ mustn't | c. ☐ couldn't | d. ☐ shouldn't |
| 2. | a. ☐ can | b. ☐ need | c. ☐ might | d. ☐ must |
| 3. | ☐ couldn't | ☐ needn't | ☐ should | ☐ Shouldn't |
| 4. | a. ☐ could | b. ☐ must | c. ☐ mustn't | d. ☐ should |
| 5. | a. ☐ could | b. ☐ would | c. ☐ might | d. ☐ should |
| 6. | a. ☐ can't | b. ☐ mustn't | c. ☐ needn't | d. ☐ couldn't |
| 7. | a. ☐ may | b. ☐ should | c. ☐ mustn't | d. ☐ might |
| 8. | a. ☐ need | b. ☐ must | c. ☐ may | d. ☐ can |

Read the text on 'Easter Island'. Complete the spaces by using a phrase from below (a - i).



- a. can't have been easy
- b. could have been part
- c. may have discovered the island
- d. may have landed
- e. might have been gods
- f. might have done this
- g. must have used up all the food
- h. must not have landed
- i. should have done this

Easter Island

Easter Island, 3,000 km off the coast of Chile in the Pacific Ocean is very far from land. Today, it is a small island with few people or trees, but at one time a lot of people lived there. Scientists believe that the original inhabitants (1) _____ by accident. Around 100 people (2) _____ on the western coast of the island.

But then the number of inhabitants increased too quickly. Scientists agree that the inhabitants (3) _____ on the island and finally all died.

The Easter Island statues are famous, but nobody knows why they are there or why there are so many. The statues (4) _____, or Easter Island (5) _____ of a much bigger island. The statues are very large and heavy, so they (6) _____ to move. Scientists still do not know how the inhabitants (7) _____.

Write your answers here

1	2	3	4	5	6	7



Modal auxiliaries – revision

USE AND ALTERNATIVE	MODAL AUXILIARY	EXAMPLE
ABILITY	can	He can speak French very well.
Be able to	could	She could read at the age of four.
PERMISSION	can	Can I stay here?
	could	Could I borrow your dictionary?
Be allowed to	may	May I come in?
POSSIBILITY	can	Can it be true?
	could	You could arrive this afternoon if you take a flight.
	may	It may rain tomorrow.
It is possible that	might	They might give us a 10 % discount.
IMPOSSIBILITY	can't / cannot	You cannot have a swim near here, there is no swim centre.
PROHIBITION	can't	You can't smoke in this room.
	must not	You must not drive without a licence.
Not to be allowed to	may not	You may not open the window.
POLITE REQUESTS	can	Can you call me later, please?
	could	Could you give me a hand, please?
	may	May I sit down, please?
	will	Will you open the door, please?
	would	Would you look after them, please?
DEDUCTIONS	can't / couldn't	She can't be as arrogant as they say.
	must	He must be about forty.
	should	They should be at home at this time.
OBLIGATION	must	You must be back by 10 pm.
	ought to	You ought to thank them for their help.
	should	You should use more polite language.
ORDERS	will	You will do as you are told.
	be to	You are to hand in your essay by Monday.
NECESSITY	must	You must revise the whole chapter.
Be obliged to	have to	You have to be at the airport an hour before take off.

LACK OF OBLIGATION	need not / don't need to don't have to	You need not come to the meeting if you don't have time. You don't have leave to if you don't want to.
SUGGESTION	can could shall	You can go by bus, for example. We could try to fix it ourselves. Shall I open the window ?
INVITATIONS	would	Would you like a glass of water or a cup of tea ?
HABITS	used to would	She used to take piano lessons when she was young. When I was young, we would go to church every Sunday.
ADVICE	must ought to should	You must try Lebanese mezzes, they are delicious. You ought to study harder next time. You should see the dentist once a year.

For more exercises on modal auxiliaries, go to

<https://agendaweb.org/verbs/modals-exercises.html>

<https://agendaweb.org/verbs/modals-worksheets-lessons>

https://www.english-4u.de/grammar_exercises.htm

<https://www.grammar-quizzes.com/modalquiz.html>

<https://www.perfect-english-grammar.com/modal-verbs-exercises.html>

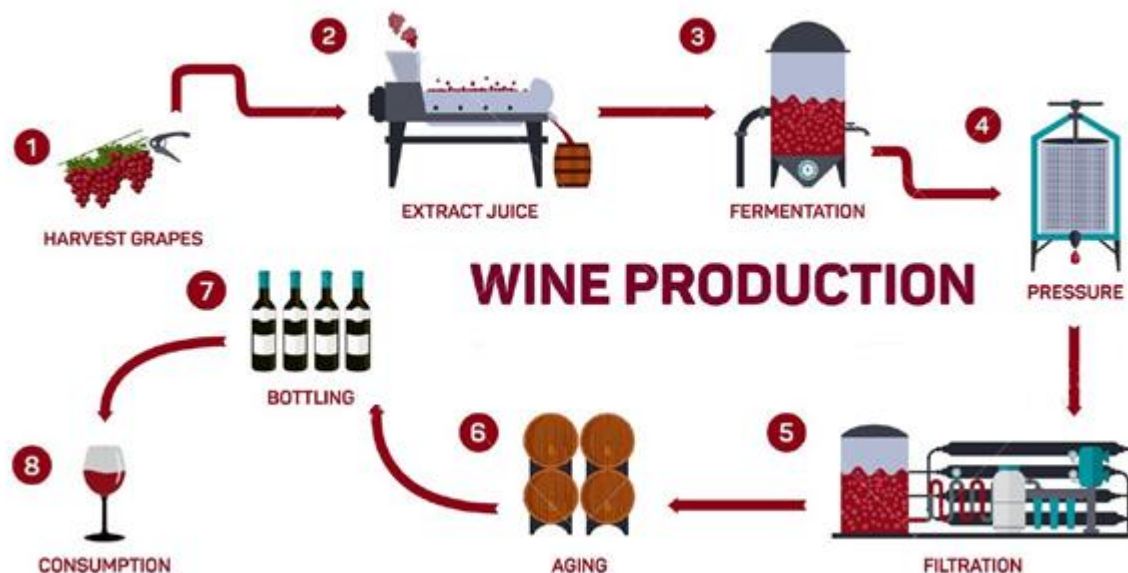


10. ABSOLUTE VERSUS RELATIVE TIME

SIMULTANEITY, ANTERIORITY, POSTERIORITY

11. ACTIVE ⇌ PASSIVE

The winemaking process⁴



The sentences below make up a complete description of the wine-making process.

