

Madares Al Ghad

CEPA Grammar Study Guide 2008

Introduction

Welcome to the CEPA Grammar Study Booklet 2008 by Madares Al Ghad. This booklet is designed to help Grade 12 students as they prepare for the CEPA, or Common Educational Proficiency Assessment, in May 2008. More specifically, this booklet reviews the grammar and provides practice for the objectives as given by the National Admissions and Placement Office (NAPO), the organization that produces the CEPA.

Pages 4 to 9 include a list of these 16 grammar objectives. These pages also serve as a table of contents. This table includes descriptions of the objectives, examples of questions that can appear on the CEPA, and page numbers in this booklet that review each objective.

Although students and teachers may use this booklet as they like, it has been designed to be used in three ways:

- As a resource for students to study on their own
- As a reference book for teachers and students as they review grammar points in the classroom
- As a regularly used textbook during the CEPA preparation unit that all Grade 12 classes will have from late March to May

This booklet provides descriptions and presentations of grammar objectives as well as practice activities. The majority of these practice activities follow the same multiple-choice format that is used in the CEPA.

Some practice activities feature other formats (i.e. not multiple choice). Since these practice activities help students build their knowledge and confidence with the grammar objectives, they appear in this booklet.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Sources and Links

The following websites were used as sources and models for the presentation sections and practice activities in this booklet. These sites provide many additional resources on English grammar and other language skills. Please visit these sites for further study.

<http://www.learn4good.com>
<http://unamsanantoniolab.com>
<http://www.appleesl.com>
<http://www.bbc.co.uk/worldservice/learningenglish/grammar>
<http://www.1-language.com/englishcoursenew>
<http://www.usingenglish.com>
<http://www.ego4u.com>
<http://grammar.ccc.commnet.edu/grammar>
<http://www.peakenglish.com>
<http://esl.lbcc.cc.ca.us/resources.html>
<http://www.sabri.org/Grammar>
<http://esl.about.com>
<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar>
http://www.grammarbook.com/english_rules.asp
<http://www.edufind.com/english/grammar>
<http://www.myenglishteacher.net>
http://www.eslstation.net/interactive_practice/
<http://www.learnenglish.de>
<http://www.elearnenglishlanguage.com>
<http://www.edufind.com/english/grammar>
<http://www.learn-english-online.org>
<http://www.wordpower.ws/grammar>
<http://www.englisch-hilfen.de/en/>
<http://owl.english.purdue.edu>
<http://www.michigan-proficiency-exams.com>
<http://www.rit.edu/~seawww>
<http://palc.sd40.bc.ca/palc/>
<http://wwwnew.towson.edu/ows>

The following books were used as sources and models for some of the practice activities in this booklet. Please refer to these books for additional practice activities and presentations of grammar points..

Eastwood, J. & Mackin, R. (1992). A Basic English Grammar (2nd Ed.). Oxford University Press.

Murphy, R. (1992). Basic Grammar in Use. Cambridge University Press.

The best resource for CEPA study is the website produced by NAPO:

<http://www.napo.ae/cepa>

This website provides practice activities in addition to many other resources for students, teachers, and administrators.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Acknowledgements

Please thank the following Madares Al Ghad staff members for their contributions to this booklet.

Elizabeth Darracott

Azza Gamal El Din

Deah Gulley

Mohammed Al Husni

Terry Miles

Sarosh Mohiuddin

Ozge Yilmaz

Request for Feedback

Madares Al Ghad intends to publish a CEPA Grammar Booklet in 2009. In order to improve next year's edition, please send your comments and suggestions to Elizabeth Darracott (elizabeth.darracott@moe.gov.ae) and Terry Miles (terrance.miles@moe.gov.ae).

Madares Al Ghad

CEPA Grammar Study Guide 2008

Table of Contents

The following table is a list of the 16 grammar objectives as given by NAPO, the organization that produces the CEPA. The column on the right gives the page numbers in this booklet that review each objective.

Categories & Sub-categories		Sample Items	Pages in this Booklet
1 Agreement	a) subject / verb (e.g. <i>He are is Emirati. My uncle he-is Emirati. I am Emirati.)</i> b) noun / 'number word' (e.g. <i><u>Several</u> new <u>students</u> are from Salalah.</i>)	My cousin _____ playing football. a) enjoy b) enjoying c) enjoys* d) is enjoy	Pages 10-12
2 Articles and determiners	a / the / an; this / that / these / those (+ one / ones); other / another / others; possessive adjectives (e.g. <i>my, her, his</i>)	We need to use _____ books, not the ones over there. a) this b) that c) these* d) them	Pages 12-16
3 Quantifiers	a) many/much/more/ most/few/fewer/ fewest/little/less/least b) c) some / any d) both...and... / neither... nor / either...or e) every / each / all / none f) too much/many/few/ little not enough	Can I have a _____ minutes to speak with you? a) less b) few* c) little d) several	Pages 16-22

Madares Al Ghad
CEPA Grammar Study Guide 2008

Categories & Sub-categories		Sample Items	Pages in this Booklet
4 Intensifiers	very, quite, awfully, really, pretty, too, fairly, more, rather, most, still, even, much, somewhat, not so, and ever so	I usually have lots of energy but I am _____ tired right now. a) even b) much c) not so d) really* It is _____ common for Emirati students to study at university. a) only b) ever c) fairly* d) anything	Page 22
5 Pronouns 1	a) personal pronouns (subject/object e.g. <i>they/them; I/me</i>) b) possessive pronouns (e.g. <i>mine, yours, hers, its</i>) c) reflexive pronouns (e.g. <i>myself, herself</i>) d) indefinite pronoun (e.g. <i>someone, everyone, everything</i>) e) existential pronouns (e.g. <i>There is, There are</i>)	Ali and his brother are driving to Al Ain tomorrow, so you can ride with _____ if you like. a) it b) they c) you d) them*	Pages 23-25
6 Pronouns 2 (Relative pronouns)	a) person (that, who, whom, whose) b) thing (that, which, whose) c) place (where) and time (when) d) relative clauses	Did you read about the woman _____ has 30 children? a) who* b) what c) whom d) whose	Pages 26-29

Madares Al Ghad
CEPA Grammar Study Guide 2008

Categories & Sub-categories		Sample Items	Pages in this Booklet
7 Prepositions	a) place, time, motion, agent / instrument b) verb + preposition + object (e.g. <i>succeed in</i>) c) noun + preposition (e.g., <i>rise in, problem with</i>) d) adjective + preposition (+ ing) (e.g. <i>proud of, interested in</i>)	There is no food in the house. I need to go _____ the supermarket. a) from b) to* c) between d) of	Pages 29-34
8 Verb forms 1 (tense / aspect / voice)	a) present simple / continuous b) past simple / continuous c) present perfect simple d) past perfect simple e) present perfect continuous f) 'futures' (will / going to / present continuous) g) passive voice simple tenses only (e.g., <i>The car was destroyed in the crash.</i>) h) imperatives	Susan is _____ the bus to work. a) take b) taken c) takes d) taking* I _____ on my homework when she called. a) am worked b) was worked c) am working d) was working*	Pages 34-38

Madares Al Ghad
CEPA Grammar Study Guide 2008

Categories & Sub-categories		Sample Items	Pages in this Booklet
9 Verb forms 2 (infinitives / gerunds, etc)	a) verb + infinitive (e.g. <i>want to</i>) b) adjective + infinitive (e.g. <i>afraid to do</i>) c) gerund as subject (e.g. <i>Swimming is...</i>) d) gerund as object (e.g., <i>I like swimming.</i>) e) gerund as object of preposition (e.g., <i>The mayor thanked him for giving the speech.</i>). f) phrasal verb + gerund g) adjective + preposition + gerund (e.g. <i>interested in buying, good at driving</i>) h) causative have/make (e.g. <i>He's had his hair cut.</i>)	Fatima loves _____ books on the weekend. a) read b) reads c) to read* d) will read	Pages 39-41
10 Questions	a) question words (who, which, what, how etc.) b) auxiliary word choice	_____ are you going to the ball game? a) Who b) How c) When* d) Which	Pages 41-43
11 Modals	a) ability (can, could, be able to) b) obligation / absence of obligation (must, mustn't, have to, needn't, ought) c) possibility / probability (may / might / could) d) prediction / speculation (will) e) permission (can, may, could) f) advice (should)	I didn't speak English two years ago, but now I _____ speak very well. a) could b) ought c) can d) mustn't	Pages 44-50

Madares Al Ghad
CEPA Grammar Study Guide 2008

Categories & Sub-categories		Sample Items	Pages in this Booklet
12 Conditionals	'zero' (e.g. <i>If/when you heat ice, it melts. If the phone rings, answer it</i>) 'first' (e.g. <i>If/When you press that button, the machine will start.</i>) 'second' (e.g. <i>You would be healthier if you did more exercise.</i>) 'third' (e.g. <i>If you had studied harder, you would have passed.</i>)	If there's a fire, _____ the stairs. a) takes b) takes* c) taken d) took	Pages 50-53
13 Conjunctions	a) for, and, nor, but, or, yet, so b) paired conjunctions (both... and; not only...but also; neither...nor, either...or)	I'm going to the beach, _____ I don't plan to go for a swim. a) for b) but* c) so d) also	Pages 54-57
14 Subordinating conjunctions	a) time (after, as soon as, before, since, until, when, whenever, while) b) place (where, wherever) c) reason (as, because, since) d) purpose (positive / negative) (to / in order to / for / so that) e) condition (if, unless) f) comparison (just as) g) contrast (although, even though, while, whereas)	I will return home _____ I possibly can. a) because of b) even though c) as soon as* d) in order to Here in the UAE, you should take water with you _____ you go. a) because b) wherever* c) in order to d) even though	Pages 58-60
15 Comparatives and superlatives	a) adjective and adverb b) (not) as... as / than / enough / too	My friend Ahmed is the _____ boy in our class. a) quicker b) quickest* c) more quick d) too quick	Pages 60-63

Madares Al Ghad
CEPA Grammar Study Guide 2008

Categories & Sub-categories		Sample Items	Pages in this Booklet
16 Word Order	a) subject + verb + object + complement subject + verb + place + time b) question formation (direct / indirect) c) adjective strings (e.g., a very large green balloon)	Which sentence is correct English? a) My mother bought a book at the store.* b) A book my mother bought at the store. c) At the store bought my mother a book. d) Bought at the store my mother a book.	Pages 63-68

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 1: Subject-Verb Agreement

Subjects and verbs must AGREE with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural.

In present tenses, nouns and verbs form plurals in opposite ways:

Nouns: ADD an s to the singular form of the noun.

Verbs: REMOVE an s from the singular form of the verb.

The dog chases the cat.	The dogs chase the cat.
singular singular	plural plural
-s +s	+s -s

Here are five main subject-verb agreement rules:

1. A phrase or clause between subject and verb does not change the number of the subject. Examples:

subject	verb
↓	↓
A can of beans sits on a shelf.	
↑	
prepositional phrase	
subject	verb
↓	↓
The women <u>who went to the meeting</u> were bored.	
↑	
dependent clause	
The verb were agrees with the subject women , not with meeting .	

2. **Indefinite pronouns as subjects:** Singular indefinite pronoun subjects take singular verbs. (SINGULAR: each, either, neither, one, no one, nobody, nothing, anyone, anybody, anything, someone, somebody, something, everyone, everybody, everything)

Each does a good deal of work around the office.
singular singular

Plural indefinite pronoun subjects take plural verbs. (PLURAL: several, few, both, many)

Both do a good deal of work around the office.
plural plural

Some **indefinite pronouns** may be either **singular** or **plural**: with uncountable, use singular; with countable, use plural. (EITHER SINGULAR OR PLURAL: some, any, none, all, most)

Some of the sugar ***is*** on the floor.

singular

singular

Sugar is uncountable; therefore, the sentence has a singular verb.

Some of the pencils **are** on the floor.

plural

plural

Pencils are countable; therefore, the sentence has a plural verb.

3. **Compound subjects** joined by '*and*' are always plural.

A **pencil** and **eraser make** writing easier.

plural

plural

4. With **compound subjects joined by 'or'/'nor'** the verb agrees with the subject nearer to it.

Neither the **director** nor the **actors are** following the lines closely.

singular

plura

plural

- 5. Inverted Subjects (in questions)** must agree with the verb.

