

Mid-Term CBT Exam – Semester 1

Science/Medical – November 2017

CBT exam = 30% of final grade [60 questions, 1 question = half a mark]

Grammar & Vocabulary: 20 marks (10 + 10)

Reading (two passages): 20 marks (10 + 10)

Listening (one dialogue + 1 monologue): 20 marks (10 + 10)

GRAMMAR ITEM
Word forms: nouns and verbs
verbs + infinitives (like, want and need)
noun phrases and infinitives
Writing compound sentences with but and so
Word roots: lone, fac, migra, nat, pop
Simple past with regular and irregular verbs
Negative forms of the simple past
Modifying nouns
Sentences with because
Parts of speech: noun, verb, adjective, adverb
Sentences with when
The prefix un-
Prepositions of location: in, an, on
Simple present
Simple present statements with regular verbs (affirmative & negative forms)
Simple present statements with be (affirmative & negative forms)
Simple present statements with have (affirmative & negative forms)
Simple past with regular and irregular verbs
Simple past in negative statements
should and shouldn't
It's + adjective + infinitive
Suffixes: -ful and -ing
Be going to
Be going to statements
Be going to questions
Simple present for informal narratives
Gerunds as subjects and objects

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Word forms: nouns and verbs

Here is a **good website** that explains the differences between nouns, verbs and adjectives.

<https://www.douglascollege.ca/-/media/04A30118AEDD463D82128568E958BFFE.ashx>

Prefixes: re-, pre-, il-, mis-, un-, sub-

Examples: Inaccurate, unhappy, irregular, impossible, subway, anti-clockwise, multimedia

Prefixes are added to the beginning of a word and change the meaning of the word. For example, a book about the life of a person is a *biography*. A book about the life of a person written by the person is an *autobiography*.

“anti” usually means ‘against’ – for example “anti-government” – meaning against the government

“bi” usually means ‘two’ or ‘twice’ – for example “bi-weekly” – meaning twice every week

“micro” usually means ‘tiny’ – for example “micro-chips” – meaning small object in a computer

“multi” usually means ‘many’ – for example “multi-pack” – meaning many in a pack

“post” usually means ‘after’ – for example “post-exam” – meaning after an exam

“re” usually means doing something again – for example “repeat” meaning do/say it again

We can make adjectives and verbs negative by using these prefixes:

adjectives	<i>un-</i>	<i>im-</i>	<i>in-</i>	<i>il-</i>
verbs	<i>un-</i>	<i>dis-</i>		

Examples:

unpacked

impossible

disagree

untidy

unfair

dislike

disappeared

unemployed

illegal

impolite

See more: <http://www.englishclub.com/vocabulary/prefixes.htm>

Suffixes that are used to form nouns and adjectives: *-al, -ion, -er, -ing, -ence, -y, -ly, -ful, -able, -ive, -ed, -ing, -ent, -ic, -ant, -ous*

To test your knowledge, please visit the following links:

KSU Student Blog:

Adjectives and Adverbs: <https://testmoz.com/616201>

British Council:

<https://learnenglish.britishcouncil.org/en/english-grammar/adjectives>

<https://learnenglish.britishcouncil.org/en/english-grammar/nouns>

<https://learnenglish.britishcouncil.org/en/english-grammar/verbs>

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

Reference: <https://vocabularyhome.com/nouns/nouns-verbs-adjectives-and-adverbs/>

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

The _____ was very nervous. (*sing*)

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

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

Reference: <http://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/word-formation>

Articles (a, an, the)

"a" and "an" are used for singular items (indefinite article).

"a" is used when the noun that follows begins with a consonant (for example: b, c, d, f, g, 'a doctor;)
"an" is used when the noun that follows begins with a vowel (for example: a, e, i, o, u, 'an apple').

If we have plural nouns, then we don't use 'a' or 'an'; we use quantifiers like 'some' and 'many'.
For example: "There are some people over there". We don't say "There is a people over there" because 'people' is plural, so we can't use 'a'.

We DO NOT use "a" if we don't have a **noun** in the sentence.

For example:

WRONG - "She is a beautiful" - where is the noun? We can only see an **adjective**. So this is why we just need to say "She is beautiful" without 'a'

CORRECT - "She is a beautiful girl" - now, we have said 'girl' which is a **noun**, so it's correct to say 'a' because girl is singular.

Using "a" and "an" are also called 'indefinite' articles because sometimes when they are used in sentences, we are not sure if something is there.

For example:

"Teacher, do you have a pen?" - we use 'a pen' because we are not sure if the teacher has a pen or not.

'The' – definite article

Using "the" is also called a 'definite' article because we know when a person or object is there.

For example:

"Teacher, do you have the pen?" - By using the word 'the', this shows that the teacher definitely has a pen, and maybe the student saw it and that's how she knows the teacher has a pen.

Adjective + noun – for example: a small car

An *adjective* is usually used to describe a noun, for example: "Your house (n.) is beautiful (adj.)"
See more: <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives>

More examples:

A + tall + man
A + big + tiger
A + sunny + day
A + happy + person
A + delicious + cake
An + untidy + bedroom

Parts of speech: – Recognising parts of speech, n., v., adj., adv.

A *noun* is a word used to name a person, animal, place, thing, and abstract idea. For example, “man, chair, paper, food”

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/nouns>

A *verb* is an action, or a state of being. For example “sit, walk, talk, play, eat”

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/verbs>

An *adjective* is usually used to describe a noun, for example: “Your house (n.) is beautiful (adj.)”

See more: <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives>

There are different types of *adverbs*, for example adverbs of time, adverbs of manner, and so on. Adverbs change the meanings of adjectives, verbs, or other adverbs. Adverbs tell us when, where, how, in what matter, or how much an action is done.

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/adverbials>

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/adverbials/adverbs-manner>

Expressions of Quantity/Determiners

Examples: We haven't got **much** time – let's go! ('time' is **uncountable**, we **can't** say “two time, three time”

How **many** people are there? ('people' is **countable**, “one person, two people, three people”

We use “how many” with countable nouns (for example: apples, chairs, people – ‘how many apples are there?’

We say ‘how many **are there?**’ and ‘**There are** many students absent today’

We use “how much” with uncountable nouns (for example: bread, milk, sugar – ‘how much bread is there...?’)

We say ‘how much **is there?**’ but we **don't say** “There is much sugar”; we say “There is a lot of sugar”

When do we use ‘some’ and ‘any’?

Uncountable nouns

POSITIVE: There's **some** juice.

NEGATIVE: There **isn't any** water.

QUESTION: **Is** there **any** coffee?

Countable nouns

POSITIVE: There **are some** tomatoes.

NEGATIVE: There **aren't any** apples.

QUESTION: **Are** there **any** bananas?

For ‘positives’ we say ‘there **is**’ (uncountable) and ‘there **are**’ (countable) with the word ‘some’.

For ‘negatives’ we say ‘there **isn't**’ (uncountable) and ‘there **aren't**’ (countable) with the word ‘any’.

For ‘questions’, we say ‘**is** + there + any’ (uncountable) and ‘**are** + there + any’ (countable).

4.1 Expressions of quantity

Count and uncount nouns

- 1 It is important to understand the difference between count and uncount nouns.

Count nouns	Uncount nouns
a cup	water
a girl	sugar
an apple	milk
an egg	bread
a pound	money

We can say *three cups, two girls, ten pounds*. We can count them. We cannot say *two waters, three breads, one money*. We cannot count them.

- 2 Count nouns can be singular or plural.
This **cup** is full.
These **cups** are empty.
Uncount nouns can only be singular.
The **water** is cold.
The **weather** was terrible.

much and many

- 1 We use *much* with uncount nouns in questions and negatives.
How **much money** have you got?
There isn't **much milk** left.
- 2 We use *many* with count nouns in questions and negatives.
How **many people** were at the meeting?
I didn't take **many photos** on holiday.
- 3 We use *a few* and *a little*.
1 We use *a few* with count nouns.
There are **a few biscuits** left, but not many.
2 We use *a little* with uncount nouns.
Can you give me **a little help**?
- 4 *a lot/lots of*
1 We use *a lot/lots of* with both count and uncount nouns.
There's **a lot of butter**.
I've got **lots of friends**.
2 *A lot/lots of* can be used in questions and negatives.
Are there **lots of tourists** in your country?
There isn't **a lot of butter**, but there's enough.
- 5 *some and any*
1 *Some* is used in positive sentences.
I'd like **some** sugar.
2 *Any* is used in questions and negatives.
Is there **any** sugar in this tea?
Have you got **any** brothers and sisters?
We don't have **any** washing-up liquid.
I didn't buy **any** apples.
3 We use *some* in questions that are requests or offers.
Can I have **some** cake?
Would you like **some** tea?
4 The rules are the same for the compounds *someone, anything, anybody, somewhere*, etc.
I've got **something** for you.
Hello? Is **anybody** here?
There isn't **anywhere** to go in my town.