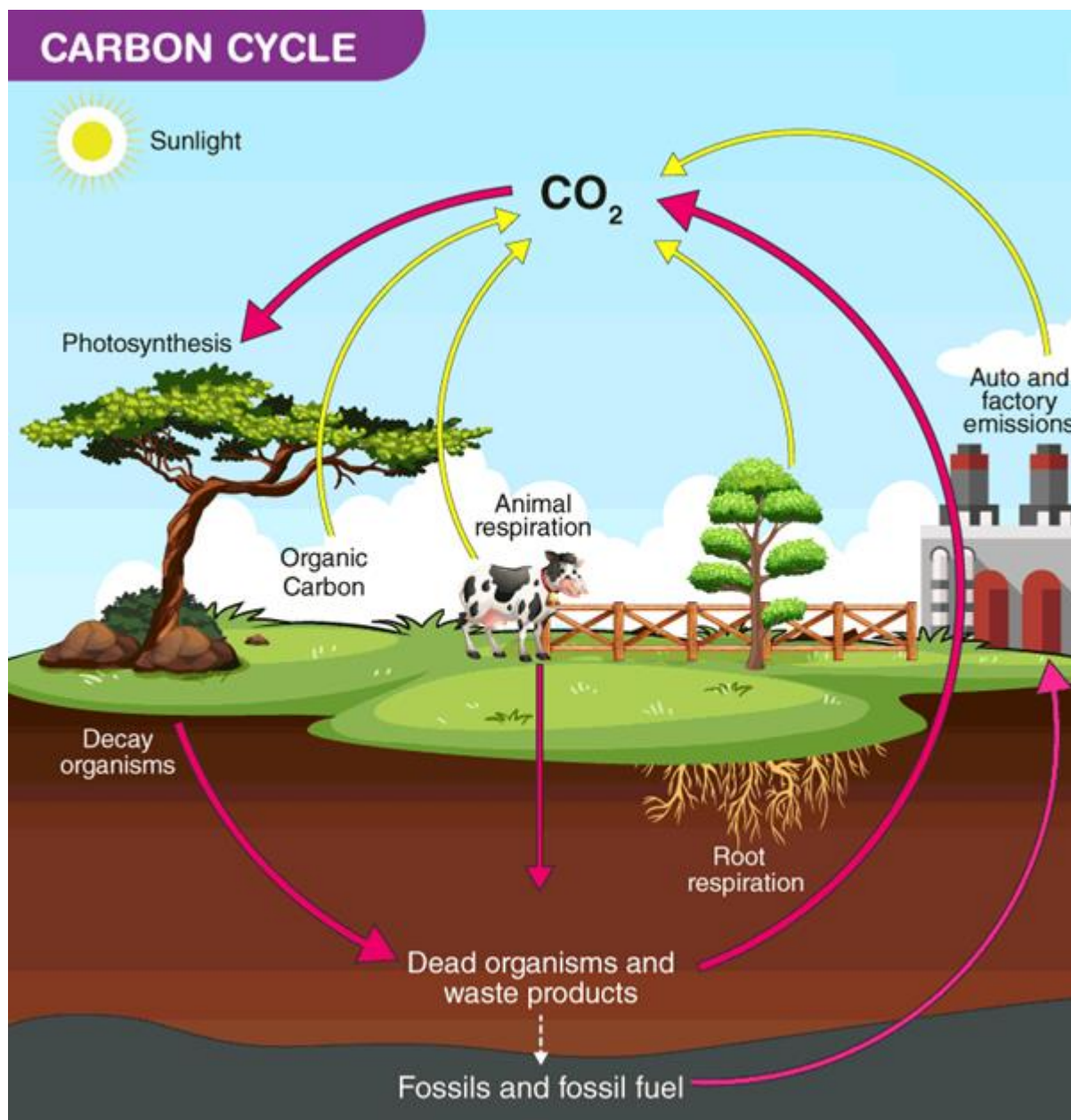
Decide whether the active or passive form is better for each one.

- After the harvest, _____ for primary fermentation.
 - the grapes are taken to a winery
 - the vineyard workers take the grapes to a winery
- where they _____
 - press the grapes
 - are pressed
- and in the case of white wine, _____
 - they discard the skins.
 - the skins are discarded.
- In the case of red wine, _____ in the fermentation process.
 - they use the skins
 - the skins are used
- To start primary fermentation, _____ to the pulp
 - yeast may either be added
 - they may either add yeast

⁴ From: http://www.elbase.com/quiz/018_03.htm

6. or it may _____ naturally on the skins of the grapes.
- be occurred
 - occur
7. _____ during the process.
- The yeast converts most of the sugars in the grape juice into alcohol and carbon dioxide
 - The sugars in the grape juice are converted into alcohol and carbon dioxide by the yeast
8. When this process is complete, _____
- the wine is pumped off into tanks.
 - the winery workers pump the wine into tanks,
9. _____ warm at this stage
- It has to be kept
 - They have to keep it
10. while _____.
- the remaining sugars are converted into alcohol and carbon dioxide.
 - the yeast converts the remaining sugars into alcohol and carbon dioxide.
11. The secondary fermentation stage is a bacterial fermentation process which _____.
- converts malic acid to lactic acid.
 - malic acid is converted into lactic acid.
12. _____.
- This decreases the acid in the wine and softens the taste.
 - The acid in the wine is decreased and the taste is softened.
13. The time from harvest to drinking _____ from a few months for Beaujolais nouveau wines, to over twenty years
- can be varied
 - can vary
14. for those that _____ as vintage wine.
- will be sold
 - the vineyard will sell
15. However, only about 10% of all red and 5% of white wine _____ better after five years than after just one year.
- tastes
 - is tasted

Read the following text on the carbon cycle. Underline the present simple passive verb forms.



The Carbon Cycle⁵

Carbon is one of the most important elements to life on planet Earth. All living organisms have carbon as the basis for life, which is why they are sometimes referred to as "carbon-based". About 18% of the human body are made up by carbon, so if a person weighs 100 pounds, their body contains around 18 pounds of carbon.

Carbon exists in the atmosphere, mostly in the form of carbon dioxide gas (CO_2). Some carbon atoms are constantly moving around because carbon atoms are used by all sorts of processes on our planet. Some of these processes put carbon into the atmosphere (air) and some take it out.

Nature is constantly taking carbon out of the atmosphere. These processes are sometimes called carbon sinks.

⁵ https://www.ducksters.com/science/ecosystems/carbon_cycle.php

- Photosynthesis – CO₂ is absorbed by plants through their leaves to make energy and grow. With the help of sunlight and water, the CO₂ is converted into oxygen and carbohydrate (sugar). The carbohydrate is stored in the plant. People and animals eat plants. The carbon in the plants goes into the people. Some of the carbon is used to make up muscles and some is stored as fat. Large areas of plants like the rainforest help to remove lots of carbon from the atmosphere.

Now put the verbs in brackets into the present simple passive.

- The ocean - a lot of excess carbon (1) _____ (**to remove / also**) from the atmosphere by ocean water. CO₂ in the air reacts with the sea water to make carbonic acid in the ocean. However, if there is too much CO₂, it can cause acid rain, which is not good. Some CO₂ in the ocean is good as the carbon combines with calcium to form calcium carbonate, which (2) _____ (**to use**) by sea organisms to make their shells.

Other processes are adding more carbon to the air. These processes (3) _____ (**to call**) sources.