What **is he** doing about that?

singular

singular

How **are** the **relatives** taking the bad news?

plural

plural

Objective 1: Subject-Verb Agreement - Practice A

Adapted from www.grammarbook.com/english_rules.asp

Choose the answer that correctly completes each sentence.

1-My cousin playing football.

a- enjoy

b-enjoying

c-enjoys

d-is enjoy

2--My new teacher.....blond hair and blue eyes.

a-is having

b-have

c-having

d-has

Madares Al Ghad

CEPA Grammar Study Guide 2008

3-My.....usually gets up at 6 o'clock.

a-uncles b-uncle c- uncle he d-uncle is

4-Mariam's best often borrows her walkman.

a-friends b-friend c-friend she d-friend is

5-Oursometimes goes on holiday.

a-bosses b-boss c-boss he d-boss is

6-Their motherin a private company.

a-is a manager b- she a manager c-she is manager d-is manager

7-Their often washes the car on Sundays.

a-brothers b-brother c-brother is d- brother's

8- a lot of errors in the student's essay.

a- there is b- they are c- their d- there are

9- Some horses many races.

a- wins b- win c- winning d- is winning

10- Your sister usually swimming on the weekend

a- go b-going c-gone d- goes

11- My usually goes to school by taxi.

a- sisters b-sister c- sister she d- sister is

12- My brother usually.....to music when he is studying.

a- listens b- listen c- listening d- is listening

13- In some countries, elections..... place every four years.

a- take b-takes c- taking d- are taking it

14- My brother is an accountant. _____ works in a school.

a-He b- His c- He's d- He is

15-Ali and Samy.....to the beach to surf with their friends.

a-goes b-go c-going d-is going

16- Our best friend.....a wonderful holiday in Paris this week.

a-is having b-have c-having d-are having

Objective 2: Articles and Determiners

Objective 2.1 Articles

a/an/the

There are only three articles in English: *indefinite* 'a', 'an' and 'the' and *definite* – 'the'.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Indefinite articles – ‘a’ and ‘an’

A and **an** are the indefinite articles. They refer to something not specifically known to the person you are communicating with.

A and **an** are used before nouns that introduce something or someone you have not mentioned before.

"I saw **an** elephant this morning."

"I ate **a** banana for lunch."

A and **an** are also used when talking about your profession.

"I am **an** English teacher."

"I am **a** builder."

Use **a** when the noun you are referring to begins with a consonant. For example, "a city" and "a factory"

Use **an** when the noun you are referring to begins with a vowel. For example, "an apple" and "an idea"

- except when a vowel sounds like a consonant.

For example: "an umbrella" but "a university" or "an open door" but "a one dirham coin"

Definite Article – ‘the’

a. Use **the** when you know that the listener knows or can understand the particular person/thing you are talking about.

"**The** apple you ate was rotten."

"Did you lock **the** car?"

b. Use **the** when you have already mentioned the thing you are talking about.

"She's got two children; a girl and a boy. **The** girl's eight and **the** boy's fourteen."

c. We use **‘the’** to talk about geographical points on the globe. For example, "**the** North Pole" and "**the** equator"

We usually use no article to talk about things in general – "**the**" doesn't mean *all*.

"Books are expensive." = (All books are expensive.)

"The books are expensive." = (Not all books are expensive, only the ones I'm talking about.)

Common problems of Arabic students with articles:

- Using incorrect articles with countable and uncountable nouns. The most common errors are "the informations" and "the works/homeworks."
- Using an article when none is necessary.

Madares Al Ghad

CEPA Grammar Study Guide 2008

- Do not use an article before nouns when talking in general terms. For example: “~~The~~ Inflation is rising.” and “~~The~~ People are worried about rising crime.” (Note! *People* generally, so no article)
- Do not use an article when talking about sports. For example: “My son plays ~~the~~ football.” and “~~The~~ Tennis is expensive.”
- Do not use an article before uncountable nouns when talking about them generally. For example: “~~The~~ Information is important to any organization.” and “~~The~~ Coffee is bad for you.”
- Do not use an article before the names of countries except where they indicate multiple areas or contain the words (state(s), kingdom, republic, union).
 - No article - Italy, Mexico, Bolivia, England
 - Use **the** – the United Arab Emirates, the UK (United Kingdom), the USA (United States of America), the Irish Republic

Objective 2.2: Demonstrative adjectives (this/that/these/those)

Demonstrative adjectives indicate which one of something you are talking about. In English, there are different forms of the demonstrative adjective according to the number of items and where they are located.

	singular	plural
closer	this	these
farther	that	those

The demonstrative adjective is used directly in front of a noun - there is no article. For example: “this book” “that book” “these books” “those books”

Is **this** your book? No, **that's** mine over there.
Are **these** your sunglasses?
Whose pencils are **those** on the desk by the window?

Objective 2.2: other/another

“Other” and “another” refer to something different, remaining, or additional. They are placed before the noun. **Another** is used with singular nouns, **other** with singular or plural.

There are **other** jobs you could try. (You don't have to stick with this one)
Where's the **other** packet of cereal? (I know that there are two packets and I don't want this one)
Is there any **other** bread? (a different type of bread)
Have **another** cup of tea. (You have already finished one)

Objective 2.3: Possessive Adjectives (my/your/his/her/its/our/their)

A possessive adjective modifies a noun to show ownership. For example: "I'm Lynne. **My** name's Lynne."

Possessive adjectives go before their nouns. "Lynne is **my** name."

	Singular			Plural		
Personal Pronoun	<i>I</i>	<i>you</i>	<i>he, she it</i>	<i>you</i>	<i>we</i>	<i>they</i>
Possessive Adjective	<i>my</i>	<i>your</i>	<i>his, her, its</i>	<i>your</i>	<i>our</i>	<i>their</i>



I have dark hair.
My hair is dark.



She has long hair.
Her hair is long.



They have short hair.
Their hair is short.

This is **my** cake – and you're not having any of it!
 Is this **your** car? Or is it the other one?
Her father is very sick – she has to go to the hospital.
His sister is getting married this weekend.
Our house will be built in Dhaid, next to the mosque.
Their son is studying at university in Australia.

Objective 2: - Practice

- 1-She returned three of my six books yesterday and promised to bring_____ on Friday.
 a- other b- another c-others d- the others
- 2-We'll take three cars. You go in one and we'll take_____.
 a- others b- the others c- another d- the other
- 3-Some people prefer vegetables while_____ prefer meat.
 a- other b- another c- the others d- others

Madares Al Ghad

CEPA Grammar Study Guide 2008

4-Who gave you _____ books?

- a- that b- these c- they d- this

5- Would anybody like _____ piece of this cake?

- a- other b- another c- others d- the others

6- My cousins and I always enjoy doing the same things. _____ favourite activity is going camping.

- a- Our b- Their c- His d- Her

7- I want to phone Mr. and Mrs. Dennis to say 'thank you'. Do you have _____ phone number?

- a- they b- their c- them d- theirs

8- _____ are my books not yours.

- a- This b-That c- These d- Then

9- Can you give me _____ pen, please?

- a- that b-those c-these d-there

10- You have got to buy _____ uniform for your new job.

- a- an b- a c- zero article d- the

11- Ahmed usually has _____ with his friends in the cafeteria.

- a- the lunch b- the lunches c- lunch d- a lunch

12- We need to buy _____ for our living room.

- a- chair b- some chair c- a chair d- a chairs

13--Asma and her cousins sometimes go abroad together. _____ favourite country is Holland

- a- Hers b-They c- She's d-Their

14-I use _____ new computer to write stories.

- a-me b-mine c-my d-I

15-Princess Rania has become famous for her work with _____ children.

- a-a b-the c-an d-zero article

16- Nelson Mandela was born in _____ South Africa.

- a- a b-an c-the d- zero article

17- _____ Soviet Union disappeared after 1989.

- a- a b-the c-zero article d-an

Objective 3.1: Graded Quantifiers

many/much/more/few/less/little/least/most/fewest

Madares Al Ghad

CEPA Grammar Study Guide 2008

Quantifiers function like comparatives and hold a relative position on a scale of **increase** or **decrease**.

INCREASE	With plural countable nouns:	many	more	most
	With uncountable nouns:	much	more	most
DECREASE	With plural countable nouns:	few	fewer	fewest
	With uncountable nouns:	little	less	least

There are **many** people in England, **more** in India, but the country with the **most** people is China.

Much time and money is spent on education, **more** on health services but the **most** is spent on national defence.

Few rivers in Europe are not polluted.

Fewer people die young now than in the seventeenth century.

The country with the **fewest** people per square kilometre must be Australia.

Scientists have **little** hope of finding a complete cure for cancer before the year 2000.

She had **less** time to study than Paul but had better results.

She seemed the **least** worried of everybody in the room.

Objective 3.2: Quantifiers with countable and uncountable nouns

(a little/a bit/no/none/a few/a number/some/several/a great deal/a lot/
a large number/plenty of/lots of)

Adjectives and adjectival phrases that describe quantity are shown below. Some can only go with countable nouns (friends, cups, people), and some can only go with uncountable nouns (sugar, tea, money, advice). The words in the middle column can be used with both countable and uncountable nouns.

Only with uncountable nouns	With uncountable and countable nouns	Only with countable nouns
a little	no/none	a few
a bit		a number
-	some	several
a great deal	a lot	a large number
a large amount of	plenty of	a great number of
-	lots of	-
+ noun		

I had **a little** money left, so I bought a book.

I looked for the **coffee**, but there **was none** left.

I tried to book **tickets** to fly to Doha, but there **were none** left

He wanted to buy **a lot of video games**, but he only had enough money for **a few**.

Madares Al Ghad

CEPA Grammar Study Guide 2008

I only have **a bit of time** left before the exam.
He had **a great deal of money** before he spent it all on a house.
He has **several friends** who have motor bikes.
He said there would be **plenty of seats**, but there were only **a few empty chairs** in the hall.

Objective 3.3: Quantifiers

Some and Any

Some and **any** are used with countable and uncountable nouns, to describe an indefinite or incomplete quantity.

Some is used in positive statements:

I had **some** rice for lunch.
He's got **some** books from the library.

Some is used in situations where the question is not a request for information, but a method of making a request, encouraging or giving an invitation:

Could I have **some** books, please?
Would you like **some** milk with that?

Any is used in questions and with *not* in negative statements:

Have you got **any** tea?
I haven't got **any** shoes to wear to the interview.
They haven't got **any** more information about university courses.

Objective 3.4: Both ... and..., Neither ... nor..., Either ... or...

Both ... and

Subjects connected by '**both ... and**' take a plural verb form.

Both Alice **and** Janice **attend** USC.
Both Jim **and** Peter **are attending** the conference in New York this weekend.

Either ... or

'**Either ... or**' is used in sentences in a positive sense meaning "one or the other, this or that, he or she, etc." Verb form depends on the subject (singular or plural) closest to the verb.

Either Peter **or** the **girls need** to attend the course. (second subject - plural)
Either Jane **or** Matt **is going to** visit next weekend. (second subject - singular)

Madares Al Ghad

CEPA Grammar Study Guide 2008

Neither ... nor

'Neither ... nor' is used in sentences in a negative sense meaning "not this one nor the other, not this nor that, not he nor she, etc". Verb form depends on the subject (singular or plural) closest to the main verb.

Neither Frank ***nor*** Lilly ***lives*** in Eugene. (second subject - singular)

Neither Axel ***nor*** my other ***friends care*** about their future. (second subject - plural)

Objective 3.6: Each, Every, All and None

Each

We use "***each***" to talk about the individual people or things in a group. The group has a definite and often small number.

Each prize-winner can choose a book.

Every

We use "***every***" to talk about each individual (or period of time), including all individuals (or periods of time.)

Every requires a singular noun

Every school student needs to sit the CEPA exam.

Every year the results get better.

All

We use '***all***' to mean the entire number, every individual.

All requires a plural noun (where the noun is countable)

All parties are exciting, I think.

All students in the UAE need to sit the CEPA exam.

None

We use ***none*** to mean no part, not one, no one or nothing.

None of the ***students*** want to take exams.