9.1 Count and uncount nouns

Some nouns are countable.

a book two books
an egg six eggs

Some nouns are uncountable.

bread rice

Some nouns are both!

Do you like ice-cream?
We'd like three ice-creams, please.

9.2 some and any

We use *some* in positive sentences with uncountable nouns and plural nouns.

There is	some	bread	on the table.
There are		oranges	

We use *some* in questions when we ask for things and offer things.

Can I have	some	coffee, please?	(I know there is some coffee.)
Would you like		grapes?	(I know there are some grapes.)

We use *any* in questions and negative sentences with uncountable nouns and plural nouns.

Is there	any	water?	(I don't know if there is any water.)
Does she have		children?	(I don't know if she has any children.)
I can't see		rice.	
There aren't		people.	

Verbs + infinitives (like, want, need)

Verb + <i>to</i> + infinitive	
choose decide forget promise manage need help hope try want would like would love	to go to work

Verb + <i>-ing</i> or <i>to</i> + infinitive	
begin start	raining/to rain

Here are four verb patterns. There is a list of verb patterns on p143.

- 1 Verb + *to* + infinitive
They **want to buy** a new car.
I'd **like to go** abroad.
- 2 Verb + *-ing*
Everyone **loves going** to nice restaurants.
He **finished reading** his book.
- 3 Verb + *-ing* or + *to* + infinitive with no change in meaning
It **began to rain/raining**.
I **continued to work/working** in the library.
- 4 Verb + preposition + *-ing*
We're **thinking of moving** house.
I'm **looking forward to having** more free time.

Noun phrases and infinitives

Noun Phrases

Often a **noun phrase** is just a **noun** or a **pronoun**:

People like to have money.

I am tired.

It is getting late.

or a **determiner** and a **noun** ...:

Our friends have bought a house in the village.

Those houses are very expensive.

... perhaps with an adjective:

Our **closest** friends have just bought a **new** house in the village.

Sometimes the noun phrase begins with a **quantifier**:

All those children go to school here.

Both of my younger brothers are married

Some people spend a lot of money.

Numbers:

Quantifiers come **before** determiners, but **numbers** come **after** determiners:

My four children go to school here. (**All my** children go to school here.)

Those two suitcases are mine. (**Both those** suitcases are mine)

So the noun phrase is built up in this way:

Noun: people; money

Determiner + noun: the village, a house, our friends, those houses

Quantifier + noun: some people, a lot of money

Determiner + adjective + noun: our closest friends, a new house.

Quantifier + determiner + noun: all those children,

Quantifier + determiner + adjective + noun: both of my younger brothers

The noun phrase can be quite complicated:

a loaf of nice fresh brown bread

the eight-year-old boy who attempted to rob a sweet shop with a pistol

that attractive young woman in the blue dress sitting over there in the corner

Reference: <https://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/noun-phrase>

Noun infinitives

Parts of the Sentence - Verbals - Noun Infinitives

An *infinitive* is *to* plus a *verb form*. It can be used as a noun. Examples: to be, to see, to be seen, to be eaten.

The *noun infinitive* can be a subject (To eat is fun.); a direct object (I like to eat.); a predicate nominative (A fun thing is to eat.); an appositive (My hope, to travel, never happened.); an object of a preposition (I want nothing but to save.)

Noun infinitives can have with them direct objects, predicate nominatives, predicate adjectives or modifiers to form what is called a *infinitive phrase*. Example: To eat solid foods is hard for babies. "To eat" is the noun infinitive used as the subject of the verb *is*, and it has its own direct object "foods" with the adjective "solid," which together make up the infinitive phrase "to eat solid foods" serving as the subject of the sentence.

Noun infinitives may be compound. Example: I want to eat and to sleep. Sometimes the second *to* is left off. (I want to eat and sleep.)

Instructions: Find the noun infinitive phrases in the following sentence

1. Everyone wants to enjoy life.
2. She likes to be admired.
3. Two bad habits are to smoke cigarettes and to drink alcohol.
4. To stop the car suddenly can be dangerous.
5. To cheat is a sign of weakness.

Answers:

1. to enjoy life = direct object
2. to be admired = direct object
3. to smoke cigarettes/to drink alcohol = predicate nominatives
4. to stop the car suddenly = subject
5. to cheat = subject

Reference: <http://www.dailygrammar.com/Lesson-220-Noun-Infinitives.htm>

Writing compound sentences with *but* and *so*

Contrast: *however*, *but*

We use words called **conjunctions** ('joining words'), like *and*, *or*, *but*, *because* and *although*, to join two parts of sentences. Conjunctions can be used to give more information, give alternatives, give reasons, give results or give unexpected information. A conjunction is a word used to connect other words and phrases together.

And and But

We use **and**, **or** and **but** to connect two parts of sentences which are similar in grammatical status.

Do you want chocolate, strawberry or vanilla? (joining words)

*Amy's dad is taking us on Saturday morning, **and** he's offered to bring us home again on Sunday.*
(joining clauses)

We use **and** for adding information, **or** for giving alternatives and **but** for unexpected or different information.

But

"but" joins two contrasting parts of sentence together, for example: "I like Riyadh very much, **but** sometimes it's too hot"

When we want to make two points, and emphasise that one of them **contrasts** with the other, we can use the conjunction **but**. It comes between the two clauses that you wish to contrast:

*The team was beaten, **but** Paul scored three goals.*

*I don't like most sweet food, **but** I love chocolate.*

Recognising signposts

Certain words tell you the type of information that will follow. These words ('signposts') will help you understand the direction of the talk, lecture or writing, e.g. *although*, *but*, and *however* show that contrasting information will follow.

LANGUAGE BANK Expressions for showing contrasting information	
One sentence	
Contrasting information + main information	<i>Although Madagascar is very mountainous, it is very rich agriculturally.</i>
Main information + contrasting information	<i>Madagascar is very rich agriculturally, although it is very mountainous. It has a tropical climate but is dry in the south.</i>
Two sentences	
Main information + contrasting information	<i>The mountains were once covered in forest. However, increased agriculture has led to deforestation.</i>

Cause; because

Because

“because” is used for giving reasons, for example: “I like cats **because** they are nice”

See more: <http://learnenglish.britishcouncil.org/en/so-because-and>

See more: <http://www.ihbristol.com/free-english-exercises/test/esol-smc-conjunctions>

Recognising signposts

Remember to listen for/look for signposts that tell you the type of information that will follow.

- *Because, because of* (+ noun), and *that's why* are followed by a reason or consequence
- *For example, for instance*, and *such as* are followed by an example / examples

LANGUAGE BANK Expressions for giving reasons and examples

Consequences and reasons

That's why (+ clause)
People want to know the news when it happens. That's why they check the news sites on the Internet.

For this reason, (+ clause)
Many employers only hire people with experience. For this reason, it can be difficult to find your first job.

Because (+ clause)
Fewer people buy newspapers today because they can find the news for free on the Internet.

Because of (+ noun)
The speaker was difficult to understand because of her accent.

Examples

For example (+ clause)
I listen to some programmes on the radio, for example discussions and documentaries.

For instance (+ clause)
Several people work together to produce an article, for instance the writer, the editor, and the graphic designer.

Such as (+ noun)
Certain TV programmes, such as cooking competitions and game shows, are very popular at the moment.

See more: <http://learnenglish.britishcouncil.org/en/so-because-and>

See more: <http://www.ihbristol.com/free-english-exercises/test/esol-smc-conjunctions>

! **But** and **however** can contrast ideas, but they are used differently. Compare these sentences. What differences can you see?

*I learnt French easily, **but** I didn't like my teacher.*

*I learnt French easily. **However**, I didn't like my teacher.*

! **So** is used to express the result of the statement before. **Because** expresses the reason or cause of something.

Cause → **Result**
It started to rain, **so** we stopped playing tennis.

Result ← **Cause**
We stopped playing tennis **because** it started to rain.

Result; so

Example: The building is made of glass, so it gets very hot in summer.