- Respiration (breathing) – When people and animals breathe to produce energy, the carbon stored in fat reacts with oxygen to form CO₂. This (4) _____ (**to breathe out**) and goes back into the atmosphere.
- Decay - When plants and animals die, the carbon in their body (5) _____ (**to release**) into the ground. Some of the dead plants and animals (6) _____ (**to compress**) over millions of years to form coal and oil.
- Combustion (burning) - When plants such trees and coal and oil (7) _____ (**to burn**) as a fuel, the carbon they contain reacts with oxygen to produce CO₂. This CO₂ (8) _____ (**to release**) back into the atmosphere.

Carbon is essential for life and nature does a great job of balancing the carbon available through the carbon cycle. Carbon is needed in the atmosphere as well because it helps to keep the Earth warm. Without it we would all be freezing.

Although nature does a great job in balancing carbon through the carbon cycle, when man gets involved, we can upset the balance. By burning fossil fuels like coal, gas, and oil lots of carbon is released into the air. Also, cutting down trees for development reduces the amount of plants available to remove carbon from the air.

Carbon Cycle Test Quiz⁶

1. Why is carbon such an important element?
 - ☐ a. because carbon is a key element in producing electricity
 - ☐ b. because without carbon the Sun would run out of energy
 - ☐ c. because carbon is the central element to all living organisms
 - ☐ d. all of the above
 - ☐ e. none of the above

2. What are processes that remove carbon from the atmosphere called?
 - ☐ a. sources
 - ☐ b. cycles
 - ☐ c. carbonates
 - ☐ d. sinks
 - ☐ e. filters

3. What are processes that add carbon to the atmosphere called?
 - ☐ a. sources
 - ☐ b. cycles
 - ☐ c. carbonates
 - ☐ d. sinks
 - ☐ e. filters

4. Which part of the carbon cycle involves animals breathing in oxygen and out carbon dioxide?
 - ☐ a. photosynthesis
 - ☐ b. the oceans
 - ☐ c. respiration
 - ☐ d. decay
 - ☐ e. combustion

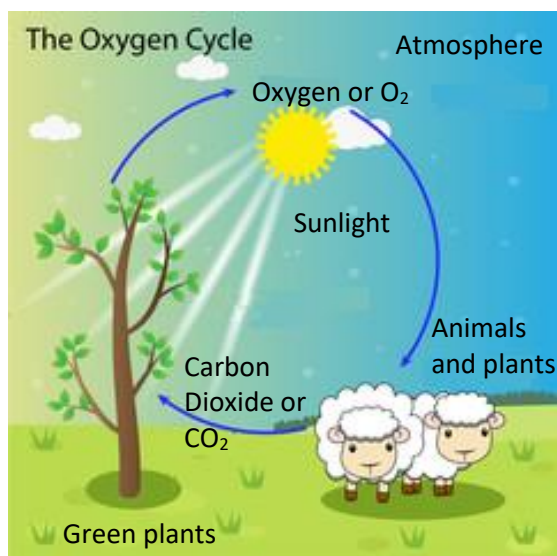
5. Which part of the carbon cycle occurs when plants or animals die?
 - ☐ a. photosynthesis
 - ☐ b. the oceans
 - ☐ c. respiration
 - ☐ d. decay
 - ☐ e. combustion

6. Which part of the carbon cycle occurs when plants convert sunlight and CO₂ into oxygen and sugar?
 - ☐ a. photosynthesis
 - ☐ b. the oceans
 - ☐ c. respiration
 - ☐ d. decay
 - ☐ e. combustion

⁶ From: https://www.ducksters.com/science/quiz/carbon_cycle_questions.php

7. Which part of the carbon cycle occurs when plants, trees, or fossil fuels are burned?
- ☐ a. photosynthesis
 - ☐ b. the oceans
 - ☐ c. respiration
 - ☐ d. decay
 - ☐ e. combustion
8. Which part of the carbon cycle involves sea creatures using carbonic acid to make their shells?
- ☐ a. photosynthesis
 - ☐ b. the oceans
 - ☐ c. respiration
 - ☐ d. decay
 - ☐ e. combustion
9. True or False: Some carbon is needed in the atmosphere to keep the Earth warm.
- ☐ a. true
 - ☐ b. false
10. How has man influenced the carbon cycle and increased the amount of carbon in the atmosphere?
- ☐ a. burning coal
 - ☐ b. cutting down trees
 - ☐ c. burning oil
 - ☐ d. all of the above
 - ☐ e. none of the above

Describe the diagram below. It shows the so-called oxygen cycle. The process by which oxygen is produced is known as the photosynthesis.

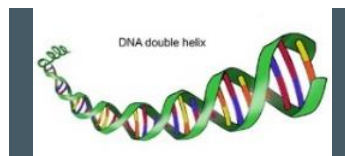


Describe what happened from 1900 – 1990. Use the cues below to write sentences in the past simple passive.



Albert Einstein's Theory of
Relativity / to publish

Albert Einstein's Theory of Relativity was
published.



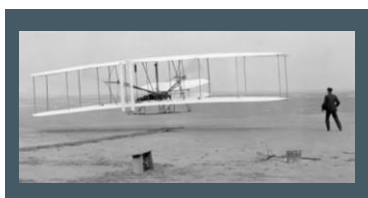
DNA / to discover



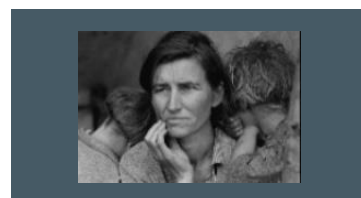
end of Cold War / to initiate /
Soviet Premier Mikhail
Gorbachev's policies (glasnost
and perestroika)



first IBM PC / to sell



first successful
motor-operated
airplane / to invent
/ to build / and to
fly / Wright
brothers



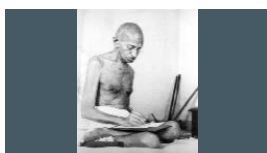
Great Depression / to
spark / Wall Street Crash



Japanese cities Hiroshima
and Nagasaki / to destroyed
/ Atomic bombs



Jesse Owens / to
remember best
(tense!) / for winning
four gold medals at the
1936 Berlin Olympics



Mahatma Gandhi / to
murder / fanatic Hindu



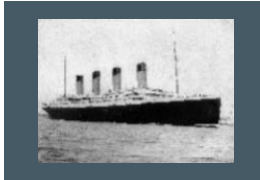
Mount Everest / to climb /
first



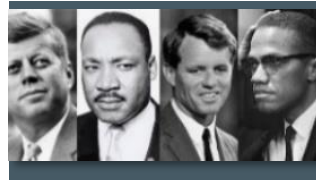
Nicholas II, tsar of Russia and his family / to execute / Bolsheviks



Pharaoh Tutankhamun's tomb / to discover



Titanic / to sink / iceberg



US President John F. Kennedy, Martin Luther King, Robert Kennedy and Malcolm X / to assassinate