I wanted some ***coffee***, but there was ***none*** left.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 3.6: Too many/much/few/little/not enough

Too many / too few

We use '**too many**' when we want to express a meaning of more than enough, more than necessary

We use '**too few**' when we want to express a meaning of less than enough, less than necessary.

We use '**too many**' and '**too few**' with countable nouns.

There **were too many guests** in the room and **too few chairs**

There **were too many difficult questions on the exam and too few easy ones!**

Too much / too little

We use '**too much**' when we want to express a meaning of more than enough, more than necessary

We use '**too little**' when we want to express a meaning of less than enough, less than necessary.

We use '**too much**' and '**too little**' with countable nouns.

*Is there **too much sugar** in that coffee for you?*

I have **too little money** in the bank to buy you a new computer.

Not enough...

We can use '**not enough**' instead of either 'too little' or 'too few'.

We use '**not enough**' with countable and uncountable nouns.

*There were too many guests in the room and **not enough chairs**.*

*I **don't have enough money** in the bank to buy you a new computer game.*

Objective 3 - Practice

1 – There is _____ milk left in the fridge.

a- any

b- a little

c- many

d- a few

2- Could you buy me _____ stamps, please?

a- many

b- a few

c- a little

d- several

3-- Are there _____ students in your class?

a- many

b- much

c- a little

d- some

4-You shouldn't drink _____ coffee.

a- too many

b- few

c- too much

d- a lot

5-The children have _____ warm clothes for this winter.

a- much

b- a little

c- enough

d- too much

Madares Al Ghad

CEPA Grammar Study Guide 2008

6-Are there ____ people in the park?

- a- many b- much c- a little d- lots

7-Could I have ____ tea please?

- a- several b- some c- many d- much

8- "Can I have some salt?" Sorry, we don't have ____.

- a- any b- many c- none d – some

9- Would you like ____ milk in your coffee?

- a- some b- many c- a few d- a lot

10- Don't pay ____ attention to what he says.

- a- a few b- some c- many d- any

11-There isn't ____ cheese left in the fridge. We have to get some.

- a- any b- some c- many d-no

12-Can I have ____ more of that tomato soup? I am really hungry.

- a-few b- many c- some d- several

13-Do you have any fresh bread? No, I am sorry. We don't have ____ left.

- a-some b-no c-any d-much

14- There is ____ time to get to the airport.

- a- a few b- most c- many d- little

15- We had ____ money left, so we went out for a meal.

- a- a little b- any c- a few d- many

16-Would you like ____ orange juice with breakfast?

- a- a few b- many c- any d- a lot

17- He doesn't have ____ close friends and often feels lonely.

- a- much b- many c- little d- a few

18- He eats _____ junk food to stay healthy.

- a- too little b- too few c- too much d – too many

19- She doesn't have _____ money for her taxi fare home.

- a- enough b- many c- few d- little

20- We don't have ____ snow here.

- a- many b- much c- very d- few

21 – There are ____ cars on the roads of Dubai.

- a- too much b- too many c- not enough d- too little

22 – Eating ____ is just as bad as eating too much.

- a- too b- too many c- too few d- too little

Madares Al Ghad

CEPA Grammar Study Guide 2008

23- I asked two people the way to the station, but ____ of them could help me.

- a- one b- either c- both d- neither

24- We couldn't buy anything because ____ of the shops were open.

- a- all b- either c- none c- nothing

Objective 4: Intensifiers (fairly/quite/rather/so/too/very/extremely/a bit/a little)

An intensifier is an adverb which is used with adjectives and adverbs, but which is not usually used with verbs.

We say it modifies the adjective or adverb which means it makes the meaning stronger or weaker.

The following words are commonly used as intensifiers: **fairly, quite, rather, so, too, very**. The intensifier comes before the adjective or adverb it describes ("The music was **very loud**"). '**Very**' and '**extremely**' make the meaning of an adjective or adverb stronger. '**Rather**', '**pretty**', '**fairly**' and '**quite**' make it a little bit stronger. '**A bit**' and '**a little**' make it weaker.

I am very happy. The film was quite good. You did that rather well. Must you leave so soon?
--

In these examples, **very** modifies the adjective *happy*, **quite** modifies the adjective *good*, **rather** modifies the adverb *well*, and **so** modifies the adverb *soon*.

Objective 4: Intensifiers - Practice

1 I usually have lots of energy but I am _____ tired right now.

- a-even b-much c-not so d-really

2-It is _____ common for Emirati students to study at university.

- a- only b-ever c-fairly d-anything

3- I love your shirt! Yes, I'm _____ pleased with it myself.

- a-rather b-even c-enough d-much

4- Her voice is _____ beautiful. Do you think so? I think she sounds awful.

- a- ever b horribel c-any d-very

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 5.1: Pronouns

Subject Pronouns: I/you/we/they/he/she/ it

Object Pronouns: me/you/us/them/him/her/ it

Non-defining Pronouns: someone/anyone/everyone/no-one/something/
anything/everything/nothing/somewhere/anywhere/everywhere/nowhere/
somebody/anybody/everybody/nobody

Possessive Pronouns: mine/yours/ours/theirs/his/hers/its

Reflexive Pronouns: myself/yourself/himself/herself/itself/ourselves/yourselves/themselves

Subject Pronouns

I, you, we, they, he, she, and it are the subject pronouns. They are followed by verbs

I **am** hungry
You **must stop** talking, now
She **drinks** too many sodas in a day
We **went** to the funfair yesterday
They **have spoken** to him about that before
It **isn't** the most important thing in the world

Object Pronouns

me, you, us, them, him, her, and it are the object pronouns. They follow a verb or a preposition

Give it **to me** now!
Take **us** to the airport, please
I **haven't seen them** for a while
Tell **him** to call **me** when you see **him**
I **want her** to see it for herself

Non-defining Pronouns

Non-defining pronouns: some/any/every/no + one/thing/where/place/body

There is **something** strange about that situation
Is there **anything** you want to tell me?
Everyone wants to meet the new boss
There's **nowhere** open to visit on a Monday afternoon
Can **anybody** else do it?
There must be **someplace** we can go!

Madares Al Ghad

CEPA Grammar Study Guide 2008

Possessive Pronouns

Mine, yours, ours, theirs, his, hers and **its** refer to possession. They are not followed by a noun.

"Is this my book?" "No, it's **mine**. Look, here's my name in it."

Take that sandwich, it's **yours**.

Look at the photos of the house. It's all **ours** now that we've finished paying for it.

"Is it the red one?" "No, the blue one is **theirs**."

"Are you sure it's **his**? I thought mine was the green one."

That's **hers**. The one with the green top.

Reflexive Pronouns

Myself, yourself, himself, herself, ourselves, themselves and **itself** are used in reference to a pronoun that has already been used.

I did it all by **myself**

It looks great! I can't believe **you** made it **yourself**

He said he wanted to do it by **himself**

She went on that trip all by **herself**

It would be cheaper if **we** painted it **ourselves**

Yes, it's true. **They** thought of it **themselves**

It looks good on the wall by **itself**

Objective 5: Pronouns -Practice

1-Open the door. It's_____.

- a- I b- they c- me d- she

2-Aisha, Nora and Hind were angry because_____ had waited ages for the bus.

- a- them b- she c- they d- it

3-Is that your book on your desk? Yes, it is _____.

- a- mine b- me c- my d- I

4-Asma and her cousins sometimes go abroad together. _____ favourite country is Holland.

- a- Hers b-They c- She's d-Their

5- My brother is an accountant. _____ works in a school.

- a- He b- His c- He's d- He is

6-The people living next door are friendly. I like_____ a lot.

- a- they b- them c- their d- theirs

Madares Al Ghad

CEPA Grammar Study Guide 2008

7-Waleed's car is red. _____ is blue.

- a- My b- He c- Mine d- Me

8-Hamad watched his children carefully as _____ crossed the street.

- a- they b- us c- them d- him

9-This is not your book. _____ is older.

- a-Your b-Yours c- You d- I

10-_____ of the boys offered their help to the old lady.

- a- Another b- Each c- All d- One

11-Hold the bag please while I put the shopping in _____.

- a- him b- it c- she d- I

12-We are going soon, so you can come with _____.

- a- we b- them c- they d- us

13-Thank you for helping _____. I'm very grateful.

- a- me b- he c- she d- they

14-I wonder why Salem rushed off. Did you upset _____ ?

- a- he b- him c- we d- they

15-_____ hope those flowers are for me.

- a- We b- Them c- I d- Him

16-David stopped the car when he realised _____ was making a strange noise.

- a- its b- it c- she d- he

17-At that shop you can't buy _____ for less than 80 dirhams.

- a- nothing b- something c- anything d- everything

18-Ali would like to invite _____ to his wedding.

- a- you b- I c- they d- she

19-I didn't see _____ at the gym. The place was empty.

- a- somebody b- anybody c- nobody d- someone

20-Please tell the salesman at the door that we don't want to buy _____.

- a- nothing b- something c- anything d- anyone

21-Mr Smith, _____ is here to see you.

- a- no one b- someone c- anyone d- others

22-Check in that bag. I bought you _____.

- a- nothing b- something c- everyone d- anything

23-My brother is the _____ wearing the red shirt.

- a- one b- few c- most d- several

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 6: Relative Clauses

Relative clauses are supporting, or subordinate clauses in multi-clause sentences. They are introduced using relative pronouns.

Relative pronouns are **that, who, whom, whose, which, where, when, and why**. They are used to join clauses to make a complex sentence.

The table below sums up the use of relative pronouns:

Function in the sentence	Reference to				
	People	Things / concepts	Place	Time	Reason
Subject	who, that	which, that			
Object	(that, who, whom)*	(which, that)*	where	when	why
Possessive	whose	whose, of which			

***Can be left out of a clause**

Relative clauses can be either '**defining**' or '**non-defining**'

Defining Relative clauses:

Relative pronouns are used at the beginning of a subordinate clause which gives some specific information about the main clause.

In defining relative clauses the sentence does not make sense without the subordinate clause.

This is the house that Jack built.
I don't know the day when Jane plans to marry him.
Mike never tells me where he is going.
Friends are people who never let you down

Relative pronoun used as a subject:

This is the house that had extra rooms added on last year.
People who eat pop-corn during the movie used to annoy me.

Relative pronoun used as an object:

1) When referring to a person or thing, the relative pronoun can sometimes be left out in the object position:

Madares Al Ghad

CEPA Grammar Study Guide 2008

This is the man (**who** / **that**) I wanted to speak to and whose name I'd forgotten.

The library didn't have the book (**which** / **that**) I wanted.

I didn't like the book (**which** / **that**) John gave me.

This is the house (**that**) I lived in **when** I first came to the US.

2) **Whom** is most commonly used following a preposition.

I have found you the tutor **for whom** you were looking.

I don't know **to whom** you were speaking.

Whose is the only possessive relative pronoun in English. It can be used with both people and things:

The family **whose** house burnt in the fire was immediately given a suite in a hotel.

The book **whose** author is a famous actress has become a bestseller.

that / who

Referring to people, both **that** and **who** can be used. That may be used to refer to someone in general:

He is the kind of person **that/who** will never let you down.

I am looking for someone **that/who** could give me a ride to Chicago.

However, when a particular person is being spoken about, **who** is preferred:

The old lady **who** lives next door is a teacher.

The girl **who** wore a red dress attracted everybody's attention at the party.