So

"so" is used for talking about results or purposes, for example: "I like nice cars, **so** I bought a Ferrari"

See more: <http://learnenglish.britishcouncil.org/en/so-because-and>

See more: <http://www.ihbristol.com/free-english-exercises/test/esol-smc-conjunctions>

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

In English grammar, a root is a word or word part from which other words grow, usually through the addition of prefixes and suffixes. The root of the word vocabulary, for example, is voc, a Latin root meaning "word" or "name." [<https://www.thoughtco.com/common-word-roots-in-english-1692793>]

Many of the words we use come from a root word. Once you pull off any prefixes or suffixes, the root will be normally at the front or the back of the remaining word. A little digging will uncover just what the root word really means. For example, in a word such as scissors, the root word is sciss, which means cut.

Determining a Root Word

Some examples of root words can be found in everyday language. The root word for **bicycle** would be *cycle* and the root word for **transactions** would be *action*.

Words can even have two root words, such as *schoolhouse*.

Read more at <http://examples.yourdictionary.com/examples-of-root-words.html#3rfblF8evPocvZM9.99>

Root word	Meanings	Examples/Definitions
(lone) sol	Alone	desolate - lonely, dismal, gloomy; solitary - done alone, by yourself; solo - a performance done by one person alone.
fac/t	make, do	artifact - an object made by a person; factory - a place where things are made; malefact - a person who does wrong; fact; factor; faculty.
migr	move	immigrant - a person who moves to a new country to settle; migrant - person who moves from place to place; migration - the process of moving; migrant; migrate.
nat	born	innate - included since birth; natal - relating to birth; natural - gotten at birth, not afterward; native; nature; national; nation.
pop	people	popular - appealing to a lot of people; population - all of the people who live in a particular area; populist - a supporter of the rights of people; popularity.

Reference: <https://www.learnthat.org/pages/view/roots.html#/>

Simple past with regular and irregular verbs

Past Simple

*I **lived** in London*

*Medicine **was** important for the Romans*

*I **saw** him there*

The Past Simple expresses a past action that is finished. The form of the Past Simple is the same in all persons, for example "I **finished**, You **finished**, He/She **finished**, We **finished**, They **finished**, It **finished**"

Regular verbs – the rules

3.1 Past Simple

Spelling

- 1 The normal rule is to add *-ed*.
worked started
If the verb ends in *-e*, add *-d*.
lived loved
 - 2 If the verb has only one syllable + one vowel + one consonant, double the consonant.
stopped planned
 - 3 If the verb ends in a consonant + *-y*, change the *-y* to *-ied*.
studied carried
- There are many common irregular verbs. See the list on p143.

Form

The form of the Past Simple is the same for all persons.

Positive

I	finished	yesterday.
He/She/It	arrived	
We	went	
You		
They		

Negative

The negative of the Past Simple is formed with *didn't*.

He walked.

He **didn't** walk.

I	didn't (did not)	arrive yesterday.
He/She/It		
We		
You		
They		

Use

- 1 The Past Simple expresses a past action that is now finished.
We **played** tennis last Sunday.
I **worked** in London from 1994 to 1999.
John **left** two minutes ago.
- 2 Notice the time expressions that are used with the Past Simple.

I did it
last year.
last month.
five years ago.
yesterday morning.
in 1985.

Examples:

PRESENT SIMPLE: I live in London

PAST SIMPLE: I **lived** in London

PRESENT SIMPLE: He lives in London

PAST SIMPLE: He **lived** in London

PRESENT SIMPLE: Do you live in London?

PAST SIMPLE: **Did** you **live** in London?

PRESENT SIMPLE: Does she live in London?

PAST SIMPLE: **Did** she **live** in London?

PRESENT SIMPLE: I don't live in London

PAST SIMPLE: I **didn't live** in London

PRESENT SIMPLE: He doesn't live in London

PAST SIMPLE: He **didn't live** in London

Irregular verbs

We have to learn them, there are no rules.

https://sanguardsen.files.wordpress.com/2013/11/list_of_irregular_verbs.jpg

Simple past questions

Question

The question in the Past Simple is formed with *did*.

She finished.

When **did** she finish?

When did	she you they etc.	arrive?
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Short answer

Did you go to work yesterday?	Yes, I did.
Did it rain last night?	No, it didn't.

Was/were born...

was born

Where	was	she he	born?
	were	you they	

I **was born** in Manchester in 1980. NOT ~~I am born~~ in 1980.

Examples:

I **was born** in Manchester
She **was born** in Kuwait
They **were born** in America
We **were born** in Australia

Ago

When we use 'ago' we talk about an action in the past. We say the time expression + ago

ago

I went to the USA	ten years two weeks a month	ago.
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Negative forms of the simple past

Negatives in the Past Simple are the same (**base form**) in all persons, and we always say 'didn't' (did+not):

Did I **watch** TV last night? No, I **didn't watch** TV last night
Did you **watch** TV last night? No, you **didn't watch** TV last night
Did he/she **watch** TV last night? No, he/she **didn't watch** TV last night
Did we **watch** TV last night? No, we **didn't watch** TV last night
Did they **watch** TV last night? No, they **didn't watch** TV last night
Did it **watch** TV last night? No, it **didn't watch** TV last night

Modifying nouns

We often use **two nouns together** to show that **one thing is a part of something else**:

the **village church**; the **car door**; the **kitchen window**; the **chair leg**;
my **coat pocket**; **London residents**

Warning

We do not use a possessive form for these things. We do not talk about:

~~The car's door; the kitchen's window; the chair's leg~~

We can use noun modifiers to show **what something is made of**:

a **gold** watch; a **leather** purse; a **metal** box

We often use noun modifiers with nouns ending in **-er** and **-ing**:

an office worker; a jewellery maker; a potato peeler; a shopping list; a swimming lesson; a walking holiday.

We use **measurements**, **age** or **value** as noun modifiers:

a **thirty kilogram** suitcase; a **two minute** rest; a **five thousand euro** platinum watch; a **fifty kilometre** journey;

We often put two nouns together and **readers/listeners have work out** what they mean. So:

- an ice bucket = a bucket to keep ice in
- an ice cube = a cube made of ice
- an ice breaker = a ship which breaks ice
- the ice age = the time when much of the Earth was covered in ice.

Sometimes we find **more than two nouns** together:

London office workers; grammar practice exercises

Position of noun modifiers

Noun modifiers come **after adjectives**:

The old newspaper seller

A tiring fifty kilometre journey

Reference: <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives/noun-modifiers>

For practice, please do the quiz in the above link.

More information: http://www.grammar-quizzes.com/adj_nounmodifiers.html

Sentences with *because*

See section “Writing compound sentences with *but* and *so*”

Parts of speech: noun, verb, adjective, adverb

This information is repeated in an earlier section, but will be copied again here for your convenience.

A **noun** is a word used to name a person, animal, place, thing, and abstract idea. For example, “man, chair, paper, food”

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/nouns>

A **verb** is an action, or a state of being. For example “sit, walk, talk, play, eat”

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/verbs>

An **adjective** is usually used to describe a noun, for example: “Your house (n.) is beautiful (adj.)”

See more: <https://learnenglish.britishcouncil.org/en/english-grammar/adjectives>

There are different types of **adverbs**, for example adverbs of time, adverbs of manner, and so on. Adverbs change the meanings of adjectives, verbs, or other adverbs. Adverbs tell us when, where, how, in what matter, or how much an action is done.

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/adverbials>

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/adverbials/adverbs-manner>

This is a very good website: <https://www.englishclub.com/grammar/parts-of-speech.htm>

Adverbs of frequency: *always, usually, sometimes, never, rarely*

Examples: *I **always** read slowly; I **usually** drink tea at home; He **sometimes** plays basketball; I **never** watch TV*

4.2 Adverbs of frequency

0%		50%		100%
never	sometimes	often	usually	always
1 These adverbs usually come before the main verb.				
	I usually go to bed at about 11.00.			
	I don't often go swimming.			
	She never eats meat.			
	We always watch TV in the evenings.			
	I sometimes play tennis on Saturdays.			
2 <i>Sometimes</i> and <i>usually</i> can also come at the beginning or the end of a sentence.				
	Sometimes we play chess		We play chess sometimes .	
	Usually I walk to school.		I walk to school usually .	
3 <i>Never</i> and <i>always</i> can't come at the beginning or the end of a sentence.				
	NOT Never I go to the library.			
	Always I have tea in the morning.			

Adverbs of time show when something happened, for how long, and how often (frequency).

See more: <http://www.englishclub.com/grammar/adverbs-frequency.htm>

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/adverbials/adverbials-time>

Sentences with *when*

9.1 Time clauses

- 1 Look at this sentence.

I'll give her a ring when I get home.

It consists of two clauses: a main clause *I'll give her a ring* and a secondary clause *when I get home*.

- 2 These conjunctions of time introduce secondary clauses.

when while as soon as after before until

They are not usually followed by a future form. They refer to future time, but we use a present tense.