US President Richard Nixon / to force / to resign / Watergate scandal



Vietnam War / to end / fall of Saigon



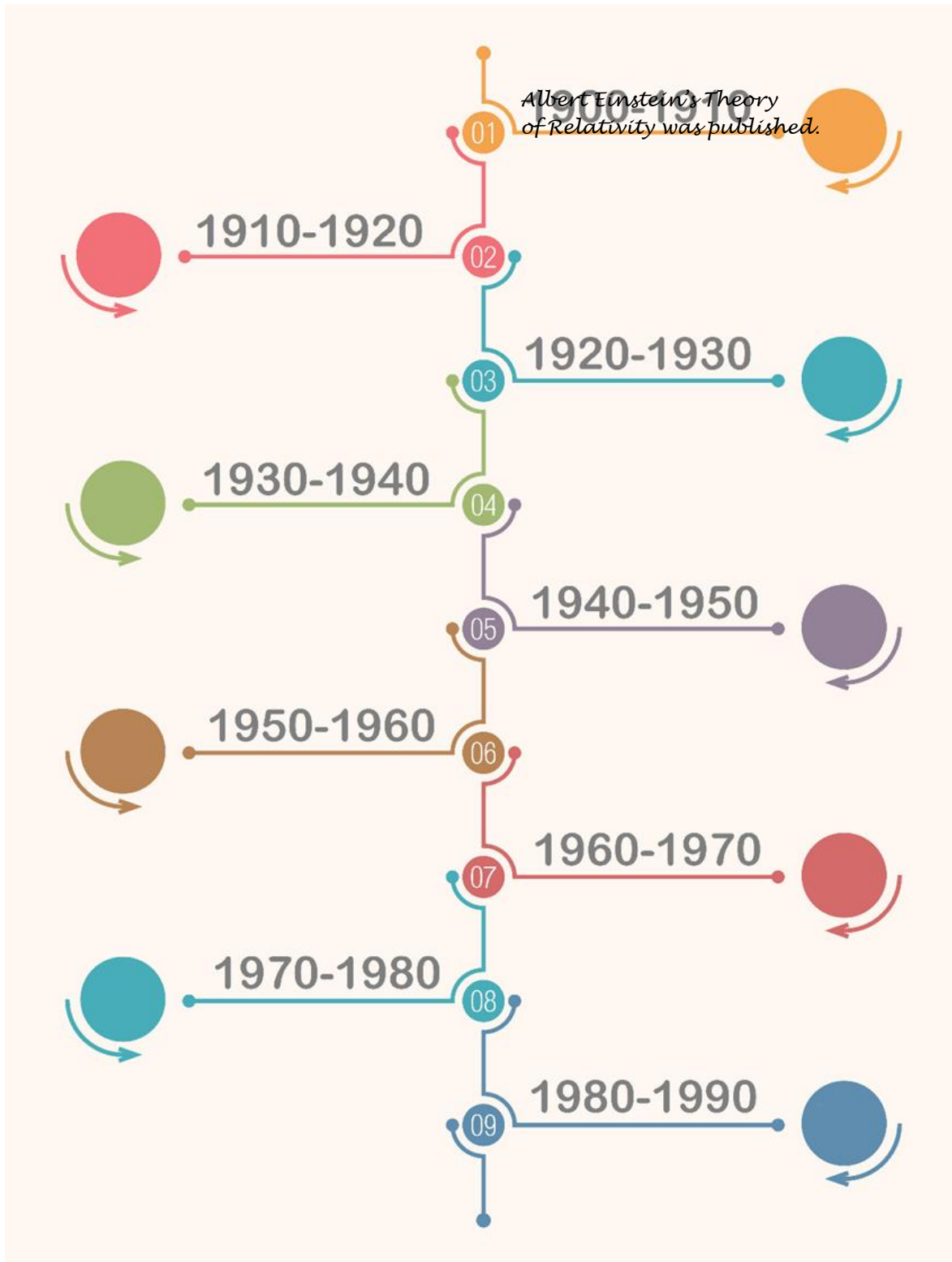
World War II / to spark / German invasion of Poland



Yuri Gagarin / to launch / into space / Soviets

Match the above events with the dates in the decade-by-decade timeline below.

In 1900 there were no planes, no televisions, and, of course, no computers. These inventions radically transformed the lives of people around the globe. In the years following 1900 there were two world wars, the Cold War, revolutionary social equality movements, and the exploration of space.



Underline the verbs in the following below. Are they active (A) or passive (P) verbs?

Bank robbery

Armed robbers have escaped with an undisclosed quantity of cash in a daylight raid on a bank in Central. It is thought that at least ten million dollars in cash and other valuables were taken but the bank has not yet revealed how much.

Police arrived within minutes after shots were heard coming from inside the bank and a member of the public dialed 999. A large area of Central was sealed off bringing traffic to a standstill. However, all of the thieves managed to escape leaving customers and staff in a state of shock.

'We were told to lie on the floor and told that if anyone moved, they would be shot,' one customer told reporters.

Det Supt Andy Chan of 'B' Division later made a statement saying that no arrests had been made so far but he was confident the men would be found soon.

How is the passive formed? Complete the following table.

AUXILIARY VERB	VERB (FORM)	AGENT
in the _____ tense		[preposition]]

Explain why the passive is used in some instances?

Is there an agent? Why / why not?

TENSE	SUBJECT	TO BE	MAIN VERB	OBJECT
Present simple		is		
Past simple		was		
Present continuous		is being		
Past continuous		was being		
Present perfect		has been		
Past perfect	The email	had been	sent	by Jennifer.
Future		will be		
Conditional		would be		
Modal verbs		can be must be should be		

Note

- ⇒ ***In a passive sentence the person responsible for an action is not the focus. If this person is mentioned, it is added at the end of the passive sentence. It is usually preceded by the preposition 'by'.***

This amphitheatre was built **by** the Romans.

- ⇒ ***You use the passive without an agent if you do not know who or what exactly is responsible for an action.***

My car was stolen.

(**NOT** Somebody stole my car. or My car was stolen by somebody.)

- ⇒ ***You also use the passive, if you do not want to focus on an aspect different from the person who did the action.***

Leonardo da Vinci painted Mona Lisa. (The focus is the painter.)

Mona Lisa was painted by Leonardo da Vinci. (The focus is the painting.)

- ⇒ ***Vague and undetermined subjects such as people, they, someone ... tend to be avoided in English.***

Analyse the following sentences. What is the difference?

The flowers were given to me by John.

I was given these flowers by John.

Note

- ⇒ ***If the 'active' verb can have two objects, it is possible to form passive sentences with both objects in English.***

Analyse the following sentences.

They say that Mary is an outstanding talent. People expect her to win the championship.

Mary said to be an outstanding talent. She is expected to win the championship.