Objective 6: Relative clauses - Practice

1. Neil Armstrong was the man _____ was the first human on the moon.

a- who b- whose c- which d- where

2. The man _____ father was sent to prison lives in my home town.

a- who b- whose c- which d- where

3. The story, _____ was written by Najeeb, will probably win an award.

a- who b- whose c- which d- where

4. The pilot _____ is flying the plane is very clever.

a- who b- whose c- which d- where

5. Ali is the student _____ can answer these questions.

a- who b- whose c- which d- where

Madares Al Ghad

CEPA Grammar Study Guide 2008

6. This is the house in _____ I live.
a- who b- whose c- which d- where
7. I saw a sick old man _____ could not walk.
a- who b- whose c- which d- where
8. This is the bus _____ I came on.
a- who b- whose c- which d- where
9. The pupil _____ is clever succeeds every year.
a- who b- whose c- which d- where
10. Fatima, _____ mother makes lovely cakes, has invited us to tea.
a- who b- whose c- which d- where
- 11-The computer _____ I bought last week is already broken.
a- which b- who c- when d- whom
- 12-This is the house _____ my grandfather was born.
a- which b- when c- who d- where
- 13-The man _____ bought our house has just won 2 million Dhs.
a- who b- whose c- whom d- how
- 14-The cake _____ I've just baked is too hot to eat.
a- when b- where c- who d- that
- 15-The books _____ are on the desk are mine.
a- where b- whose c- that d- when
- 16-The teacher _____ we all like is ill today.
a- how b- whom c- whose d- which
- 17-The man _____ car broke down went to the station.
a- whose b- who c- that d- whom
- 18-This is the place _____ we usually meet.
a- when b- why c- where d- that
- 19-The house _____ they have rented is in the centre of town.
a- who b- where c- which d- whose
- 20-That is the place _____ my cousin works.
a- whose b- where c- which d- whom
- 21-He is the man _____ wife died last week.
a- whose b- where c- who d- which
- 22-I really enjoyed the time _____ we went to that Italian restaurant.
a- who b- when c- whom d- which

Madares Al Ghad

CEPA Grammar Study Guide 2008

23-The student _____ the teacher punished last week is still angry.

- a- whose b-which c-when d- whom

24-He bought all the books _____are required for the course.

- a- that b- who c- where d- whose

25-I remember the day_____ I graduated like it was just yesterday.

- a- which b- who c- when d- whom

Objective 7: Prepositions: at/in/on/of/about/for/to/with/between

A preposition tells us where something is or the direction in which something is moving. Some prepositions are used after certain verbs, nouns and adjectives.

at, on and in (time)

Use **at** to talk about a point in time:

at 4 o'clock	at 10:45	at breakfast
--------------	----------	--------------

Use **at** in the following expressions

at the moment, at the same time, at night

Use **in** to talk about a period of time

in 2003	in July	in the winter	in the morning	in the middle of the day
---------	---------	---------------	----------------	--------------------------

Use **on** to talk about days and dates:

on my birthday	on July 4 th	on Saturday	on Tuesday afternoon
----------------	-------------------------	-------------	----------------------

in, on and at (place)

In

Use **in** to talk about places that surround us:

in a room	in a city \ town	in a taxicab
-----------	------------------	--------------

On

Use **on** to talk about places that something is touching something else:

Hang the picture on the wall over there He placed the ring on her finger Look at all the words on the page! The book is on the table
--

At

Use **at** to talk about places that something is near and for some special places where we go to see people or do something:

at the bus stop	at the doctor's	at school	at the end of the road	at the mall	at the door	at home
-----------------	-----------------	-----------	------------------------	-------------	-------------	---------

Madares Al Ghad

CEPA Grammar Study Guide 2008

Prepositional verbs

A prepositional verb is a verb + preposition.

Using *of*

A language **consists of** many different parts
I don't **approve of** letting children watch too much television
I can't **think of** anything to talk about

Using *in*

I don't **believe in** fairy stories
If you want to **succeed in** life you need to work hard

Using *at*

Don't **laugh at** me! Help me get up
Look at that little girl, her dress is so cute!
Try not to **point at** people – it's rude

Using *about*

You shouldn't **talk about** people behind their backs
Stop **complaining about** everything and try and sort things out
Don't **worry about** your exams so much – Relax!
I must **ask about** the plans for the weekend
We'll **speak about** this later
Come and sit here – I want to **hear about** your news
I want you to **think about** what you need to do
They **wondered about** what would happen to the old school

Using *for*

Hurry up! I'm not **waiting for** you any longer
I must **apologize for** being late. I took the wrong road
You have to **pay for** those at the cash desk
I must **ask her for** the recipe – this cake is delicious!

Using *on*

Be quiet! I'm trying to **concentrate on** my homework
I'm **depending on** you to give me all the information you have
You have to **rely on** your family to get you through difficult times.

Using *to*

offer	decide	want	hope	deserve	promise	agree	plan	manage	afford
threaten	refuse	arrange	fail	forget	learn	seem	appear	tend	pretend
			claim	talk	write	listen			

Madares Al Ghad

CEPA Grammar Study Guide 2008

Noun + Preposition

Use noun + **for**

A cheque **for** (a sum of money) a demand \ a need **for** a reason **for**

Use noun + **of**

An **advantage of** starting early is that it allows you to finish early
A **disadvantage of** sending your children to private school is that it is very expensive
Not brushing your teeth after every meal is a major **cause of** dental problems is
A **photograph of** His Highness is in every school in the country
My favourite **picture of** my mother is on my mobile phone
A **map of** the world is essential in every school
'A **plan of** action is what is needed to sort this out', he said enthusiastically, 'and a **drawing of** the building is the first step'

Use noun + **in**

An **increase in** population is necessary for economic growth
A **decrease in** the value of the dollar could be dangerous for the local economy
A **rise in** global temperatures could be dangerous for the environment
A **fall in** the number of road accidents is the aim of the traffic police

Use noun + **to**

If there is any **damage to** the car, you will have to pay for it.
Have you received your **invitation to** the graduation ceremony, yet?
He claims he has the **solution to** everyone's problems.
The **key to** fitness is eating well and exercising often
She can give you the **answer to** your question
In **reply to** your email, may I suggest 12.30pm on Thursday?
I really don't think that your **reaction to** their announcement was appropriate.
Your **attitude to** the decision was terrible!

Use noun + **with**

I had a good **relationship with** my father
He felt a real **connection with** his studies
They have had no **contact with** him since he left home
Are you **familiar with** the way to my house?

Use noun + **between**

A **relationship between** two people always has a few difficulties
The road **connection between** Dubai and Fujairah is fast and reliable.
Contact between them became impossible after their argument
A difference of **opinion between** friends is only natural sometimes

Madares Al Ghad

CEPA Grammar Study Guide 2008

Adjective + Preposition

Use adjective + **of** **to**+ verb

It was nice of her to collect it for you
It was **kind of** them **to** invite you to their wedding
It was **good of** him **to** apologise
It was **generous of** her **to** buy you such an expensive gift
It was **polite of** you **to** say 'thank you'
It was **stupid of** them **to** argue so loudly
It was **silly of** you **to** borrow the car without permission

Use adjective + **about / with/ for**

He was **annoyed at** me for missing school
They were **furious with** him for taking the car without permission
He was **angry with** me for not studying hard enough at school
I am very **excited about** my new project.
He's a bit **worried about** his exam results
She's very **upset about** her mother's illness
They are very **nervous about** what they will say
We are so **happy about** getting good grades at school

Use adjective + **of**

Is there anything he's **afraid of**?
He's **frightened of** mice, I think
I'm very **proud of** my no absence record
She's **aware of** the challenges that face her
We are **tired of** the same old sandwiches every day for lunch,
I'm **sick of** listening to him complain all the time
They are **sure of** one thing, they will never go on holiday there again
There's one person you can always be **certain of** – your mother

Use adjective + **at**

Are you **good at** sports?
No, I'm very **bad at** anything that involves running around
I'm **better at** word games than team games

Use adjective + **for**

What exactly is he **famous for**?
Who is **responsible for** this mess? Clean it up immediately

Use adjective + **in**

Are you **interested in** teaching as a career?

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 7: Prepositions - Practice

1. Could you explain this rule ____ me?

a- to b- of c- from d- for

2. I've been looking ____ my keys everywhere, but I can't find them.

a- from b- at c- for d- about

3. He is writing _____ a pen instead of a pencil.

a- with b- to c- from d- by

4. You should try to be there _____ six o'clock at the latest.

a- to b- on c- at d- on

5. What he said reminded me _____ what my father used to say.

a- to b- for c- with d- of

6. Please be quiet, I'm trying to concentrate _____ my book.

a- for b- to c- on d- with

7. I get up ____ 7.00 every day.

a-at b-in c-on d-for

8. I usually go out ____ Thursday evenings.

a-at b-from c-on d- in

9. You should apologize ____ arriving late.

a- for b- to c- at d- on

10- David's new restaurant will be open ____ the 23rd of August.

a- in b- at c- on d- to

11. The students are sitting ____ the classroom.

a- to b- at c- on d- in

12. Are you afraid ____ spiders?

a- from b- to c- for d- of

13. That sports car belongs ____ my brother.

a- to b- about c- for d- in

14. You can drive from here ____ the shopping centre in under 10 minutes.

a- at b- in c- for d- to

15. Not many people are interested ____ grammar.

a- on b- at c- to d- in

16. She is not very good ____ tennis.

a-at b- in c- on d- from

17. She accused me ____ breaking her sunglasses.

a- of b- at c- on d- for

Madares Al Ghad

CEPA Grammar Study Guide 2008

18. The noise from downstairs prevented me_____ sleeping.

- a- to b- for c- about d- from

19-We are all responsible _____ the success or failure of this project.

- a- from b- for c- in d- of

20-.My sister is suffering_____ a terrible toothache.

- a- about b- on c- of d- from

Objective 8: Verb Forms I

8.1 Verb Tense Overview

Simple Present and Present continuous

Use

We use the **present simple** for talking about habits and routines; talking about things that are always true or permanent; and for talking about a state

We use the **present continuous** for talking about things that are happening now, at this moment; for talking about temporary situations that are happening around about now; for talking about definite plans for the future.

I go to school every day
She wears too much make-up
The sun comes up every morning
I usually walk to school, but today I am taking the bus
She is going to the shops
They are eating hot dogs.
We visit our grandmother most Saturdays
I'm seeing the Principal on Thursday

Simple Past and Past Continuous

Use

We use the **past simple** to describe a completed action in the past.

We use the **past continuous** to describe an ongoing activity in the past; to describe something that was happening in the past when another action interrupted it.

I went to the market yesterday
I saw her last week
I was walking down the street when I noticed it was raining
She was listening to the radio as she was driving her car
While I was eating lunch I got a text message from my mother

Madares Al Ghad

CEPA Grammar Study Guide 2008

Future tenses

'Will' and 'Going to'

'Future Continuous'

Use

We use *will* or *will not (won't)* to talk about general plans for the future, to predict events using our beliefs, knowledge and guesses or to make a spontaneous decision about the future.

We use present forms – *the present continuous* and *'going to + verb'* - to talk about definite plans and intentions, to talk about future events with a present reality or to predict events when there is evidence for something about to happen.

We use the future continuous to talk about things that will be happening in the future.

I'm definitely *having* a holiday this year – I need a break.

I'm *going to book* it on Tuesday.

What **are you *having***? I can't decide. I know, I think **I'll *have*** a coffee.

I know her, **she *won't go***!

I'm sure I'll *get married* one day.

It's *going to rain* any minute – look at those clouds.

It *will be raining* all weekend according to the weather report.

I *will be driving* all night to get there on time

Perfect tenses

present perfect simple and continuous

I *have been studying* English for five years.

I *have studied* English in several different countries.

Past perfect simple and continuous

I *had been studying* English for five years before I moved to the U.S.

I *had studied* a little English before I moved to the U.S.

Future perfect simple and continuous

I *will have been studying* English for over two hours by the time you arrive

I *will have studied* every tense by the time I finish this course.

8.2 Passive Voice

Form of Passive

Subject + *to be* + Past Participle

Examples: *Mistakes are made all the time*
A letter was written.

Madares Al Ghad

CEPA Grammar Study Guide 2008

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the form of the verb is changed (*to be* + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

Examples of Passive

Tense		Subject	Verb	Object
Simple Present	Active:	Rita	writes	letters
	Passive:	Letters	are written	by Rita.
Simple Past	Active:	Rita	wrote	a letter.
	Passive:	A letter	was written	by Rita.
Present Perfect	Active:	Rita	has written	a letter.
	Passive:	A letter	has been written	by Rita.
Future I	Active:	Rita	will write	a letter.
	Passive:	A letter	will be written	by Rita.

Use

The passive voice is used when the focus is on the action, not the person or thing doing the action. The person or thing doing the action is not important or is not known.

My bike **was stolen**.
Chocolate **was invented** in South America

In the examples above, the focus in the first sentence is on the fact that my bike was stolen. I do not know, however, who did it. In the second sentence, it is unimportant or unknown who invented chocolate or when. We just know it

Sometimes a statement in passive is more polite than active voice, as the following example shows:

A mistake **was made**.