When I get home, I'll ...

While we're away, ...

As soon as I hear from you, ...

Wait here **until** I get back.

Verbs in **time clauses** and **conditionals** follow the same patterns as in other clauses **except**:

In clauses with time words like **when, after, until** we often use the **present tense** forms to talk about the future:

I'll come home **when** I **finish** work.

You must wait here **until** your father **comes**.

They are coming **after** they **have had** dinner.

More information: <https://learnenglish.britishcouncil.org/en/english-grammar/verbs/verbs-time-clauses-and-if-clauses>

The prefix *un-*

Vocabulary Skill Prefixes

Tip for Success

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

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

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

in-	informal	not formal	unable	not able
im-	invisible	not visible	unusual	not usual

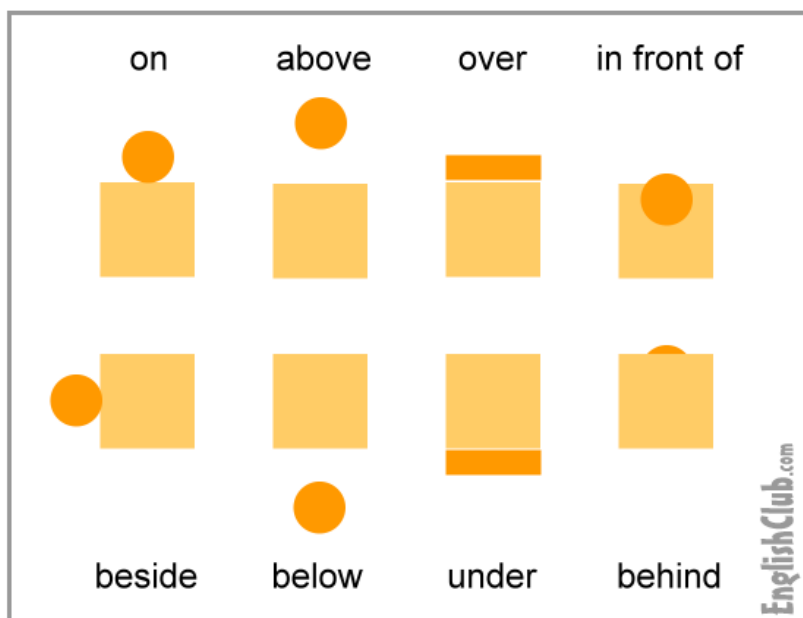
Im- is added to an adjective that starts with *m* or *p*.

im-	immature	not mature
im-	impolite	not polite

Reference: Page 60, Q Skills R&W Level 2

Prepositions of location: in, an, on

Prepositions of place/location describe the **position** of a person or thing in relation to another person or thing.



In general, we use:

- **at** for a **POINT**
- **in** for an **ENCLOSED SPACE**
- **on** for a **SURFACE**

Examples:

- There is a cup **on** the table.
- The helicopter hovered **above** the house.
- The police placed a sheet **over** the body.
- He stood **in front of** the door and rang the bell.
- Ram sat **beside** Tara.
- A small stream runs **below** that bridge.
- He put the key **under** the doormat.
- He put his hands **behind** his back.

See more: <http://www.englishclub.com/grammar/prepositions-place.htm>

See more: <http://www.englishclub.com/grammar/prepositions-place-at-in-on.htm>

Prepositions of time, place, and time expressions

Example: *at, on, in: at home, in a library, in the morning, in the afternoon*

Prepositions of time and time expressions

We use:

- at for a PRECISE TIME
- in for MONTHS, YEARS, CENTURIES and LONG PERIODS
- on for DAYS and DATES

Examples:

At six o'clock	On Saturday	In 1995
Last night	In December	At/in the weekend
On Monday morning	In summer	Two weeks ago
In the evening	Yesterday evening	On January 18

More examples:

- I have a meeting **at** 9am.
- The shop closes **at** midnight.
- Jane went home **at** lunchtime.
- In England, it often snows **in** December.
- Do you think we will go to Jupiter **in** the future?
- There should be a lot of progress **in** the next century.
- Do you work **on** Mondays?
- Her birthday is **on** 20 November.
- Where will you be **on** New Year's Day?

When we say **last, next, every**, this we do not also use **at, in, on**.

- I went to London **last** June. (**not** in last June)
- He's coming back **next** Tuesday. (**not** on next Tuesday)
- I go home **every** Easter. (**not** at every Easter)
- We'll call you **this** evening. (**not** in this evening)

See more: <http://www.englishclub.com/grammar/prepositions-at-in-on-time.htm>

at	in	no preposition
at six o'clock at midnight at New Year at the weekend	in the morning/afternoon/evening in December in summer in 1995 (year) in two weeks' time	today yesterday tomorrow the day after tomorrow the day before yesterday last night last week two weeks ago next month yesterday evening tomorrow evening this evening tonight
on		
on Saturday on Monday morning on New Year's Day on January 18 (day)		

Dates

I was born on the 22nd of June 1984 – “twenty-second of June nineteen-eighty-four”

“For” and “since”

When do we use ‘for’ and ‘since’ when talking about time? We use ‘for’ when we talk about how long we do/did something for, and we use ‘since’ when we talk about a specific point of time of when something started.

Examples:

For a year
For half an hour

Since I was a student
For a couple of days

Since August
Since nine o'clock

For months
Since 1999

Simple present (regular verbs - affirmative & negative forms)

Examples:

*I **am** a teacher; My name **is**...*

*They **come** from Delhi*

*I **get** up at seven o'clock and I **have** breakfast*

The Present Simple describes things that are always true, or true for a long time, and habits:

- I **come** from England
- He **works** in a bank

The Present Simple is the ‘base’ form of the verb.

With He/She/It (“third person”), we usually add ‘s’ to the verb, for example “he works”, “she lives”, and “it plays”.

I start
You start
He/She starts
We start
They start
It starts

Present Simple: Questions and negatives

With negatives, we use “don’t” and “doesn’t” and keep the base form of the main verb the same for all persons:

POSITIVE: I work

NEGATIVE: I **don’t work**

POSITIVE: You work

NEGATIVE: You **don’t work**

POSITIVE: He/She works

NEGATIVE: He/She **doesn’t work**

POSITIVE: We work

NEGATIVE: We **don’t work**

POSITIVE: They work

NEGATIVE: They **don’t work**

POSITIVE: It works

NEGATIVE: It **doesn’t work**

See more: <http://learnenglish.britishcouncil.org/en/english-grammar/verbs/present-tense/present-simple>

Simple present with *be* (affirmative & negative forms)

POSITIVE (AFFIRMATIVE)	NEGATIVE FORM	NEGATIVE – CONTRACTIONS 1	NEGATIVE – CONTRACTIONS 2
I am	I + am + not	I’m not	I amn’t
You are	You + are + not	You’re not	You aren’t
He/she is	He/she + is + not	He isn’t / She isn’t	He’s not / She’s not
We are	We + are + not	We aren’t	We’re not
They are	They + are + not	They aren’t	They’re not
It is	It + is + not	It isn’t	It’s not

Don't forget articles/prepositions/possessives for nouns:

For example:

I'm not a doctor

It's not a house, it's a flat

She's not my sister

That man over there is the doctor

Questions can be formed with:

Verb "to be" (am/are/is) + pronoun/subject + noun/adjective/verb¹ + ?

For example:

Are you the doctor? (doctor = noun)

Is she beautiful? (beautiful = adjective)

Are they going home? (going = verb)¹ *This grammar is 'present continuous' -ing*

QUESTIONS	SHORT ANSWERS - POSITIVE	SHORT ANSWERS - NEGATIVE
Am I your friend?	Yes, you are	No, you're not
Are you my friend?	Yes, I am	No, I'm not
Is he/she your friend?	Yes, she is	No, he isn't / she isn't
Are we your friends?	Yes, you are	No, we aren't
Are they your friends?	Yes, they are	No, they aren't
Is it your friend?	Yes, it is	No, it isn't
Are these/those your shoes?	Yes, they are	No, they're not
Is that/this your brother?	Yes, it is	No, it's not

We can also use the verb "to be" with 'Wh-' questions:

WH - QUESTIONS	ANSWERS
What + is + your name?	My + name + is Lama
Why + are + you happy?	I + am + happy because I love English
Who + is + he?	He + is + the doctor
When + is + the party?	It + is + on Saturday
Where + is + your house?	My + house + is in Riyadh
How + are + you?	I + am + fine

Here is the verb "to be" in Past Simple:

PAST SIMPLE – POSITIVE	PAST SIMPLE – NEGATIVE
I was	I wasn't
You were	You weren't
He/she was	He/she wasn't
We were	We weren't
They were	They weren't
It was	It wasn't

Grammar Reference:

1.1 Verb to be

Positive

I	am	from Egypt.	I'm = I am
He She It	is		He's = He is She's = She is It's = It is
We You They	are		We're = We are You're = You are They're = They are

Question

Where	am	I	from?
	is	he she it	
	are	we you they	

I'm 20

I'm 20. NOT I'm 20 years.
I'm 20 years old. I have 20 years.