Practice

Turn from ACTIVE into PASSIVE as in the example

- | | | | |
|-----|--|----|-----------------------------------|
| 1. | He gave me a present. | a. | <u>A present was given to me.</u> |
| | | b. | <u>I was given a present.</u> |
| 2. | The waiter will bring us the bill. | a. | <u></u> |
| | | b. | <u></u> |
| 3. | The Queen presented him with a medal. | a. | <u></u> |
| | | b. | <u></u> |
| 4. | Her mother bought Mary some sweets. | a. | <u></u> |
| | | b. | <u></u> |
| 5. | Bob has sold Ted a second-hand car. | a. | <u></u> |
| | | b. | <u></u> |
| 6. | Larry is going to send a letter to Tom. | a. | <u></u> |
| | | b. | <u></u> |
| 7. | Julia told Fiona the truth. | a. | <u></u> |
| | | b. | <u></u> |
| 8. | Chris is showing a new computer to Anna. | a. | <u></u> |
| | | b. | <u></u> |
| 9. | People say that Kim is a thief. | | |
| 10. | People believe that George is the hero of the town. | | |
| 11. | People think that George has deserted his family. | | |
| 12. | They say that a lot of sports cars are stolen in Luxembourg. | | |

For exercises on the passive, go to:

<https://agendaweb.org/verbs/passive-worksheets-lessons.html>

Rewrite the following passages using the passive voice whenever it is appropriate. Leave aside the agent if it is not necessary.

1. Some people saw a UFO in the sky above London last night. They reported it to the police. The army sent a helicopter to look at it more closely. The UFO shot the helicopter down and killed both men in it. People have given photographs of the UFO to the police. Experts are looking at them now.

2. Somebody has stolen a bus from outside the school. Some children saw the thief. The police are searching for the bus now. They will use the children's descriptions to catch the thief.

3. Someone broke into a local jewellery shop yesterday. The owner had just locked up the shop when a robber with a gun threatened him. The robber told him to unlock the shop and give him all the diamonds in the safe. Then the robber tied him up. The police have organized a search for the robber. They hope they will find him in a few days. Doctors are treating the owner of the shop for shock.

4. My uncle painted this picture. Someone has offered him a lot of money for it. He will deliver the painting tomorrow. When they give him the money, he will tell them the truth. He painted it one night while he was sleepwalking!

5. Our school is organizing a contest. The teachers will choose the best project about the environment. The students must include pictures and drawings in their projects. The students will also have to do all the writing themselves. The school will give the winner a set of encyclopaedias.

6. Rita Harrison has been worried all last week. Last Monday, she received a letter from the police. In the letter they asked her to call the police station. Jane wondered why the police wanted her, and nothing worried her anymore. There, they told her that they had found her bike. They picked it up in a small village a week ago. Somebody stole it 10 years ago, when she was a girl of fifteen. Now, they are sending it to her.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank handwriting practice paper. It features approximately 28 evenly spaced horizontal blue lines across the entire page, providing a guide for letter height and placement. The lines are consistent in color and thickness throughout.

12. CONDITIONALS

TYPE OF CONDITIONALS	IF-CLAUSE	MAIN CLAUSE	REFERS TO
Zero conditionals	If you boil water, <i>present simple</i>	it turns into steam. <i>present simple</i>	all the time
First conditionals = Probable conditionals	If you come tomorrow, <i>present simple</i>	I will cook for you. <i>will + infinitive</i>	the present or the future
Second conditionals = Improbable conditionals	If you came tomorrow, <i>past simple</i>	I would cook for you. <i>would + infinitive</i>	the present or the future
Third conditionals = Impossible conditionals	If you had come yesterday, <i>past perfect</i>	I would have cooked for you. <i>would have + 3rd basic form</i>	the past

Note

- ⇒ Don't use 'will' or 'would' after 'if'!
- ⇒ 'Unless' = 'if not': You won't make a lot of money unless you work hard.
- ⇒ When / if...

Examples

Zero conditionals



First conditionals



Second conditionals



Third conditionals



Children Learn What They Live⁷

By Dorothy Law Nolte

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn to be patient.

If children live with praise, they learn to appreciate.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with honesty, they learn truthfulness.

If children live with security,
they learn to have faith in themselves and others.

If children live with friendliness,
they learn the world is a nice place in which to live.

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This is the author-approved short version

For more poems and words of wisdom visit www.childrenlearnwhattheylive.com

⁷ From: <https://www.childrenlearnwhattheylive.com/>

Practice

Play the 'Spin the Wheel' game on improbable conditionals on

start.iloveenglishschool.com.ua/games.html

Complete the following sentences with if or unless

1. I will be back tomorrow _____ there is a plane strike.
2. I will be surprised _____ he doesn't have an accident soon.
3. I think she would look prettier _____ she didn't wear so much make-up.
4. _____ you don't stop smoking, you will fall seriously ill.
5. _____ you start now, you will not reach there in time.
6. _____ I have enough time tomorrow, I will come and see you.

Probable conditionals: put the verbs into the correct tense.

1. If you (send) _____ this letter now, she (receive) _____ it tomorrow.
2. If I (do) _____ this test, I (improve) _____ my English.
3. If I (find) _____ your ring, I (give) _____ it back to you.
4. Peggy (go) _____ shopping if she (have) _____ time in the afternoon.
5. Simon (go) _____ to London next week if he (get) _____ a cheap flight.
6. If her boyfriend (phone / not) _____ today, she (leave) _____ him.
7. If they (study / not) _____ harder, they (pass / not) _____ the exam.
8. If it (rain) _____ tomorrow, I (have to / not) _____ water the plants.
9. You (be able / not) _____ to sleep if you (watch) _____ this scary film.
10. Susan (can / move / not) _____ into the new house if it (be / not) _____ ready on time.

Improbable conditionals: complete the following sentences with verbs and put them into the correct tense.

1. If I _____ the lottery, I _____ a chance to hit the jackpot.
2. If I _____ the jackpot, I _____ rich.
3. If I _____ rich, my life _____ nice.
4. I _____ a lonely island if I _____ a nice one.
5. If I _____ a lonely island, I _____ a huge house by the beach.
6. I _____ all my friends if I _____ a house by the beach.
7. I _____ my friends up in my yacht if they _____ to spend their holidays on my island.
8. We _____ great parties if my friends _____ to my island.
9. If we _____ to go shopping in a big city, we _____ a helicopter.
10. But if my friends' holidays _____ over, I _____ very lonely on my lonely island.

Decide if the following sentences are probable or improbable and put the verbs into the correct tenses.

1. If we _____ (to order) the book now, we _____ (to have) it tomorrow.
2. If I _____ (to meet) my favourite movie star, I _____ (to ask) him for an autograph.
3. If he _____ (to have) time tomorrow, we _____ (to meet) the day after.
4. If we _____ (not to order) the tickets soon, there _____ (to be) any tickets left.

Jokes⁸

Match the questions (1-7) with the corresponding answers (a-g).