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. You have made a mistake.).

8.3 Imperatives

We use **imperatives** for different reasons, such as telling people what to do, giving instructions and advice, making recommendations and suggestions, and for making offers.

We use the infinitive to form the imperative.

affirmative sentences	negative sentences
Come here, please.	Don't come now, please.
Help your father, please.	Don't play on the computer, please.
Clean the bathroom, please.	Don't clean the living room, please.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 8 : Verb Forms - Practice

1. I _____ up at seven o'clock yesterday.
a- got b- gets c- get d- have got
2. What _____ tonight? Anything special?
a- have you doing b- are you done c- are you doing d- do you
3. I wish you _____ me about the party. I would have bought something nice for them.
a- told b- had told c- have told d- were telling
4. While Majid _____ the film, somebody stole his jacket with his wallet in it.
a- watched b- was watching c- was watched d- watching
5. John and Mary _____ living in London when they got married.
a- did b- was c- have d- were
6. I'm sorry, I _____ understand what you said. Could you say it again?
a- haven't b- wasn't c- didn't d- hasn't
7. How long have you _____ waiting?
a- been b- be c- being d- were
8. The play _____ before we got to the theatre.
a- was starting b- had started c- has started d- starts
9. Give me a call when you _____ home.
a- are getting b- got c- get d- have got
10. Mohammed _____ swimming with his friends next Thursday.
a- went b- is going c- going d- has gone
11. A student _____ last month for cheating in the exam.
a- dismissed b- would be dismissed c- was dismissing d – was dismissed
12. I'm not interested in seeing that film. I _____ it before.
a- was seen b- have seen c- was seeing d- have been
13. When I was a child, I _____ a toy that looked like a dragon.
a- had b- was had c- was having d- have
14. You need a lot of qualifications _____ a doctor.
a- being b- been c- to be d- be
15. The programme _____ at three o'clock tomorrow.
a- finish b- finishes c- finished d- has finished
16. Please _____ me when you get home tonight.
a- phoning b- phoned c- are phoning d- phone
17. I don't know what I _____ doing at three o'clock. I can't remember.
a- were b- have c- was d- did
18. Don't make so much noise. Fatma _____ to study for her math test.
a- tries b- tried c- is trying d- try

Madares Al Ghad

CEPA Grammar Study Guide 2008

19. Since they got married in 1966 , the AL Kasim family_____ had 5 children.
a- is having b- have c- having d- has
20. Sorry, he can't come to the phone. He _____ a bath!
a- has b- is having c- having d- had
21. A new hotel _____ in the centre of town.
a- is being built b- built c- is building d- building
22. This is the best pizza I _____. I must get the recipe.
a- have ever had b- am ever having c- have been had d- will never have
23. What _____ you doing when I rang last night?
a- did b- were c- was d- have
24. We _____ all our money already. Please send us some more!
a- spend b- spends c- spent d- have spent
25. Which university_____ next year?
a- are you going to join b- shall you be joining c- will you join d- would you join
26. At seven fifteen this morning, I _____ down the corniche when I saw my teacher.
a- was walked b- walked c- was walking d- walking
27. Look! It _____ again .Why does it always snow so much in Germany?
a- 's snowing b- snow c- 's snow d- snows
28. There are a couple of people _____ to see you, Dr Johnson. Shall I send them in?
a- waited b- are waiting c- have waited d- waiting
29. She_____ the house since 9 o'clock .
a- is cleaning b- has cleaning c- has been cleaning d- been cleaning
30. Jassem _____ his blue jeans today, but usually he wears a kandora.
a- wear b- is wearing c- wears d- wearing
31. It's so hot in here. I _____ turn the air-conditioning on.
a- will b- will be c- am d- am going to
32. Shakespeare _____ many very famous plays and poems.
a- write b- writes c- wrote d- have written
33. Water_____ at zero degrees.
a- freezes b- is freeze c- is freezing d- freeze
34. _____ everyone finished the exercise? Can we continue?
a- Was b- Had c- Did d- Has
35. Sorry I'm late. I'm afraid my bike _____.
a- has been stolen b- were stolen c- being stolen d- be stolen
36. Most shops _____ closed by the time I got to the shopping mall last night.
a- has b- would c- had d- was

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 9: Verb Forms II

9.1 Verbs Normally Followed by an Infinitive

These are the most common of the verbs followed by a ***to-infinitive***.

I **asked** *to see* the book.
 I **begged him not** *to drive* so fast
 He **chose** *to ignore* my advice
 I **expect** *to pass* all my exams next year
 It **helps** *to start* revising early
 I **want** *to do* well in my exams
 I **wish** *to go* to university after I finish school

9.2 Common Adjectives Followed by an Infinitive

Example:	I am	eager	to see	you
		Adjective	Infinitive	

afraid	determined	frightened	ready
alarmed	disappointed	furious	relieved
amazed	distressed	glad	reluctant
angry	disturbed	happy	sad
anxious	eager	hesitant	scared
ashamed	ecstatic	interested	shocked
astonished	embarrassed	intrigued	sorry
careful	encouraged	lucky	surprised
curious	excited	pleased	touched
delighted	fascinated	prepared	upset
depressed	fortunate	proud	willing

9.3 Gerunds

Gerunds can be thought of as verbs in noun form. Like nouns, gerunds can be the subject, object or complement of a sentence.

Parachuting costs a lot of money.
 I don't like **writing**.
 My favourite occupation is **reading**.

9.4 Gerunds as objects of prepositions:

James is not known **for studying**.
 He failed his last exam **on identifying** the parts of speech.

Madares Al Ghad

CEPA Grammar Study Guide 2008

9.5 Phrasal verbs + gerund

I am *used to* **standing** in line.
Don't *plan on* **finishing** it soon.
He will *take care of* **sending** it to you.
Let me *look after* **mailing** the tickets.

Objective 9.1: Verb + Infinitive or Verb + Gerund - Practice

1 - I 'm not keen on _____ tennis.

a-play b-playing c- to play d- played

2 - I enjoyed _____ them again.

a-see b-will see c-to see d-seeing

3 - Let me _____ you.

a-help b- helping c- to help d- helps

4 - The scientist wants _____ his hypothesis.

a-prove b- proving c-proved d-to prove

5 - The teacher asked Mona _____ carefully.

a- listened b-listening c-to listen d-listens

6 - Would you like _____?

a- come b-coming c- to come d- came

7 - He refused _____ me the car.

a-lent b-lending c- to lend d- lend

8 - She taught me _____ it.

a- do b- to do c- doing d- did

9 - I don't feel like _____ a film.

a- watching b- watch c- to watch d- have watched

10 - Do you mind _____ it with you?

a- take b- took c- to take d- taking

11 - We are trying _____ this problem.

a- to solve b- solving c- solve d- solved

12 - He stopped _____ when he got married.

a- to smoke b- smoking c- smoked d- smoke

13 - Remember _____ her at lunchtime.

a- call b- to call c- calling d- will call

14 - She made us _____ the whole house.

a- cleaning b- clean c- to clean d- cleaned

Madares Al Ghad

CEPA Grammar Study Guide 2008

15- ____ the country to study is a very hard feeling.

- a- Leave b- Left c- Leaving d-Living

Objective 10a: Question Words (who/what/when/where/how/which)

Question words are used to ask about specific qualities, times, places, people, etc. They are different from yes / no questions (Do you live in France?). This chart provides question words, the use and example sentences. Study the question words, understand the uses and then look at the examples. Try to think of a few examples of your own.

Who

Use: Asking about people

Who do you like?
Who studies Russian?

What

Use: Asking about things or activities

What does he do at weekends?
What is that?

What kind of / type of

Use: Asking about specific things or characteristics

What type of car do you drive?
What kind of person is he?

What time

Use: Asking for a specific time

What time is it?
What time does the show begin?

What ...like

Use: Asking about characteristics

What was the weather like?
What is Mary like?

When

Use: Asking about general or specific times

When do you like going out?
When does the bus leave?

Where

Use: Asking about places

Where do you live?
Where did you go on vacation?

How

Use: Combined with many words to ask questions about specific characteristics, qualities, quantities, etc. For example: How much (price, quantity), How long (length), How often (frequency)

How often do you go to the movies?
How long was the film?
How much does it cost?

Which

Use: Asking to specify a thing or person from a number of things or people

Which book did you buy?
Which boy won the race?

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 10a: Question Words - Practice

1. _____ time is it now? It's nine o'clock.
a- What b- Where c- When d- Why
2. _____ is reading in the library? Sue is reading in the library.
a- Where b- What c- Who d- When
3. _____ does Mary get up in the morning? At six o'clock.
a- Why b- When c- Where d- Why
4. _____ are you going? I'm going to the market.
a- Who b- When c- Where d- What
5. _____ is your school? It is near the post office.
a- Where b- What c- When d- Why
6. _____ did it take you to finish the exam?
a- How often b- How far c- How long d- How much
7. _____ luggage are you going to take?
a- How much b- How many c- How d- How far
8. _____ should we go before we find a place to stop and rest for a while?
a- How often b- How much c- How far d- How

Objective 10b: Auxiliary Word Choice in Questions (be/do/have)

Auxiliary verbs are conjugated depending on the subject of a sentence. Here are a few examples of auxiliary verbs: **be, do, have**. Here is a quick overview of auxiliary verb usage:

1. Auxiliary verb + subject + main verb

In questions, if there is an auxiliary verb (be, do, have, will, can, should, etc), it is placed before the subject:

I've lived here a long time. ~ How long **have you** lived here?

The house was built a long time ago. ~ **When was** the house built?

I can see the Sydney opera House from my window? ~ **Can you** see the bridge too?

Note that if there is more than one auxiliary verb, only the first one is placed before the subject:

I will be living in Geneva next year. ~ **Will you be** living in Geneva next year?

I could have moved there last year. ~ **Could you have** moved there last year?

2. Be or have as main verbs:

When be is the main verb, there is similar subject-verb inversion:

She was happy when she was living in London. ~ **Was she** really happy when she was living in London?

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 11a: Modals of Ability [can/can't/could/couldn't/be able to/(not) be able to]

Can is often used to express ability.

Subject + can/cannot (can't) + base verb is used to show ability in present time

I can speak three languages. They can run faster than me.
--

Negative forms: cannot or can't; contraction-->**can't**

Andy can't come to class tomorrow. I cannot learn to play a musical instrument – it's too difficult
--

Past ability and possibility: could and could not; contraction-->**couldn't**

When Tom was little, he could speak English and Spanish. Jerry couldn't come to work yesterday because he was sick.
--

Question forms and short answers:

Can Gary play the piano too? Yes, he can . Can animals reason like humans? No, they can't .
--

To be able to is also used to express ability

Subject + to be able to + base verb is used to show ability in past and present time. It has the same meaning as **can**.

Affirmative Sentences	<i>Brad is able to see the board without glasses. They're able to translate the letter if you want. We were able to swim when we were children She was able to talk before she was one.</i>
Negative Sentences	<i>I'm not able to write any more on that topic. She is not able to cook anything complicated We were not able to speak English before we went to school. He was not able to play football until he practiced regularly</i>
Questions	<i>Are you able to go shopping in a foreign country? Were you able to drive a motorbike when you were fourteen?</i>

Modals + be able to: Modals such as **should, will, might, may, and be going to** can be used with **be able to**.