1.2 Possessive adjectives

What's	my your his her its	name?	What's = What is
This is	our your their	house.	

2.1 Verb to be

Questions with question words

What	is her surname? is his job? is her address?	Answers Anderson. He's a policeman. 34, Silver Street.
Where	is she are you are they	from? Mexico.
Who	is Lara? is she?	She's Patrick's daughter.
How old	is he? are you?	Twenty-two.
How much	is an ice-cream?	One pound 50p.

Yes/No questions

Is	he she it	hot?	Short answers Yes, he is. No, she isn't. Yes, it is.
Are	you they	married?	No, I'm not./No, we aren't. Yes, they are./No, they aren't.

Negative

I	'm not	from Ireland.	I'm not = I am not (I am n't)
He She It	isn't		He isn't = He is not She isn't = She is not It isn't = It is not
We You They	aren't		We aren't = We are not You aren't = You are not They aren't = They are not

6.2 was/were

Was/were is the past of am/is/are.

Positive

I He/She/It	was	in Paris yesterday. in England last year.
We You They	were	

Negative

I He/She/It	wasn't	at school yesterday. at the meeting last night.
We You They	weren't	

Question

Where	was	I? he/she/it?
	were	we? you? they?

Yes/No questions

Was	he she	at work? at home?	Short answers No, he wasn't. Yes, she was.
Were	you they		Yes, I was./Yes, we were. No, they weren't.

Auxiliary verbs: – do and does

Auxiliary verbs are also known as ‘helping verbs’, as they are used with a main verb to form a sentence (also see ‘modal verbs’). When we use auxiliary verbs, the main verb is the same for all persons.

Do/does

With do/does, the verb stays the same (base form) “infinitive without ‘to’” for ALL persons:

	Pronoun/subject	Infinitive (base form)	Short answers
Do	I	like...	Yes, you do / No, you don't
	you	study...	Yes, I do / No, I don't
	we	go...	Yes, we do / No, we don't
	they	swim...	Yes, they do / No, they don't
Does	he/she	cook...	Yes, he/she does / No, he/she doesn't
	it	sleep...	Yes, it does / No, it doesn't

Longer answers:

No, I don't like studying French

Yes, she does speak English

No, he doesn't walk to work

No, you don't have to cook

Yes, they do travel a lot

Wh- questions with do/does:

Wh- question with 'do/does'	Infinitive without to
What do you	study?
What do I	study?
What does he/she	study?
What do they	study?
What do we	study?
What does it	study?

Did/didn't

Did/didn't are past simple forms of the verb ‘do’ and are used in the same way, but with ALL persons:

Past simple	Pronoun/subject	Infinitive (base form)	Short answers
Did/ Didn't	I	like...	Yes, you did / No, you didn't
	you	study...	Yes, I did / No, I didn't
	we	go...	Yes, we did / No, we didn't
	they	swim...	Yes, they did / No, they didn't
	he/she	cook...	Yes, he/she did / No, he/she didn't
	it	sleep...	Yes, it did / No, it didn't

Negative

We use *didn't* + infinitive (without *to*) in all persons.

I He/She/It We You They	didn't	move go	to London.
-------------------------------------	--------	------------	------------

Question

We use *did* + infinitive (without *to*) in all persons.

When Where	did	I you he/she/it we they	go?
---------------	-----	-------------------------------------	-----

Yes/No questions

Did	you she they etc.	like enjoy	the lecture? the match?
-----	----------------------------	---------------	----------------------------

Short answers

No, I didn't./No, we didn't.
Yes, she did.
No, they didn't.

There is list of irregular verbs on p142.

Am/is/Isn't/are

We can use the verb "to be" as an auxiliary verb in the present continuous tense.

Present Continuous - Positive	Present Continuous - Negative
Subject/pronoun + am/is/are + verb -ing	Subject/pronoun + am/is/are + not + verb -ing
For example: I + am + speak <u>ing</u> to you You + are + walk <u>ing</u> home He + is + sing <u>ing</u> She + is + cook <u>ing</u> We + are + danc <u>ing</u> They + are + sing <u>ing</u> It + is + talk <u>ing</u>	For example: I + am + not + speak <u>ing</u> to you You + are + not + walk <u>ing</u> home He + is + not + sing <u>ing</u> She + is + not + cook <u>ing</u> We + are + not + danc <u>ing</u> They + are + not + sing <u>ing</u> It + is + not + talk <u>ing</u>

Simple present with *have* (affirmative & negative forms)

POSITIVE:

I have
You have
He/she/it has
We have
They have

NEGATIVE:

I haven't
You haven't
He hasn't / She hasn't / It hasn't
We haven't
They haven't

Have got

GRAMMAR SPOT

- Have* and *have got* both express possession. We often use *have got* in spoken British English.
I have a computer. = I've got a computer. (I've = I have)
He has a car. = He's got a car. (He's = He has)
Do you have a computer? = Have you got a computer?
Does she have a car? = Has she got a car?
They don't have a flat. = They haven't got a flat.
It doesn't have a garden. = It hasn't got a garden.
- The past of both *have* and *have got* is *had*.
- Find examples of *have got* and *had* in the conversation.

▶ Grammar Reference 10.2 p131

10.2 *have got* and *have*

Have got means the same as *have* to talk about possession, but the form is very different. We often use *have got* in spoken English.

have got

Positive

I			
You	have		
We			
They		got	a cat. a garden.
He			
She	has		
It			

Negative

I			
You	haven't		
We			
They		got	a car. a garage.
He			
She	hasn't		
It			

Questions

Have	I		
	you		
	we		
	they	got	any money? a mobile phone?
Has	he		
	she		
	it		

How many children **have they got**?

Short answers

Yes, I have./No, I haven't.
Yes, she has./No, she hasn't.

The past of both *have* and *have got* is *had*.

have

Positive

I			
You	have		
We			
They			a cat. a garden.
He			
She	has		
It			

Negative

I			
You	don't		
We			
They		have	a car. a garage.
He			
She	doesn't		
It			

Questions

Do	I		
	you		
	we		
	they	have	any money? mobile phone?
Does	he		
	she		
	it		

How many children **do they have**?

Short answers

Yes, I do./No, I don't.
Yes, she does./No, she doesn't.

Should and shouldn't

Should is an auxiliary verb - a modal auxiliary verb. We use **should** mainly to:

- give advice or make recommendations
- talk about obligation
- talk about probability and expectation
- express the conditional mood
- replace a subjunctive structure

Structure of **should**

The basic structure for **should** is:

subject	+	auxiliary verb <i>should</i>	+	main verb
---------	---	---------------------------------	---	-----------

Note that:

The auxiliary verb **should** is invariable. There is only one form: **should**

The **main verb** is usually in the base form (He should **go**).

Use of **should**

should for advice, opinions

We often use **should** when offering advice or opinions (similar to **ought to**):

- You should see the new James Bond movie. It's great!
- You should try to lose weight.
- John should get a haircut.
- He shouldn't smoke. And he should stop drinking too.
- What should I wear?
- They should make that illegal.
- There should be a law against that.
- People should worry more about global warming.

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

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

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

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

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

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

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

Reference: Q Skills, L&S, Level 2

For more information: <https://www.englishclub.com/grammar/verbs-modal-should.htm>

Should quiz: <https://www.englishclub.com/grammar/verbs-modal-should-quiz.htm>

8.2 Introduction to modal auxiliary verbs

Form

These are modal auxiliary verbs.

can	could	might	must
shall	should	will	would

They are looked at in different units of Headway.

They have certain things in common:

- 1 They 'help' another verb. The verb form is the infinitive without *to*.
She **can** drive.
I **must** get my hair cut.
- 2 There is no *do/does* in the question.
Can she drive?
Should I go home now?
- 3 The form is the same for all persons. There is no *-s* in the third person singular:
He **can** sing very well.
She **should** try harder.
It **will** rain soon.
- 4 To form the negative, add *n't*. There is no *don't/doesn't*.
I **wouldn't** like to be a teacher.
You **mustn't** steal.

Note

will not = *won't*.

It **won't** rain tomorrow.