- | | |
|---|--|
| 1. Darling, if the boat sank, who would you save first, me or the children? | a. The whole neighbourhood! |
| 2. Fish 1: How did we end up in this fish shop? | b. Sure! What's your phone number? |
| 3. If the baby wakes up during the night, who gets up? | c. Polish them! |
| 4. If we get engaged to be married, will you give me a ring? | d. No, I would spend it! |
| 5. If you dial 2154865985235415678500
25680015474, what will you get? | e. Me. |
| 6. If you found some money, would you keep it? | f. Fish 2: If we hadn't opened our mouths, we wouldn't have been caught! |
| 7. What would you do if you were in my shoes? | g. A blister on your finger! |

Write your answers here

1	2	3	4	5	6	7

For exercises on conditionals and conditional sentences, go to

<https://agendaweb.org/verbs/conditional-worksheets-lessons.html>

<http://englishgrammarexercise.com/conditional-sentences-english-grammar-exercise/>

<https://english.lingolia.com/en/grammar/conditionals/exercises>

https://first-english.org/english_learning/if_clauses_conditional/68_if_clauses_mixed_bag_exercises.htm

<https://learnenglishteens.britishcouncil.org/grammar/b1-b2-grammar/conditionals>

<https://www.ego4u.com/en/cram-up/tests/conditional-sentences-3>

<https://www.englishgrammar.org/conditionals-exercise/>

⁸ From: <https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-4485.php>
<https://learnenglishgrammar.webgarden.com/menu/gallery/conditional-jokes>

Read the clauses below, they come from conditional sentences. Identify the tenses and the type of conditionals

- | | | | |
|-----|--|--|-------|
| 1. | Adele | <i>If it hadn't been for love</i> | _____ |
| 2. | Beach Boys | <i>Wouldn't it be nice</i> | _____ |
| 3. | Beyoncé | <i>If I were a boy</i> | _____ |
| 4. | Bob Marley | <i>I shot the sheriff</i> | _____ |
| 5. | Bruno Mars | <i>Count on me</i> | _____ |
| 6. | Cher | <i>If I could turn back time</i> | _____ |
| 7. | Chicago | <i>If you leave me now</i> | _____ |
| 8. | Clean Bandit
Rather be | <i>If you gave me a chance</i> | _____ |
| 9. | Colin Hay | <i>If I had been a better man</i> | _____ |
| 10. | Eric Clapton
Tears in heaven | <i>Would you know my name</i> | _____ |
| 11. | Gloria Gaynor | <i>I will survive</i> | _____ |
| 12. | Joan Osborne | <i>What if god was one of us</i> | _____ |
| 13. | Joe Cocker <i>With a little help
from my friends</i> | <i>What would you do</i> | _____ |
| 14. | Nickelback | <i>If everyone cared</i> | _____ |
| 15. | OneRepublic | <i>If I lose myself tonight</i> | _____ |
| 16. | Pink
<i>Dear Mr President,</i> | <i>What kind of father would take his
own daughter's rights away</i> | _____ |
| 17. | Rednex
<i>Cotton Eye Joe</i> | <i>If it had not been for Cotton
Eye Joe</i> | _____ |
| 18. | Rupert Holmes <i>Escape</i> (the
Piña Colada song) | <i>If you like Piña Colada</i> | _____ |
| 19. | Simply Red | <i>If you don't know me by now</i> | _____ |
| 20. | Young folks | <i>Would you go along with
someone like me</i> | _____ |
| 21. | Yvonne Elliman | <i>If I can't have you</i> | _____ |

Listen to the excerpts from different songs and complete the lyrics by filling in the missing verbs

1. Adele

Never _____ to Birmingham
If it _____ for love
Never _____ the train to Louisiana
If it _____ for love
Never _____ through the blindin' rain
Without one dollar to my name
If it _____, if it _____ for love

2. Beach Boys

_____ [it] nice if we _____ older
Then we _____ wait so long?
And _____ [it] nice to live together
In the kind of world where we belong?

3. Beyoncé

If I _____ a boy
Even just for a day
I _____ out of bed in the
morning
And _____ what I wanted
and _____

4. Bob Marley

Freedom came my way one day
And I started out of town, yeah!
All of a sudden I saw Sheriff John Brown
Aiming to shoot me down,
So I shot, I shot, I shot him down
and I say:
If I _____ guilty I _____

8. Clean Bandit

5. Bruno Mars

If you _____ me a
dance, I _____ yourself
stuck in the middle of the sea,
It's a shot in the dark but I'll
make it
If you ever _____ yourself
lost in the dark and you can't
see,
you can't shame me
When I am with the josh, there's no
place I'd rather be

6. Cher

If I _____ back time
If I _____ a way
I _____ those words
that hurt you and you'd stay

7. Chicago

If you _____ me
now, you _____
_____ the biggest part
of me
No baby please don't go
If you _____ me
now, you _____
_____ the very heart
of me
No baby please don't go

9. Colin Hay

There were kings and queens and
could have been
And pretenders to the throne
I was a sweet contender then
Now my seeds they've all been sown
I scorched the earth behind me
I _____ a better plan
Yeah if I _____ a better man

10. Eric Clapton

_____ [you] my name
If I _____ you in heaven?
_____ [it] the same
If I _____ you in heaven?
I must be strong and carry on
'Cause I know I don't belong
here in heaven

11. Gloria Gaynor

I just walked in to find you here
with that sad look upon your face
I _____ that stupid look
I _____ you leave your key
If I _____ for just one second,
you'd be back to bother me

him and you ask
What _____ you ask
if you _____ just one
question

Then _____ the day
when nobody died
And I'm singing

13. Joe Cocker

What _____ [you]
if I _____ out of tune?
_____ [you] and
_____ on me?
Lend me your ears and I'll sing
you a song. I will try not to sing
out of key

15. OneRepublic

If I _____ myself tonight
It _____ by your side
I'll lose myself tonight
(yeah, yeah, yeah)

16. Pink

What kind of father _____ his own
daughter's rights away?
And what kind of father _____ his own
daughter if she _____ gay?
I can only imagine what the first lady has to say
You've come a long way from whiskey and
cocaine.

19. Simply Red 17. Rednex

If you _____ [not] me
If ~~it's~~ now _____ for Cotton-Eye Joe,
I You _____ a long time ago
never,
Where did you come from, where did
you go?
All the things that we've
been through
Where did you come from, Cotton-Eye
Joe?

18. Rupert Holmes

"If you _____ Piña Colodas, and getting caught in the rain
If you _____ [not] into yoga,
If you _____ half a brain
If you _____ making love at midnight, in the dunes of the cape
I _____ the love that you've looked for, write to me, and escape"

20. Young folks

If I _____ you things I did before
_____ you how I used to be
_____ [you] along with someone
like me
If you _____ my story word for
word
_____ all of my history
_____ [you] along with
someone like me

21. Yvonne Elliman

If I _____ [not] you
I _____ [not] nobody baby
If I _____ [not] you, uh-huh, oh
If I _____ [not] you
I _____ [not] nobody baby
If I _____ [not] you,
uh-ho, oh oh oh

13. DIRECT SPEECH ⇔ REPORTED SPEECH

DIRECT SPEECH



REPORTED SPEECH / INDIRECT SPEECH



WHAT ?



Reported speech is used to repeat what someone has said, written

As there is a change of perspective, the personal pronouns and adjectives (I, you, ... me, you, ... mine, yours, ... my, your, ...) often change.