I will be able to get my driver's license after I pass the written test and the driving test. We should be able to arrive in Corpus Christi by 11:00 if we leave San Antonio at 8:00. I think you might be able to set up the computer on your own without the help of a technician.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 11a: Modals of Ability - Practice

- 1) A good 1500 meter runner _____ run in the race in less than 2 minutes.
a- can b- could c- was able to d – couldn't
- 2) I _____ run at all. I'm very unfit.
a- can b- couldn't c- wasn't able d – can't
- 3) When I was younger I _____ speak better Italian than now.
a- could b- can c- am able d – couldn't
- 4) In the end Jessica _____ to save for her hi-fi equipment.
a- could b- was able c- can d – is able
- 5) He _____ walk at three, but then he became a famous mountaineer.
a- wasn't able b- couldn't c- can't d – was able
- 6) _____ play a musical instrument?
a- Could you b- Can you c- Are you able d – Can't you
- 7) I _____ understand why you won't let me.
a- couldn't b- could c- be not able to d – can't
- 8) Although it contains many difficult words, I _____ read this book now.
a- can b- could c- able to d – was able to
- 9) _____ speak a foreign language is always useful when you go abroad.
a- Be able to b- Being able to c- Can d- I can
- 10) You must _____ swim if you want to come on the boating holiday with us.
a- be able to b- can c- to be able to d- will be able to
- 11) There was a fire in his office but he _____ escape through a window.
a- can b- could c- could to d- was able to
- 12) My grandfather was an excellent athlete. He _____ run a mile in just over four minutes.
a- can b- could c- couldn't d- is able to
- 13) The doctor says he will never _____ play tennis again after his accident.
a- can b- could c- be able to d- is able to
- 14) After his car crashed he was so confused that he _____ tell the police who he was or where he was going.
a- could b- couldn't c- didn't could d- wasn't able to
- 15) I live alone because I _____ come and go as I please.
a- can b- to can c- being able d- be able to
- 16) The police ran after the burglar, but she _____ get away from them.
a- was able to b- could c- has been able to d- was being able to
- 17) I _____ read this – it's in Spanish.
a- can b- am able to c- can't d- could

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 11b: Modals of Obligation (must/mustn't/have to/don't have to/ought to/ought not/need to/need not)

Must is used to express necessity or obligation.

You **must** improve your spelling.
You **must** get up early.

Must or need to are often used when the obligation comes from the speaker. When the obligation comes from somewhere else, **have to** is often used.

I must go on a diet.	(It is my own idea)
I need to call my father	(I feel the obligation)
I have to go on a diet.	(The doctor has told me to go on a diet)

Ought to expresses moral obligation.

We **ought to** respect our neighbours.
You **ought to** know better.

Absence of Obligation

1. We use **must not** or **mustn't** to express that something is forbidden.

In America, you **must not** drive your car on the left.
In England, you **mustn't** drive your car on the right.

2. We use **don't have to**, **need not**, or **needn't** to show that there is no obligation.

You **don't have to** study now; you can do it later.
Children **need not/needn't** drink milk more than twice a day.

Objective 11b: Modals of Obligation - Practice

- In California, you _____ have a driver's license to drive a car.
a. has to b. must c. don't have to d. must not
- While you are driving, you _____ listen to the radio. It's not necessary.
a. doesn't have to b. must c. don't have to d. must not
- If you plan to take a long trip in the car, you _____ get a full tank of gas or you might run out of gas!
a. should b. don't have to c. has to d. must not
- When you are putting gasoline in your gas tank, you _____ smoke! It is forbidden.
a. don't have to b. must c. have to d. must not
- It's not a good idea to talk on a cell phone and drive at the same time. Drivers _____ do that.
a. should b. must c. shouldn't d. have to
- In some states, it is illegal to talk on a cell phone in your car. Those drivers _____ use phones in their cars.
a. don't have to b. must c. have to d. must not

Madares Al Ghad

CEPA Grammar Study Guide 2008

7. If you plan to take a long car trip, you _____ take a cell phone with you in case of emergencies. It's a good idea.
- a. should b. must c. shouldn't d. must not
8. Drivers on the freeway _____ be very careful because UAE freeways are dangerous.
- a. has to b. must c. don't have to d. must not
9. People who ride horses _____ take their horses on the freeway. That would be a stupid thing to do!
- a. have to b. must c. don't have to d. must not
10. In California, you _____ have a driver's license to ride a bicycle.
- a. have to b. must c. don't have to d. must not
11. When driving on the freeway, drivers _____ go faster than the speed limit, or they might get a speeding ticket!
- a. don't have to b. must c. doesn't have to d. must not
12. Drivers _____ be kind to other drivers on the road. It's a good thing to do.
- a. should b. must c. shouldn't d. must not
13. But drivers _____ be kind to other drivers on the road. It's a choice, not a law.
- a. don't have to b. must c. doesn't have to d. must not
14. In the UAE, a driver _____ wear a seatbelt. It's the law.
- a. have to b. must c. doesn't have to d. must not
15. Motorcycle riders _____ wear helmets in most countries.
- a. should b. must c. shouldn't d. mustn't
16. Motorcycle riders _____ wear a leather jacket. It's their choice.
- a. have to b. must c. don't have to d. mustn't
17. Drivers _____ have sunglasses for driving. They make it easier to see, but they're not necessary.
- a. have to b. don't have to c. shouldn't d. mustn't
18. When a driver sees an ambulance or fire truck coming, the driver _____ move to the right side of the right side of the road to get out of the way.
- a. have to b. must c. should d. mustn't
19. A bus driver _____ have a special license to drive passengers. They pass a test for this license.
- a. should b. must c. doesn't have to d. mustn't
20. Passengers on a bus _____ smoke. It is against the law.
- a. should b. must c. don't have to d. mustn't

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 11c: Modals of Possibility/Probability

must/might/may/could

"Degree of certainty" refers to how sure we are-what we think the chances are-that something is true. If we are sure that something is true in the present, we do not need to use a modal. For example, if I say, "**Mariam is sick**," I am sure; I am stating a fact that I am sure of. My degree of certainty here is 100%. If I am asked "Why isn't Mariam in class?" and I am not sure of the reason, I can respond in the following ways:

She must be sick.

Here, I am 95% sure that she is (not 100%)

She may be sick.

Here, I am 50% sure that she is.

She might be sick.

Here, I am less than 50% sure that she is.

She could be sick.

Here, I am stating a mere guess. This is a very weak degree of certainty.

Objective 11c: Modals of Possibility/Probability - Practice

- Bob _____ English 1 next term. If he doesn't, I don't think he can graduate.
a. could take b. may take c. must take d. can take
- Judy _____ that book next week.
a. might reads b. mights read c. may read d. may reads
- Bill _____ ESL 65 next year.
a. may teaches b. mays teach c. might teaches d. might teach
- Carol may _____ a movie tonight.
a. seen b. saw c. sees d. see
- The test _____ difficult.
a. may being b. could be c. might been d. could will be

Objective 11d: Modals of Prediction

"Will" or "Be Going to" to Express a Prediction

Both "**will**" and "**be going to**" can express the idea of a prediction about the future. Predictions are guesses about what might happen in the future. If we use going to, there is usually some evidence to support the prediction.

I think it **will** rain later
(a guess based on a feeling I have)
It's **going to** rain later
(I can see black clouds in the sky)
Liverpool **won't** win the FA Cup this year – their team isn't good enough.
(a prediction based on my own knowledge and feelings)
Chelsea **are going to** win the Championship.
(I know they have enough points)

With 'I **believe**', 'I'm **sure**', 'I **think**', we usually use **will or won't** as we may not have any evidence to support our prediction.

I think you **will pass**.
I believe she **will score** the highest.
I'm sure **they will** win the match.

Objective 11e: Modals of Permission

can/could/may

Can, could and **may** are used to ask for permission. **Can, could** and **may** are almost identical when used as modals of permission. **Can** is considered more informal than **could** and **may**. Since **can, could** and **may** are modals of permission, they are used in questions. The modals of permission are usually used with questions involving "I" or "we." However, they can be used in questions that ask permission for everyone except the person or people that one is asking. Examples:

Can I have some candy, please?
Could you close the window, please?
May I have a cup of tea?
Can we leave now?
Could you keep the noise down, please?
May I have a glass of water, please?
Could they do it instead of me?

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 11e: Modals of permission - Practice

- No, you _____ leave the class without permission.
a. couldn't b. may not c. can d. cannot
- _____ I bring my juice in class?
a. Can b. May c. Be allowed d. Can't
- Bring your bike. You _____ leave it in the school's garden.
a. may b. can c. could d. couldn't
- Children under six _____ leave the room without permission.
a. might b. might not c. could d. can

Objective 11f: Modals of Advice (should)

'Should' is the modal for advice. It is used to give advice for or against something.

Note that "should" can be understood as the present or future tense when used as a modal of advice.

He shouldn't exercise in hot weather. You should talk to your mother.
--

Objective 11f: Modals of Advice - Practice

Complete these sentences. Use "SHOULD" + one of these verbs:

clean go read visit watch wear

- When you play tennis, you _____ the ball.
- You look tired. You _____ to bed.
- You _____ your teeth after every meal.
- The city museum is very interesting. You _____ it.
- When you are driving, you _____ a seat belt.
- The new Harry Potter book is a good book. You _____ it.

Objective 12: Conditionals (if...)

1. Zero Conditional: certainty

We use the so-called **Zero Conditional** when the result of the condition is always true, like a scientific fact.

Example: Take some ice. Put it in a saucepan. Heat the saucepan. What happens? The ice melts (it becomes water). You would be surprised if it did not.

Madares Al Ghad

CEPA Grammar Study Guide 2008

IF	condition	result
	present simple	present simple
If	you heat ice	it melts.

Notice that we are thinking about a result that is always true for this condition. The result of the condition is an absolute **certainty**. The important thing about the zero conditional is that **the condition always has the same result**.

2. First Conditional: A real possibility in the future

A **First Conditional** sentence is one connecting two possible future actions, where one must take place before the second is possible.

IF	Condition	Result
	present simple	WILL + base verb
If	She gets good marks,	She will go to university.

We are talking about the future, but we use the **present tense for the condition** and the **'will' future tense for the result**. In this case, the person is sure about going to university.

If you **don't want** it, I'll have it.
 If they **are** late, **we'll start** without them.
 If he **drives** too fast, **he'll have** an accident.
 If we **don't set off** soon, **we'll arrive** after the film starts.

We also use the first conditional to give someone advice, to make a suggestion or a request or to give someone an order.

If you don't tidy your room, **I'll take away** your Gameboy.
 If you don't mind, **I'll close** the window as I'm rather cold.

3. Second Conditional: Imaginary Present or Unlikely Future

The **Second Conditional** can be used to talk about imaginary present situations, where we are imagining something different from what is really the case. We can also use it to talk about things in the future that are unlikely to happen, as the condition is unlikely to be met. We use the **past tense in the condition part** and would for the result.

IF	Condition	Time	Result	Possibility
	past simple	present	WOULD + base verb	impossible
If	I had the time,		I would learn Italian.	I don't have the time, so I'm not going to learn Italian.
	past simple	future	WOULD + base verb	unlikely
If	I won the lottery,		I would travel around the world.	There's a very small chance of winning the lottery, so the trip is unlikely

If I **were** younger, I **would go and live** in a different country.
 If we **had** more money, **we would buy** a new house.
 If she **passed** her exams, **she would go** to university.
 If they **saved** more money, **they would be able to buy** a new car.

Madares Al Ghad

CEPA Grammar Study Guide 2008

4. Third Conditional: Imaginary Past

The **Third Conditional** is used when we are talking about the past and imagining something different from what actually happened:

	Condition	Result	What actually happened
	Past Perfect	WOULD HAVE + Past Participle	
If	I had known,	I would have helped.	I didn't know and didn't help.

If I hadn't gone to bed so late, **I would have woken up** in time for my flight.

If she hadn't eaten all that chocolate, **she would have had** very good skin.

If they had saved more money, **they would have had** enough to buy a new car.

If we hadn't missed the plane, **we would have been** on holiday now.

Objective 12: Conditionals - Practice A

1. **If people were a little more tolerant,** _____.

- a- our world would have been a better place
- b- our world would be a better place.
- c- our world will be a better place

2. **If my father had locked his car properly,** _____.

- a- his car would never have been stolen.
- b- his car will not be stolen.
- c- his car would not be stolen.

3. **If the ozone layer disappears a little more, we** _____.

- a- ran a much higher risk of attracting skin cancer.
- b- would run a much higher risk of attracting skin cancer.
- c- will run a much higher risk of attracting skin cancer.

4. **I would never feel comfortable on a plane if** _____.

- a- I know it's the pilot's first time to fly a plane.
- b- I knew it was the pilot's first time to fly a plane.
- c- I would know that it's the pilot's first time to fly a plane.

5. **A dog will never bite you if** _____.

- a- you will look it straight in the eyes.
- b- you look it straight in the eyes.
- c- you looked it straight in the eyes.