- 5 Most modal verbs refer to the present and future.
Only *can* has a past tense form, *could*.
I **could** swim when I was three.

For more information and practice, please visit:

<https://learnenglish.britishcouncil.org/en/category/grammar/grammar-should>

It's + adjective + infinitive

The expression "It is + adj/noun to" emphasizes information by bringing it to the front of the clause.

Examples:

It's **difficult to guess** what will happen

It's **possible to finish** the task in 20 minutes

It's **exciting to be** here

It's **easy to cook** kabsa

Reference and more information: <http://www.grammar-quizzes.com/infinitive4.html>

Suffixes: -ful and -ing

-ful as a suffix shows an adjective.

Vocabulary Skill

Suffixes

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

Rakan's favorite color is purple.

noun

Sarah loved to plant colorful flowers.

adjective

The researcher finished the experiment in one month.

noun

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

adjective

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

Noun

Adjective

cheer

cheerful

Noun

Adjective

education

educational

joy

joyful

nation

national

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

Noun

Adjective

biology

biological

Noun

Adjective

finance

financial

Reference: Q Skills, R&W, Level 2

-ing as a suffix shows continuous/progressive.

We use the present continuous to talk about:

- action happening now

- action in the future

Subject + auxiliary verb “be” (am/is/are) + main verb “V1” (base + ing)

Examples:

I am playing football

She is drinking water

They are sleeping right now

Negative:

Subject + auxiliary verb “be” (am/is/are) + not + main verb “V1” (base + ing)

Examples:

I am not playing football

She is not drinking water

They are not sleeping right now

See more:

http://www.englishclub.com/grammar/verb-tenses_past-continuous_u.htm#.UzbjaIVaCS0

http://www.englishclub.com/grammar/verb-tenses_present-continuous_s.htm#.UzbZvIVaCS0

Grammar The present continuous

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

Affirmative

Negative

base form of verb + ing I am eating dinner.	base form of verb + ing We are not studying for a test right now.
subject form of be	subject form of be

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

Affirmative

Negative

base form of verb + ing She is finishing her homework today.	base form of verb + ing They are not watching TV this week.
subject form of be	subject form of be

Reference: Q Skills, L&S, Level 2

Be going to, statements & questions

Going to

Going to expresses a person's plans, intentions, or things we have decided to do in the future. It can also be used when we talk about things that might happen in the future.

The structure is 'Subject/personal pronoun + present form of auxiliary verb 'be' (am/is/are) + going to + bare infinitive'

I, You, He/She/It, We, They + am/are/is + going to + sleep/eat/play... (infinitive)

For example:

- *I am going to play football tomorrow*
- *You are going to study next week*
- *He/she is going to bake a cake tonight*
- *We are going to eat pizza today*
- *They are going to travel to Dammam next month*
- *It is going to break*

Going to - Negative

I, You, He/She/It, We, They + am/are/is + not + going to + sleep/eat/play... (infinitive)

For example:

- *I am **not** going to play football tomorrow ('I'm not going to...')*
- *You are **not** going to study next week ('You're not going to...' / 'You aren't going to...')*
- *He/she is **not** going to bake a cake tonight ('He/She's not / He/She's not going to...' / 'He/She isn't going to...')*

Positive and negative		
I	'm (am) 'm not	going to work.
He She It	's (is) isn't	
We You They	're (are) aren't	

Question			
When	am	I	going to arrive?
	is	he she it	
	are	we you they	

Will

Notice the short forms of *will*:

I'll = short form

I won't = negative short form

The structure is 'Subject/personal pronoun + will + bare infinitive (without 'to')'

I, You, He/She/It, We, They + will + sleep/eat/play... (infinitive without 'to')

For example:

- *I will go home after work*
- *You will not talk to her*
- *He/she will sleep*
- *We will watch a movie tonight*
- *They will study for their exams*
- *It will wake up*

Will is a modal auxiliary verb. The forms of will are the same for all persons.

We use will to show a future decision or intention made at that moment of speaking. It is also used to show an offer.

Positive and negative

I He/She/It We/You/They	'll (will) won't	come. help you. invite Tom.
-------------------------------	---------------------	-----------------------------------

Question

When will	he you they	help me?
-----------	-------------------	----------

Short answer

Will you help me?	Yes, I will.
-------------------	--------------

Note
No, I won't is not common because it is impolite. It means 'I don't want to help you.'
A polite way of saying 'no' here is 'I'm afraid I can't.'

Simple present for informal narratives

Grammar Simple present for informal narratives

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


A man **walks** into a shop and **sees** a little rabbit. He **asks** the shopkeeper, "Does your rabbit bite?"

The shopkeeper **says**, "No, my rabbit doesn't bite."

The man **touches** the rabbit, and the rabbit **bites** him.

"Ouch!" he **says**. "You said your rabbit doesn't bite!"

The shopkeeper **replies**, "That isn't my rabbit!"

-  **A. Complete these jokes with the simple present form of the verbs in the box. Then listen and check your answers.**

1.

bring	go	order	reply	say
-------	----	-------	-------	-----

A man and a woman go¹ to a restaurant for lunch. The woman orders² a bowl of soup. A few minutes later, the waiter brings³ the soup to the table. The man says⁴, "Excuse me. Your finger is in my wife's soup." The waiter replies⁵, "Oh, that's OK. It isn't too hot."

Gerunds as subjects and objects

A gerund is a noun made from a verb by adding "-ing." The gerund form of the verb "read" is "reading." You can use a gerund as the subject, the complement, or the object of a sentence.

Examples:

- **Reading** helps you learn English. *subject of sentence*
- Her favorite hobby is **reading**. *complement of sentence*
- I enjoy **reading**. *object of sentence*

More information: https://www.englishpage.com/gerunds/part_1.htm

Practice: https://www.englisch-hilfen.de/en/exercises/structures/gerund_subject_object.htm

Verb Patterns

5.1 Verb patterns 1

Here are four verb patterns. There is a list of verb patterns on p143.

- 1 Verb + *to* + infinitive
They **want to buy** a new car.
I'd **like to go** abroad.
- 2 Verb + *-ing*
Everyone **loves going** to nice restaurants.
He **finished reading** his book.
- 3 Verb + *-ing* or + *to* + infinitive with no change in meaning
It **began to rain/raining**.
I **continued to work/working** in the library.
- 4 Verb + preposition + *-ing*
We're **thinking of moving** house.
I'm **looking forward to having** more free time.

VERB PATTERNS

Verb + <i>-ing</i>	
like	swimming
love	
enjoy	
hate	
finish	
stop	cooking

Note

We often use the verb *go* + *-ing* for sports and activities.

I **go swimming** everyday.

I **go shopping** at the weekend.

Verb + <i>to</i> + infinitive	
choose	to go
decide	
forget	
promise	
manage	
need	to work
help	
hope	
try	
want	
would like	
would love	

Verb + <i>-ing</i> or <i>to</i> + infinitive	
begin	raining/to rain
start	

Verb + <i>sb</i> + infinitive without <i>to</i>		
let	somebody	go
make		do

Modal auxiliary verbs	
can	go
could	
shall	
will	
would	arrive

Grammar Sample Questions

from Exam Specification Paper – Science/Medical

1. Sarah doesn't like coffee; she usually _____ tea.

A drinks
B drink
C drinking
D to drink

Why? The first part of the sentence has 'doesn't, so we say 'like' and not 'likes'. However, the second part of the sentence is present simple, so we say 'she likes'. The word 'usually' shows how often she does this action/routine.

2. Where does he _____ ?

A to live
B lives
C living
D live

Why? The question includes the word 'does', so the main verb is always the 'base form' without 's' for everyone, so the answer is 'live'.

For example: Where do I live? Where do you live? Where does he/she live? Where do we live? Where do they live? Where does it live?

3. "Are they students?"

"Yes, _____."

A they are
B are they
C he is
D we are

Why? The question is asking 'are they' so we respond with the same verb and pronoun 'they are', which is also plural. 'There is' is singular, and therefore the wrong answer.

4. "Whose watch is this?"

"It's _____."

A your
B mine
C me
D you

Why? Because we are asking who the watch belongs to. These are called possessive pronouns:

Mine
Yours
His
Hers
Ours
Theirs

The only possessive pronoun in the question is 'mine' and therefore this is the answer.

5. There _____ a bookshop in our neighbourhood.

A is
B are
C were
D are no

Why? Because 'bookshop' is singular ('a' means there is one), so we say 'is' which is used for singular nouns. 'Are' is used for plural nouns. 'Were' is wrong because it's the past tense of 'are' which is also plural. 'are no' is wrong because 'are' is for plural and also, with negatives we need the word 'any', so it should say 'there aren't any bookshops'. Therefore, the answer is A.