As direct speech is normally produced spontaneously, it may contain informal language, swear words

Reported speech is not supposed to contain such language.



Reported version:

The two women insulted each other badly.

When the reporting verb (say, ask ...) is in the past, the verb tenses of what has been said change.

DIRECT SPEECH	INDIRECT SPEECH / REPORTED SPEECH
present simple	past simple
present continuous	past continuous
present perfect	past perfect
past simple	no change
past continuous	no change
past perfect	no change
will-future	conditional
will	would
can	could
must	had to

There are a number of other expressions which also change.

DIRECT SPEECHLESS	INDIRECT SPEECH / REPORTED SPEECH
here	there
this	that
these	those
today	that day
yesterday	the day before
tomorrow	the following day
last	the ... before
next	the following ...



Famous quotes

Guess which famous person from the box said the words below.

Albert Einstein

Bette Davis

Bob Marley

Dalai-Lama

John F. Kennedy

Mahatma Gandhi

Mark Twain

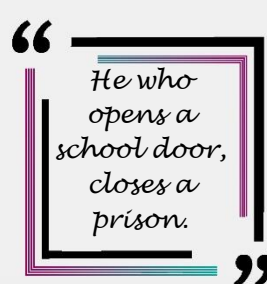
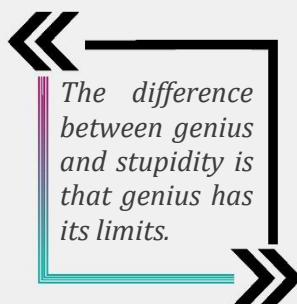
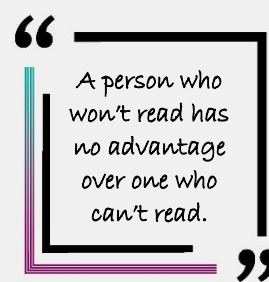
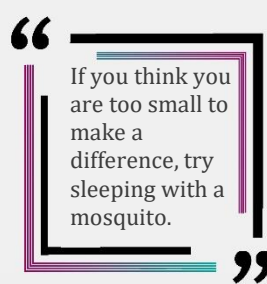
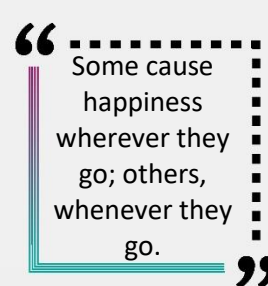
Martin Luther King Jr.

Oscar Wilde

Shakespeare

Victor Hugo

Walt Disney



This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

https://agendaweb.org/verbs/reported_speech-exercises.html

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14. PHRASAL VERBS

15. VERB PATTERNS

16. COMPARISON OF ADJECTIVES AND ADVERBS

Comparison of adjectives

Adjectives can have three degrees, namely **positive**, **comparative** and **superlative**. The degrees of an adjective express the intensity of the adjective in increasing order.

Examples

- easy(positive) easier (comparative) easiest (superlative)
- intelligent (positive) most intelligent (comparative) more intelligent (superlative)

Mono-syllabic adjectives			Adjectives of 3 syllables or more		
-er, -est			more... most...		
nice	nicer	nicest	competent	more competent	most competent
wise	wiser	wisest	creative	more creative	most creative
big	bigger	biggest	complicated	more complicated	most complicated
hot	hotter	hottest	dynamic	more dynamic	most dynamic
rich	richer	richest	organised	more organised	most organised
green	greener	greenest	reliable	more reliable	most reliable
cheap	cheaper	cheapest	understanding	more understanding	most understanding

Bi-syllabic adjectives		
-er, -est for adjectives ending in -er, -le, -ow, -y		
clever	clever	cleverest
simple	simpler	simplest
narrow	narrower	narrowest
funny	funniest	funniest
heavy	heavier	heaviest

more..., most... for adjectives with other endings, particularly -ful		
helpful	more helpful	most helpful
patient	more patient	most patient
polite	more polite	most polite

A lot of adjectives can take both forms						
likely	likelier	likeliest	or	likely	more likely	most likely
quiet	quieter	quietest		quiet	more quiet	most quiet
subtle	subtler	subtlest		subtle	more subtle	most subtle

Irregular adjectives		
good	better	best
bad	worse	worst
far	farther	farthest
	further	furthest
much	more	most
many	more	most
little	less	least

Comparative sentences

Rules

Positive adjectives are used to describe a characteristic or property of one thing. They can be used to do so in comparison to another. **'as ... as' or 'not as ... as'** is used with positive adjectives.

Comparative adjectives are used to make a comparison between two things. They describe a characteristic or property of one thing in comparison to another. **'than'** is used with comparative adjectives.

Superlative adjectives are to make a comparison of one thing to many other things.

Examples

Today's maths exercises are quite easy.

Exercise 1 is as easy as exercise 2, but exercise 3 is not as easy as exercises 1 and 2.

Exercise 3 is more difficult than exercise 1 and it is more difficult than exercise 2.

Exercise 1 is easier than exercise 3.

Exercise 3 is the most difficult of the three exercises.

John, James and Jerry are very intelligent.

John is as intelligent as James, but he is not as intelligent as Jerry.

Jerry is more intelligent than John.

Jerry is the most intelligent of the three.

Complete the sentences with the comparative or the superlative form of the adjectives in brackets.



Al Aziziyah



Andagoya



Antarctica

1. Al Aziziyah in Libya is the _____ place on Earth. (hot)
2. Andagoya in Colombia has the _____ climate in the world. (monotonous)
3. Antarctica is the _____ continent on Earth. (cold)
4. Canada is _____ **than** India. (big)
5. Europe is _____ than South America. (small)
6. Greenland is **the** _____ island in the world. (large)



Lake Titicaca



Mawsynram



The Atacama Desert

7. Lake Titicaca in the Andes is the _____ navigable lake in the world. (high)
8. Mawsynram in India is the _____ place in the world. (rainy)
9. Mount Everest is the _____ mountain on Earth. (tall)
10. The Atacama Desert in Chile is the _____ place in the world. (dry)
11. The Atlantic Ocean is _____ than the Mediterranean. (wide)
12. The Caspian Sea is _____ than lake Michigan. (deep)



The Colca Canyon



The Red Sea



Vatican City

13. The Colca Canyon in Peru is the _____ canyon on Earth. (deep)
14. The Mississippi River is _____ than the Amazon River. (short)
15. The Nile River in Egypt is the _____ river in the world. (long)
16. The Pacific is the _____ ocean in the world. (wide)
17. The Red Sea is the _____ sea in the world. (salty)
18. Vatican City is the _____ country in the world. (small)

For more information on the comparison of adjectives, go to

<https://dictionary.cambridge.org/grammar/british-grammar/comparison-adjectives-bigger-biggest-more-interesting>

<https://lessonworksheets.com/concept/degree-of-comparison-in-adjectives>

RELATIVE CLAUSES

Observations based on examples

Analyse the following text and answer the questions below.