6. **The first thing I will do is drive to Spain if** _____.

- a- I would get my driving license.
- b- I got my driving license.
- c- I get my driving license.

7. **If John hadn't responded in such an aggressive manner, he** _____.

- a- will never have had a black eye.
- b- won't have a black eye.
- c- would never have had a black eye.

Objective 12: Conditionals - Practice B

Complete the Conditional Sentences (Type I, II or III) by putting the verbs into the correct form.

1. If they (have) _____ time at the weekend, they will come to see us.
2. If we sneak out quietly, nobody (notice) _____.
3. If we (know) _____ about your problem, we would have helped you.
4. If I (be) _____ you, I would not buy that dress.
5. We (arrive) _____ earlier if we had not missed the bus.
6. If I didn't have a mobile phone, my life (not / be) _____ complete.
7. Okay, I (get) _____ the popcorn if you buy the drinks.
8. If I (tell) _____ you a secret, you would tell everybody.
9. She (help) _____ you if you had only asked her.
10. I would not have read your diary if you (not hide) _____ it in such an obvious place.

Complete the Conditional Sentences with the correct form (Type I, II or III).

1. If I _____ stronger, I'd help you carry the piano.
a- am b- will be c- were d- had been
2. If we'd seen you, we _____
a- stop b- will stop c- stopped d- would have stopped
3. If we _____ him tomorrow, we'll say hello.
a- meet b- will meet c- met d- had met
4. He would have repaired the car himself if he _____ the tools.
a- has b- will have c- had d- had had
5. If you drop the vase, it _____
a- breaks b- will break c- broke d- had broken
6. If I hadn't studied, I _____ the exam.
a- do not pass b- will pass c- had not pass d- wouldn't have passed
7. I wouldn't go to school by bus if I _____ a driving license.
a- have b- had had c- will have d- had
8. I _____ to London if I don't get a cheap flight.
a- don't travel b- won't travel c- didn't travel d- wouldn't travel
9. We'd be stupid if we _____ him about our secret.
a- tell b- told c- will tell d- had told

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 13a: Coordinating Conjunctions

for/and/nor/but/or/yet/so

A conjunction is a *joining* word, a word that connects (joins) parts of a sentence.

The Coordinating Conjunction

And, but, for, nor, or, so, and yet—these are the seven coordinating conjunctions. To remember all seven, you might want to learn this acronym: **FANBOYS**.

F = for
A = and
N = nor
B = but
O = or
Y = yet
S = so

and

“And” links two noun phrases.

We have tickets for the symphony **and** the opera.

but (sentence+sentence)

The orchestra rehearses on Tuesday, **but** the chorus rehearses on Wednesday.

or (verb+verb)

Have you seen **or** heard the opera by Scott Joplin?

so (sentence+sentence)

I wanted to sit in the front of the balcony, **so** I ordered my tickets early

for (independent clauses)

She was a good leader **for** she could delegate well.

Nor

negative clause + affirmative clause which has a negative meaning

He hasn’t written, **nor** has he called me. (Note that the subject and auxillary verb are inverted after nor).

Yet

joins two contrasting ideas

I want to lose weight, **yet** I eat chocolate daily.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 13a: Coordinating Conjunctions - Practice

1. The bus stopped _____ the man got off.
a- and b- but c- or
2. We stayed at home _____ ate there.
a- and b- but c- or
3. I wanted to buy a newspaper _____ didn't have enough money.
a- and b- but c- or
4. He's so nice _____ he doesn't have enough money.
a- and b- but c- or
5. Do you want tea _____ coffee?
a- and b- but c- or

Use **so, but, or, nor** and **and** complete the following sentences.

1. I'm going to go shopping on Sunday _____ buy some new clothes.
2. I've just eaten dinner _____ I'm not hungry.
3. I love to travel _____ I hate traveling by bus.
4. Betty's just got a promotion at work _____ she's very happy.
5. I like living in the city _____ my brother prefers living in the country.
6. I paid too much for this coat, _____ I needed it to stay warm.
7. I don't enjoy scary movies, _____ do I like comedies.

Fill in the appropriate coordinating conjunction in the sentences below. You may use the following conjunctions: **for, and, nor, but, or, yet, so**. Use the correct punctuation in the correct place in the sentence.

1. The small dog had little hope for recovery _____ her owner believed she would be well in time for the dog show.
2. Would you rather go to France on vacation _____ do you want to stay at home?
3. The traffic was heavier than usual _____ we were late for our appointment.
4. In our home, we encourage our children to save their money _____ they do not learn the value of saving money in school.
5. He was not young or in very good shape _____ we believed the man would win the marathon.
6. The shirt was neither inexpensive _____ was it the correct size.
7. I have finished this lesson _____ I feel comfortable using coordinating conjunctions.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Fill in the gaps with the appropriate coordinating conjunction from the choices in the brackets.

1. I opened the door _____ looked out. (and, yet)
2. She was not in the back yard, _____ was she upstairs. (or, nor)
3. The sun had set, _____ it was still light outside. (or, yet)
4. Do you know his address _____ telephone number? (but, or)
5. He has not arrived yet, _____ have they. (and, nor)
6. I read the book, _____ did not understand it. (but, or)
7. We searched diligently, _____ found nothing. (or, yet)
8. I invited him _____ his friends. (and, but)

Objective 13b: Paired Conjunctions

Correlative (paired) conjunctions are used in pairs, in order to show the relationship between the ideas expressed in different parts of a sentence. For instance, in the following example, the expression **either ... or** is used to indicate that the ideas expressed in the two clauses represent two alternative choices of action.

Either you should study harder, **or** you should take a different course.

The most commonly used correlative conjunctions are **both ... and**, **either ... or** and **neither ... nor**. In the table below, each pair of correlative conjunctions is accompanied by an example of its use.

both ... and	He is both intelligent and good-natured.
either ... or	I will either go for a walk or read a book.
neither ... nor	He is neither rich nor famous.
not only ... but also	She is not only clever, but also hard-working.

Important Points About Paired Conjunctions

1. Both words in the conjunction should be present. Do not leave out one part of the conjunction.

INCORRECT: Paul is **not only** tall **but** strong.
 CORRECT: Paul is **not only** tall **but also** strong.

2. When a singular and a plural subject are joined by the pair-word conjunctions *either/or*, *neither/nor* and *not only/but also* (**NOT** *both/and*), the verb will agree with the subject closest to the verb.

INCORRECT: Neither his brother nor his *sisters* **was** there.
 CORRECT: Neither his brother nor his *sisters* **were** there.
 CORRECT: Neither his sisters nor his *brother* **was** there.

3. Elements joined by pair-word conjunctions should be parallel.

INCORRECT: I like both **reading** and **to write**.
 CORRECT: I like both **reading** and **writing**.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 13b: Paired Conjunctions - Practice

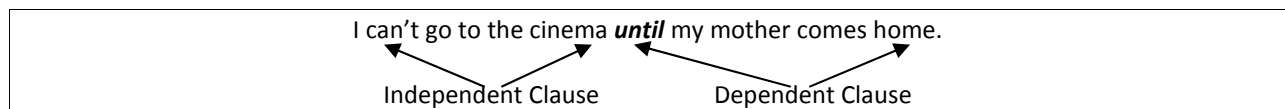
1. He is neither my uncle _____ my cousin.
a. and b. or c. but d. nor
2. _____ Mariam and Ahmed can swim.
a. As b. Neither c. Either d. Both
3. For lunch, you may have _____ chicken or fish
a. both b. neither c. not only d. either
4. You will have to buy _____ the blue shirt _____ the red. They don't have the green one in your size.
a. neither, nor b. both, and c. neither, not b. either, or
5. The book was neither interesting _____ well written.
a. or b. and c. nor b. either

Use paired conjunctions to complete the following sentences.

1. _____ Roger _____ Carlos knows how to speak Russian.
2. _____ did the man lose his keys, _____ he _____ lost his wallet.
3. _____ my uncle _____ my cousin live in San Diego.
4. You will _____ have to take biology _____ geology next semester.
5. Maybe I should take _____ biology _____ geology.
6. I don't like science classes. I want to take _____ biology _____ geology.
7. My sister is going to _____ England _____ Ireland this summer.
8. My brother cannot take a vacation. He is going to _____ England _____ Ireland.
9. If she has enough time, she will go to _____ Las Vegas _____ the Grand Canyon.

Objective 14: Subordinating Conjunctions
when/whenever/after/until/before/since
where/wherever
because/since/as
to/in order to/for/so/that
if/unless
just as
although/even though/while/whereas

Subordination uses a subordinating conjunction to make one clause dependent on another. The dependent clause is subordinate to the independent clause.



The list of subordinating conjunctions is long, but here are some of the more common ones:

Relationship	Conjunctions	Examples
Time	When Whenever After Until Before Since	- I will phone you when I arrive. - I promise to help you whenever you ask. - My uncle always calls after he watches the news - I never knew what happiness meant until I met you.. Before you go, sign the log book. - I have been working as a teacher since 1986.
Place	Where Wherever	- I know a place where blackberries grow wild all along the roadside. Wherever you can find an empty spot, just drop your luggage there.
Reason	Because Since As	- The cat took off in a panic because the dog started barking and growling. Since you have to leave early, why don't you arrive a few days earlier too? As I work six days per week, I can't even find time to see my friends.
Purpose (positive/ negative)	To In order to For So that	- I'm travelling to Egypt to visit my family. - I'm working hard in order to pass my exams with flying colours. - Most of the visitors were happy just sitting in the shade, for it had been a long trip on the train. - I'm learning English so that I can get a better job.
Condition	If Unless	If my ticket doesn't arrive today, I won't be able to fly out tomorrow. - He won't listen to you unless you make him turn off the radio and look at you.
Comparison	Just as	It is a waste of energy to be angry with a man who behaves badly, just as it is to be angry with a car that won't go.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Contrast	Although Even though While Whereas	• Although I have called repeatedly, the credit card company has not corrected my account. • He still brings her roses even though he knows she is allergic to them. • Bob is very tall while Bill is very short. • I like to go out, whereas my husband likes to stay at home.
----------	---	--

If you look carefully at the example sentences, you'll notice an important punctuation rule that applies to subordination: **Place a comma *after*, but not *before* a dependent clause.**

After the final touchdown, the fans stormed out onto the field. (Dependent clause, comma, independent clause)
The fans stormed out onto the field after the final touchdown. (Independent clause, no comma, dependent clause)

Therefore, whether or not you use a comma depends on the order of clauses in the sentence

Objective 14: Subordinating Conjunctions - Practice

- _____ it was raining, I didn't get wet.
a. Although b. Because c. Just as d. if
- Mona couldn't buy any Eid presents, _____ she didn't have any money.
a. whereas b. because c. to d. even though
- _____ my wife likes to travel abroad, I prefer to stay at home for my vacations.
a. Whereas b. As c. Since d. So that
- Jerry passed the exam first time, _____ I had to retake it three times.
a. as b. even though c. although d. while
- I will be late today, _____ my car has broken down.
a. because b. though c. even though d. unless
- _____ Fatima doesn't speak English, she can't go to university in Canada.
a. Whereas b. Since c. Whenever d. After
- Aliya got the job, _____ she had no experience.
a. as b. whereas c. even though d. until
- I don't drink coffee, _____ it makes me nervous.
a. while b. although c. when d. because
- Some apples are red, _____ others are green.
a. so that b. unless c. while d. wherever
- The ship could not move _____ there was no wind.
a. since b. In order to c. just as d. even though
- Surfing is fun _____ it can be dangerous.
a. as b. in order to c. because d. although

Madares Al Ghad

CEPA Grammar Study Guide 2008

- 12 I took my umbrella _____ it was raining.
 a. in order to b. whereas c. just as d. unless
- 13 You should stay away from bears _____ they are dangerous.
 a. because b. even though c. while d. after
- 14 Deer are cute _____ they eat all your flowers.
 a. although b. for c. because d. wherever

Objective 15a: Comparative and Superlative adjectives

Comparatives and *Superlatives* are special forms of adjectives. They are used to compare two or more things. Generally, comparatives are formed using **-er** and superlatives are formed using **-est**. This part will explain the rules for forming comparatives and superlatives, and also show some basic ways of using them.