6. You shouldn't _____ too much junk food; it's bad for your health.

A eating
B eats
C to eat
D eat

Why? 'Should' is a modal verb. Verbs that follow modal verbs are always in '[base form](#)' without 's'

For example: You should go home; I shouldn't talk to him; He shouldn't sleep now; She should say sorry; We should walk home; They shouldn't believe him; It should work for one hour

7. He _____ travel to Dubai in the vacation.

A is going
B are going to
C is going to
D are going

Why? This is a future tense – 'going to'. We use 'am' for I, and 'are' for You, We, and They. We use 'is' for He, She and It. With the tense 'going to' we need the word 'to', because the structure is:

I, You, He/She/It, We, They + am/are/is + going to + sleep/eat/play (infinitive)

This is why the answer is 'He is going to travel'.

8. _____ bag is brown.

- A Sarah is
- B Sarah
- C **Sarah's**
- D Sarah has

Why? This is called 'possessive 's'. The bag belongs to Sarah, and when we want to show that something belongs to somebody or something, we usually add 's' to singular nouns and add an apostrophe ''' to a plural noun, for example:

- The boy's ball (one boy)
- The boys' ball (two or more boys)

See more: <http://www.englishclub.com/grammar/nouns-possessive.htm>

9. Please _____! I'm trying to sleep.

- A **don't shout**
- B doesn't shout
- C not shout
- D can't shout

Why? Because the person who is speaking is talking to another person or a group and asking them to do something. 'Doesn't' is only used for 'he/she/it' which are in the 'third person', but the person who is speaking is talking to a person or group directly (in front of them), which is known as talking in the 'second person'. We know this because they said 'I'm trying to sleep'.

10. My friend bought _____ lunch today.

- A he
- B I
- C we
- D **me**

Why? Because the sentence starts with 'my' which is a possessive adjective (we use possessive adjectives to show who owns or 'possesses' something). These are:

My
Your
His
Her
Our
Their
Its

Now we need to know 'who' their friend ('subject', meaning the person who 'did' the verb) bought lunch for. This is called the 'object'. Object pronouns are:

Me, You, Him, Her, Us, Them, It

Vocabulary Sample Questions

from Exam Specification Paper – Science/Medical

1. I don't think I'm _____ enough to climb that mountain.

A flat
B tall
C kind
D fit

Why? If you want to climb a mountain, which takes a lot of energy, you need to be healthy. The only word which is similar to being healthy is 'fit'.

2. I want _____ flight from Riyadh to Dubai, please.

A an international
B a national
C a local
D an internal

Why? Riyadh is in Saudi Arabia, and Dubai is in the United Arab Emirates. These are two different countries, so we call this 'international'. We say 'an' because 'flight' is a singular noun and the word 'international' begins with a vowel letter. All of the other answers are used when travelling within the same country you are in.

3. She's a very _____ person. Everyone likes her.

A angry
B annoying
C lonely
D pleasant

Why? The second part of the second says 'everyone likes her' so we know the answer will be a nice adjective. 'Angry', 'annoying' and 'lonely' are all negative parts of a character, so we know the answer must be 'pleasant' which means 'nice' as it's the only positive answer.

4. My watch is broken. Can you _____ it for me?

A repair
B repeat
C relate
D borrow

Why? 'Repair' means 'to fix'. All of the other words mean something else.

5. Someone who is in charge of a business or department

- A a customer
- B a client
- C a secretary
- D a manager**

Why? A 'customer' and a 'client' are people who use the business or department if they need something. A 'secretary' and 'a manager' work in the business or department. However, a 'manager' is responsible (meaning 'in charge of') and therefore this is the answer.

6. Special clothes that are worn by members of a group or team

- A uniform**
- B suit
- C trousers
- D shoes

Why? 'Uniform' is what people have to wear at work or school and usually everybody wears the same thing; it's like a rule. For example, all students at KSU PY must wear a skirt – because this is the 'uniform' of KSU. The other answers (suit, trousers, and shoes) are just types of clothes and part of a uniform.

7. The library was _____ today. There was nowhere to sit.

- A clean
- B empty
- C crowded**
- D quiet

Why? The second part of the sentence says 'there was nowhere to sit' which means there was no space, so we need to see which answer could tell us why there was no space. The only one that tells us this is 'crowded' ('zahma') and therefore this is the answer.

8. Look at the sky. It's so _____ , I think it's going to rain.

- A sunny
- B cloudy**
- C bright
- D blue

Why? The second part of the sentence says 'I think it's going to rain', and we know when this happens, the sky is usually dark and 'cloudy' and therefore this is the answer. All the other answers are for when the weather is hot and dry.

9. An area of land that has water on all sides

- A a continent
- B a lake
- C an island**
- D a country

Why? A 'continent' is an area like 'North America', 'Asia', 'Europe', 'South America', and 'Australasia'. Many countries are in one continent. A 'lake' is an area of water with land on all sides. A 'country' can border with another country and have no water on all sides. An 'island' is an area of land that has water on all sides, such as 'Japan', and 'Hawaii' and therefore this is the answer.

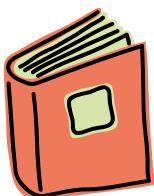
10. Fatima's father worked as a doctor for 40 years. He _____ six months ago, so he's not working any more.

- A released
- B removed
- C retired**
- D relied

Why? The question tells us that he's not working anymore (past simple). We can see the word 'so' which tells us a consequence, for example, something happened, so he's not working anymore. The only one that tells us why, is 'retired', which means he has finished working, and therefore this is the answer. All of the other answers mean something different.

ANSWERS: Sample Reading Passage

20 multiple choice questions (2 reading passages with 10 questions each)



- The mid-term exam will be based on the reading skills covered in Units 1-10.

Sample Reading Passage with Questions

1. Banana smoothies first appeared in the 1930s. Since then, they have become very popular across the world. Not only is the banana smoothie delicious, but it has many of the nutrients our bodies need to function.
2. Banana smoothies are made from fresh bananas using an electric blender. The fresh fruit gives it that chunky but creamy look. The ice keeps it cool in the hot summer heat. Bananas have a lot of healthy carbohydrates which makes them a perfect food for athletes and people with active lifestyles. Smoothies help to give energy after a difficult workout.
3. Doctors recommend bananas to patients who have heart problems and high blood pressure, as they lower the risk of stroke and heart attacks. Another good thing about this wonderful fruit is that it protects against depression and keeps you in a good mood.
4. Banana smoothies, when mixed with yogurt and other fruits like apples or mangos, protect you from stomach ulcers and help your digestive system. Bananas are a low-calorie food; there are about 100 calories in a medium sized banana. They make you feel full, so if you eat a banana, you will avoid snacking between meals. This is beneficial because it helps you to reach your weight loss goals. But make sure you don't put sugar in your smoothie. Bananas are sweet enough!

1. What happened in the 1930s?

- A. Banana smoothies were first made.
- B. Banana smoothies became very popular.
- C. Banana smoothies were made all over the world.
- D. Banana smoothies were found to have nutrients.

Answer in Paragraph 1: "Banana smoothies first appeared in the 1930s"

2. How many calories does a banana have?

- A. 100 calories in a large banana
- B. 100 calories in a small banana
- C. 100 calories in a medium banana
- D. 100 calories in any banana

Answer in Paragraph 4: "Bananas are a low-calorie food; there are about 100 calories in a medium sized banana."

3. Which of the following is NOT true of bananas?

- A. They are good for your heart.
- B. They are good for your digestive system.
- C. They can help you lose weight.
- D. They can cause stomach ulcers.**

Answer in Paragraphs 3 and 4 (there are many good things about eating bananas)

4. Banana smoothies should NOT be mixed with _____.

- A. apples
- B. sugar**
- C. Mangoes
- D. yogurt

Answer in Paragraphs 4: "But make sure you don't put sugar in your smoothie. Bananas are sweet enough!"