Kevin has five brothers.
Last weekend I met one of Kevin's brothers.
This brother of Kevin is called Stephen.
Stephen is a student.
Currently, he studies IT at the University of Luxembourg.
Kevin's family live in the North of Luxembourg.
It is far from the university.
Stephen does not live with them.
He lives in Esch near the university.
Kevin's brother likes music.
He plays in a Punk band.
The band is known as the 'Musical Monkeys'.

What is the level of proficiency of this text?

- ☐ elementary
- ☐ intermediate
- ☐ advanced

What kind of sentences are there in this text?

- ☐ simple
- ☐ complex

What aspects of the text are disturbing?

To improve the flow of the text, one can group certain sentences and form complex sentences.

Kevin has five brothers one of whom I met last weekend.

The brother who I met is called Stephen.

He is a student, who currently studies IT at the University of Luxembourg.

Their family live in the North of the country, which is far from the university, so Stephen does not live with them.

He lives in Esch near the university.

Stephen likes music and plays in the Punk band which is known as 'Musical Monkeys'.

Most of the sentences are complex sentences and there is less repetition. The complex sentences consist of a main clause and a relative subclause. Some of the words that occurred too often have been replaced by relative pronouns.

.

Defining versus non-defining relative clauses

The following two sentences communicate different things. How are they different?

My son, who is currently studying in Canada, is a brilliant athlete.

⇒ _____

My son who is currently studying in Canada is a brilliant athlete.

⇒ _____

Relative pronouns

Relative pronouns	Defining relative clauses	Non-defining relative clauses
	no comma(s)	, [comma(s)]
for people	who, that, Ø, whom	who
for objects	which, that, Ø	which
for places	where	where
for time	when	when
for possession	whose	whose

For exercises on relative clauses, go to

https://agendaweb.org/grammar/relative_pronouns_clauses-exercises.html

<https://www.englishgrammar.org/relative-pronouns-exercise-15/>

<https://www.grammarbank.com/relative-pronouns-exercises-1.html>

APPENDIX 1 – IRREGULAR VERB LIST

Tick ✓ the verbs which you have memorized.

Look up the any new verbs in the dictionary.

Translate the following verbs into your language.

You can listen to the verbs on <https://www.youtube.com/> under the title *The 80 Irregular Verbs Rap – Speak along!* or <https://www.youtube.com/watch?v=OfEm3iEqRDQ&t=176s>.

?	YOUR LANGUAGE	INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
		be	was, were	been
		have	had	had
		do	did	done
		say	said	said
		go	went	gone
		get	got	got / gotten
		make	made	made
		know	knew	known
		think	thought	thought
		take	took	taken
		see	saw	seen
		come	came	come
		find	found	found
		give	gave	given
		tell	told	told
		feel	felt	felt
		become	became	become

_____	leave	left	left
_____	put	put	put
_____	mean	meant	meant
_____	keep	kept	kept
_____	let	let	let
_____	begin	began	begun
_____	show	showed	shown
_____	hear	heard	heard
_____	run	ran	run
_____	bring	brought	brought
_____	write	wrote	written
_____	sit	sat	sat
_____	stand	stood	stood
_____	lose	lost	lost
_____	pay	paid	paid
_____	meet	met	met
_____	set	set	set
_____	lead	led	led
_____	understand	understood	understood
_____	speak	spoke	spoken
_____	read	read	read
_____	spend	spent	spent

grow	grew	grown
win	won	won
teach	taught	taught
buy	bought	bought
send	sent	sent
build	built	built
fall	fell	fallen
cut	cut	cut
sell	sold	sold
break	broke	broken
hit	hit	hit
eat	ate	eaten
catch	caught	caught
draw	drew	drawn
choose	chose	chosen
fight	fought	fought
throw	threw	thrown
shoot	shot	shot
forget	forgot	forgotten
shake	shook	shaken
sing	sang	sung
beat	beat	beaten

_____	cost	cost	cost
_____	hurt	hurt	hurt
_____	wake	woke	woken
_____	sleep	slept	slept
_____	drink	drank	drunk
_____	hide	hid	hidden
_____	ride	rode	ridden
_____	drive	drove	driven
_____	shut	shut	shut
_____	steal	stole	stolen
_____	ring	rang	rung
_____	fly	flew	flown
_____	blow	blew	blown
_____	swim	swam	swum
_____	hold	held	held
_____	lie	lay	lain
_____	feed	fed	fed
_____	wear	wore	worn
_____	rise	rose	risen

Note	lie =	to be stretched out horizontally	lay	lain
	lie =	not to tell truth	lied	lied

IRREGULAR VERBS *continued*

Translate the following verbs into your language. Look up the any new verbs in the dictionary.

✓	YOUR LANGUAGE	INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
		bear	bore	born / borne
		bend	bent	bent
		bet	bet	bet
		bind	bound	bound
		bite	bit	bitten
		bleed	bled	bled
		breed	bred	bred
		deal	dealt	dealt
		flee	fled	fled
		foresee	foresaw	foreseen
		forbid	forbade	forbidden
		forgive	forgave	forgiven
		freeze	froze	frozen
		hang	hung	hung
		knit	knitted / knit	knitted / knit
		lay	laid	laid
		lean	leant	leant
		lend	lent	lent
		light	lit / lighted	lit / lighted

_____	mistake	mistook	mistaken
_____	misunderstand	misunderstood	misunderstood
_____	overtake	overtook	overtaken
_____	prepay	prepaid	prepaid
_____	quit	quit / quitted	quit / quitted
_____	seek	sought	sought
_____	shine	shone	shone
_____	shoot	shot	shot
_____	sink	sank	sunk
_____	split	split	split
_____	spread	spread	spread
_____	swing	swung	swung
_____	tear	tore	torn
_____	undertake	undertook	undertaken
_____	weave	wove	woven
_____	weep	wept	wept
_____	withhold	withheld	withheld

Note

Lend

Can you lend me your pen, please?

borrow

Can I borrow your pen, please?

For more information, consult the following online list

<http://www.englishpage.com/irregularverbs/irregularverbs.html#x> (with flashcards)

APPENDIX 2 – SPELLING RULES

VERB + s

Verbs ending in – ch, - sh, -s, -x

To catch	catches
To wash	washes
To kiss	kisses
To fix	fixes

Verbs ending in – y

To study	studies
To play	plays

Verbs ending in – o

To do	does
To go	goes

VERB + ed

Verbs ending in - e

To live	lived
To plan	planned

Verbs ending in – y

To study	studied
To stay	stayed

Verbs ending in 1 short vowel + 1 consonant

To shop	shopped
---------	---------

VERB + ing

Verbs ending in - e

To give	giving
To write	writing

BUT

To lie	lying
--------	-------

Verbs ending in - y

To study	studying
----------	----------

Verbs ending in 1 short vowel + 1 consonant

To plan	planning
To stop	stopping
To sit	sitting

BUT

To land	landing
To lead	leading

Note

The explanations and the spelling rules are intended as a revision, i.e. for students who have already been taught a number of tenses and forms. Other students will have to take time to study the different tenses and forms.