Forming regular comparatives and superlatives

How these forms are created depends on how many *syllables* there are in the adjective.

Adjective form	Comparative	Superlative
Only one syllable, ending in E. Examples: <i>wide, fine, cute</i>	Add -R: <i>wider, finer, cuter</i>	Add -ST: <i>widest, finest, cutest</i>
Only one syllable, with one vowel and one consonant at the end. Examples: <i>hot, big, fat</i>	Double the consonant, and add -ER: <i>hotter, bigger, fatter</i>	Double the consonant, and add -EST: <i>hottest, biggest, fattest</i>
Only one syllable, with more than one vowel or more than one consonant at the end. Examples: <i>light, neat, fast</i>	Add -ER: <i>lighter, neater, faster</i>	Add -EST: <i>lightest, neatest, fastest</i>
Two syllables, ending in Y. Examples: <i>happy, silly, lonely</i>	Change Y to I, then add -ER: <i>happier, sillier, lonelier</i>	Change Y to I, then add -EST: <i>happiest, silliest, loneliest</i>
Two syllables or more, not ending in Y. Examples: <i>modern, interesting, beautiful</i>	Use MORE before the adjective: <i>more modern, more interesting, more beautiful</i>	Use MOST before the adjective: <i>most modern, most interesting, most beautiful</i>

Madares Al Ghad

CEPA Grammar Study Guide 2008

Use

Comparatives are used **to compare two things**. You can use sentences with **than**, or you can use a conjunction like **but**.

Fatima is **taller than** Ghaya.
Ghaya is tall, **but** Fatima is **taller**.

Superlatives are used **to compare more than two things**. Superlative sentences usually use **the**, because there is only **one** superlative.

Sana is **the tallest** in the class.
Ghaya is tall, and Fatima is taller, but Sana is **the tallest**.

Equatives - As...As

The structure "**as...as**" is used **to compare things that are equal**. For example:

Ahmed is 163cm and Ali is 163cm. Ahmed is **as tall as** Ali.
This house is 40 years old, that house is also 40 years old. This house is **as old as** that house.
Bach's music is **as good as** Mozart's.
Spring is **as warm as** fall.

Objective 15a: Comparative/Superlative Adjectives - Practice

1. Joe is _____ than Ed. (short)
2. Al is the _____ (short)
3. Ed is the _____ (thin)
4. Joe is _____ than Ed. (happy)
5. Joe is _____ Ed. (energetic)
6. Joe walks _____ than Ed. (fast)
7. Al laughs _____ than Ed. (loud)
8. Ed gets _____ than Al and Joe. (angry)
9. Al and Joe wear _____ clothes than Ed. (smart)
10. Ed works _____ than Al and Joe. (hard)

1. It's _____ than I thought.
a. good b. better c. gooder d. best
2. Brazil is _____ England.
a. big than b. bigger as c. bigger than d. big as
3. She is _____ in the class.
a. the best b. best c. better than d. as good as

Madares Al Ghad

CEPA Grammar Study Guide 2008

4. I'm not as successful _____ she is.
a. as b. like c. than d. that
5. That French restaurant that we went to yesterday was _____ the Italian restaurant we always go.
a. more expensive b. the more expensive c. as expensive as d. as expensive than
6. She finished _____ than everyone else.
a. more quickly b. quickest c. quickly d. as quickly as
7. It was _____ test I have ever done.
a. the most hard b. the harder c. the hardest d. as hard as
8. There were _____ people at the game than expected.
a. many b. more c. most d. the most
9. This is the _____ kitchen I've ever seen.
a. dirtiest b. dirtiest c. dirtier d. as dirty as
10. She talks _____ you do.
a. the most b. as more as c. the more d. more than

Objective 15b: "too" and "enough"

Enough means a satisfactory amount or degree.

I'm so busy, I haven't got **enough** time.
Do you have **enough** potatoes?

Enough comes *after* adjectives and adverbs:

This jacket isn't big **enough** for me.
She speaks English well **enough** to go to an American university.

Enough usually comes *before* nouns:

We have **enough** money to buy our own apartment.

We often use **enough...for**, especially with people and things. For example:

This job isn't good **enough for** her.
We have **enough** time **for** a quick lunch.

Enough...to infinitive is also a common structure. For example:

She's old **enough to drive** a car.
We have **enough** time **to eat** some lunch.

Too means *more* than enough, an excessive amount or degree. **Too** usually means there is a problem. For example:

This room is **too** hot.
He eats **too** quickly.

Madares Al Ghad

CEPA Grammar Study Guide 2008

Too is also used with *for*: For example:

This book is **too** simple **for** me
Our apartment is **too** small **for** us.

Too...to infinitive is also a common structure. For example:

This book is **too** easy **to study**.
Our apartment is **too** small **to live** in.

Too does not have the same meaning as **very**.

My desk is **very** big. (This is just a comment on the size of my desk.)
My desk is **too** big. (There is a problem with the size of my desk.)

Objective 15b: "Too" and "Enough" - Practice

1. That man is _____ poor to buy a car.
a. enough b. too c. very
2. I am just _____ tired to work anymore.
a. too b. very c. enough
3. Is this box light _____ for you to carry?
a. very b. too c. enough
4. Do you have _____ money for emergencies?
a. enough b. too c. very
5. We don't get enough sleep because we have _____ much to do.
a. too b. enough c. very

Objective 16a: Word Order

Huda sent the book to Rami.

↓ ↓ ↓ ↓
S V O C

The correct order for sentences is (S) subject – (V) verb – (O) object – (C) complement. If there are complements of place and time, use the (P) place complement first and the (T) time complement second:

Some birds fly south in winter

↓ ↓ ↓ ↓
S V P T

Madares Al Ghad

CEPA Grammar Study Guide 2008

Objective 16a: Word Order – Practice

Put these sentences in the correct order.

1. in a garage/parks/Mr. Hodges/his car.
-

2. a parking place/ near the shops/ they/ found.
-

3. enjoys/swimming/in our pool/ she.
-

One of the three sentences in each group is correct. Choose the correct sentence.

- a. I go everyday there.
- b. I go there every day.
- c. I everyday go there.

- a. He's been since three o'clock here.
- b. He's been here since three o'clock.
- c. He's here been since three o'clock.

- a. I went last week there.
- b. I went there last week.
- c. I there went last week.

- a. Do you come here often?
- b. Do often you come here?
- c. Do you here come often?

- a. It was this morning on the radio.
- b. It was on the radio this morning.
- c. It on the radio was this morning.

- a. We'll have the answer soon.
- b. We'll have soon the answer.
- c. We'll soon have the answer.

Objective 16b: Question Formation

When we are **reporting questions (indirect questions)**, the subject comes before the verb.

DIRECT SPEECH: "Where are you going?"
REPORTED SPEECH: He asked me where I was going.

DIRECT SPEECH: "Why is he shouting?"
REPORTED SPEECH: He asked me why he was shouting.

DIRECT SPEECH: "What do you want?"
REPORTED SPEECH: She asked me what he wanted.

NEGATIVE QUESTIONS

We do not use the auxiliary verb *do* in reported questions, except in negative questions.

DIRECT SPEECH: "Who doesn't like cheese?"
REPORTED SPEECH: She asked me who didn't like cheese.

YES / NO QUESTIONS

We report yes / no questions with *if* or *whether*.

DIRECT SPEECH: "Do you want me to come?"
REPORTED SPEECH: I asked him if he wanted me to come.

DIRECT SPEECH: "Have you fed the dog?"
REPORTED SPEECH: She asked me whether I had fed the dog.

WHO, WHAT, WHICH

When we report questions with *who*, *what* or *which* + *to be* + complement, the verb "to be" can come before or after the complement.

DIRECT SPEECH: "Who is the champion?"
REPORTED SPEECH: She asked me who the champion was OR She asked me who was the champion

DIRECT SPEECH: "What is your favourite colour?"
REPORTED SPEECH: She asked me what my favourite colour was OR She asked me what was my favourite colour

Objective 16b: Question Formation - Practice

Choose the answer that is the correct example of reported speech (indirect questions).

- 1 Khulood asked Mohammed, "Have you been studying English very long?"
 - a. Khulood asked Mohammed had he studying been English.
 - b. Khulood asked if Mohammed had been studying English very long.
 - c. Khulood asked Mohammed if he had been studying English very long.
 - d. Khulood asked Mohammed if he had very long been studying English.
- 2 Samira asked me, "May I borrow your English dictionary?"
 - a. Samira asked me if may she borrow my English dictionary.
 - b. Samira asked me if she could borrow my English dictionary.
 - c. Samira asked me if could she borrow her English dictionary.
 - d. Samira asked me could if she borrow her English dictionary.

Madares Al Ghad

CEPA Grammar Study Guide 2008

- 3 Monica asked Ron, "Are you going to visit Cambodia?"
- Monica asked Ron if he is going to visit Cambodia.
 - Monica asked Ron if visited had he Cambodia.
 - Monica asked Ron if was he going to Cambodia.
 - Monica asked Ron if he was going to visit Cambodia.
- 4 "Who put salt in my coffee?" he asked.
- He asked who had put salt in my coffee.
 - He asked had who put salt in his coffee.
 - He asked who put had salt in his coffee.
 - He asked who putted salt in his coffee.
- 5 "Are you sorry for what you did?" the mother asked the little boy.
- The mother asked the little boy are you sorry for what you did.
 - The mother asked the little boy if he was sorry for what he did.
 - The mother asked the little boy if was he sorry for what he had done.
 - The mother asked the little boy if he is sorry for what he did.

Objective 16c: Adjective Strings

In English, it is common to use **more than one adjective before a noun** - for example, "He's a silly young fool," or "she's a smart, energetic woman." When you use more than one adjective, you have to put them in the right order, according to type.

Opinion	An opinion adjective explains what you think about something (other people may not agree with you). Examples: <i>silly, beautiful, horrible, difficult</i>
Size	A size adjective, of course, tells you how big or small something is. Examples: <i>large, tiny, enormous, little</i>
Age	An age adjective tells you how young or old something or someone is. Examples: <i>ancient, new, young, old</i>
Shape	A shape adjective describes the shape of something. Examples: <i>square, round, flat, rectangular</i>
Colour	A colour adjective, of course, describes the colour of something. Examples: <i>blue, pink, reddish, grey</i>
Origin	An origin adjective describes where something comes from. Examples: <i>French, lunar, American, eastern, Greek</i>
Material	A material adjective describes what something is made from. Examples: <i>wooden, metal, cotton, paper</i>
Purpose	A purpose adjective describes what something is used for. These adjectives often end with "-ing". Examples: <i>sleeping (as in "sleeping bag"), roasting (as in "roasting tin")</i>

Madares Al Ghad

CEPA Grammar Study Guide 2008

Some examples of adjective order

	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	
a	silly		young			English			man
a		huge		round			metal		bowl
a		small			red			sleeping	bag

Objective 16c: Adjective Strings - Practice

1. Which is the correct order?

- a - a small Canadian thin lady
- b - a Canadian small thin lady
- c - a small thin Canadian lady
- d - a thin small Canadian lady

2. Which is the correct order?

- a - a carving steel new knife
- b - a new steel carving knife
- c - a steel new carving knife
- d - a new carving steel knife

3. Which is the correct order?

- a - a beautiful blue sailing boat
- b - a blue beautiful sailing boat
- c - a sailing beautiful blue boat
- d - a blue sailing beautiful boat

4. Which is the correct order?

- a - an old wooden square table
- b - a square wooden old table
- c - an old square wooden table
- d - a wooden old square table

5. Which is the correct order?

- a - an new French exciting band
- b - a French new exciting band
- c - an exciting French new band
- d - an exciting new French band

Madares Al Ghad

CEPA Grammar Study Guide 2008

6. Which is the correct order?

- a - a red big plastic hat
- b - a big red plastic hat
- c - a plastic big red hat
- d - a big plastic red hat

7. Which is the correct order?

- a - a small Japanese serving bowl
- b - a Japanese small serving bowl
- c - a small serving Japanese bowl
- d - a serving small Japanese bowl

8. Which is the correct order?

- a - a cotton dirty old tie
- b - a dirty cotton old tie
- c - an old cotton dirty tie
- d - a dirty old cotton tie