5. In paragraph 1, what does the word 'function' mean?

- A. work properly**
- B. play
- C. be popular
- D. appear

6. In paragraph 4, what does the word 'beneficial' mean?

- A. Low-calorie
- B. Sweet
- C. helpful**
- D. Full

Answer: 'Beneficial' comes from the verb 'to benefit'; this means to help something

7. What does the underlined word 'it' in paragraph 3 refer to?

- A. Wonderful fruit
- B. Banana**
- C. Stroke
- D. Blood pressure

8. Which of these titles is best for this passage?

- A. Smoothies: An Alternative to Food
- B. How To Prepare Apple Smoothies
- C. Have a Banana Smoothie**
- D. 101 Banana Recipes

ANSWERS: Sample Listening Passage

20 multiple choice questions (2 listening scripts with 10 questions each)



	[sound of phone ringing]
Hotel Clerk	Good afternoon, Grand Palace Hotel. How may I help you?
Mr. Ali	Hello, I'd like to book a room.
Hotel Clerk	Certainly, sir... What dates did you have in mind?
Mr. Ali	Well, my flight from Riyadh arrives in Jeddah on January 10 th and I will be staying for two... no wait... three... yes, I'll be in Jeddah for three nights before leaving for meetings in Taif and Abha...
Hotel Clerk	So you'd like to book a room from January 10 th through January 13 th ...
Mr. Ali	No, not the 13 th , the 12 th ... I said I'd be there for three nights... not four...
Hotel Clerk	Yes, of course, sir, but you will be checking out of the hotel on January 13 th , correct?
Mr. Ali	Ah, yes, of course... you're right. The check-out date will be January 13 th .
Hotel Clerk	Let me just check the computer to see if we have rooms available... mmmm, let's see... we have a double room on January 10 th and 11 th , but there's nothing on the 12 th ... no wait... I'm sorry, my mistake... we do have a junior suite available on the 12 th .
Mr. Ali	No that won't work... I don't want to change rooms.
Hotel Clerk	Let me see then... hmmm... you could book the junior suite for your entire stay...
Mr. Ali	Can you tell me how much the junior suite is?
Hotel Clerk	Of course, sir... it's one thousand two hundred and fifty Riyals per night.
Mr. Ali	And what about a double room?
Hotel Clerk	Our standard rate for the double room is seven hundred and fifty Riyals... so the junior suite is only five hundred Riyals more per night than the double.
Mr. Ali	Hmmm, that's a bit more than I wanted to spend...
Hotel Clerk	If you are travelling on business, I can apply our corporate discount of twenty percent to your booking, sir...
Mr. Ali	Yes, I will be in Jeddah to meet with some clients. So with the discount, that would make the rate... let me think, twenty percent of twelve fifty is...
Hotel Clerk	It would be a discount of two hundred and fifty Riyals per night, sir...
Mr. Ali	Great! Let's book it then...

1. The man is calling the hotel _____.

- A. to make a reservation**
- B. to cancel a reservation
- C. to speak to a guest
- D. to make a complaint

Answer: "Hello, I'd like to book a room."

2. The hotel is located in _____.

- A. Riyadh
- B. Jeddah**
- C. Taif
- D. Abha

Answer: "Well, my flight from Riyadh arrives in Jeddah on January 10th and I will be staying for..."

3. How long will the man stay in the hotel?

- A. One night
- B. Two nights
- C. Three nights**
- D. Four nights

Answer: "yes, I'll be in Jeddah for three nights before leaving..."

4. When will the man check out of the hotel?

- A. January 10th
- B. January 12th
- C. January 13th**
- D. January 30th

Answer: "The check-out date will be January 13th"

5. Why is the man travelling?

- A. He is visiting his family.
- B. He is meeting friends.
- C. He is a tourist.
- D. He is doing business.**

Answer: "Yes, I will be in Jeddah to meet with some clients."

Other Grammar Sample Questions

from Exam Specification Paper – Humanities/Science/Medical

Grammar Sample Questions

S.N.	Question	Option 1	Option 2	Option 3	Option 4
1	Paul _____ old enough to go to school.	not be	am not	is not	are not
2	Robert does not _____ Italian.	spoke	spoken	speaks	speak
3	In 1819, Charles Barbier _____ 'night writing.'	invented	invents	inventing	invent
4	My aunt _____ me this present yesterday.	gives	given	give	gave
5	Omar and his brothers _____ in the living room.	is wait	is waiting	are waiting	are wait
6	A: _____ was he born? B: Two months ago.	How	When	Where	What
7	My friend arrived home _____ Sunday morning.	on	in	at	from
8	The north of the country is flat, _____ the south is very different, with many high mountains.	that	so	because	but
9	Ahmad is the _____ of Salman's three sons.	oldest	most old	older	more old
10	What part of speech is the word 'likes' in the sentence 'Tell me about your likes and dislikes.'?	adjective	noun	verb	preposition

Why did we choose these answers?

- Paul is the 'subject' (pronoun 'he') in the sentence. The verb 'to be' is used in the negative form which for Paul is 'is not' so we say:
Positive: Paul + is + old enough
Negative: Paul + **is + not** + old enough ('Paul isn't old enough')
- Robert is the 'subject' (pronoun 'he') in the sentence. The sentence is 'present simple' but in the negative form. When we use 'do/does/doesn't' and 'did/did not', the main verb remains the same for all persons (not adding 's' for 'he/she/it').
Present simple positive: Robert + **speaks** + Italian
Present simple negative: Robert + **does not** + **speak** + Italian ('Robert doesn't speak Italian')

I, you, we, they **don't**
He/she/it **doesn't**

3. We know the answer is related to an action in the past because the sentence begins with 'In 1819', therefore a past tense will be used. After the 'subject' is mentioned, Charles Barbier, a verb is required. Therefore we know the past tense grammar is 'past simple' as the form is:

Subject + **past tense (verb 2)**

The past simple of the verb 'invent' is 'invented' for all persons:

I **invented**
You **invented**
He/she **invented** (Charles Barbier is 'he')
We **invented**
They **invented**
It **invented**

We can't choose the answers 'invent' and 'invents' because both are in the present tense (I invent, she invents), and we can't use the answer 'inventing' because this is in the continuous form (-ing) where the verb 'to be' is required.

4. We know the answer is related to an action in the past, because of the word 'yesterday'. We therefore know it's a past tense sentence. 'Aunt' is the 'subject' ('she') and the past simple of 'give' is 'gave'. It can't be 'given' because this is the past participle (verb 3) which is usually used in present perfect and past perfect tenses which require the verb 'has/have' (present perfect) or 'was/were' (past perfect).

Subject + past tense (verb 2)

My aunt + gave +

5. 'Omar and his brothers' is plural, so we use 'they'. When we use 'they' with the verb 'to be' we say 'they are'. When we want to use the continuous form, we have to add '-ing' to the verb, therefore we will say 'waiting' and not 'wait'.

I + am + waiting
You + are + waiting
He/she + is + waiting
We + are + waiting
They + are + waiting
It + is + waiting

1. We can see the second part of the conversation says 'two months ago'. The word 'ago' shows that the action is in the past. The question is asking '.....was he born?' so when we put the two sentences together, we can see that they are asking about the time this happened, and therefore the answer is 'when'. This grammar is 'past simple' in the question form.

2. When we talk about a day, we use the preposition 'on'.

On 23rd September
On Monday 23rd September
My friend arrived home on Sunday morning

3. There are two 'clauses' (parts of the sentence) which are contrasting with each other. When two things contrast in one sentence, we can use the word 'but'. One part of the country is 'flat' and the other part of the country isn't, it's 'high'. We don't use 'so' or 'because'. 'so' is used to talk about an action that happens because of a previous action (consequence) and 'because' is used to give a reason.

The north of the country **is flat, but** the south **is very different**, with many high mountains

4. The sentence is about the 'superlative' of 'old'. We know this because the word 'the' is used.

Adjective

Old

Comparative

Older than

Superlative

the oldest

We don't use 'more' or 'most' because these are usually used for adjectives that have two or more syllables, for example: Beautiful > more beautiful > most beautiful

5. 'What part of speech is the word 'likes' in the sentence, 'Tell me about your likes and dislikes?'

The main verb is 'tell'. The speaker is asking another person to tell them about the things they like and don't like. Although 'I like...' is a verb, when we say 'tell me about your **likes**', it means a noun, because all the things (nouns) they like become plural, and therefore 'likes', meaning all the things they are interested in.

I like chocolate
I like pasta
I like cats

} 'Likes' (all the things they like)

I don't like chicken
I don't like bananas
I don't like exams

} 'Dislikes' (all the things they don't like)

Other Grammar Sample Questions

from Exam Specification Paper – Humanities/Science/Medical

Grammar Sample Questions

S.N	Question	Option 1	Option 2	Option 3	Option 4
1	Francis _____ an engineer.	be	am	is	are
2	Angela _____ want to go out because she has a lot of homework.	does	do	don't	doesn't
3	A: _____ are they? B: They are my brothers.	What	Who	Where	How
4	_____ names are Will and Harry. They are princes.	My	Their	Your	His
5	Our _____ name is Terry.	teacher's	teachers	teacher	teachers'
6	Saudi National Day is _____ 23rd September.	in	to	at	on
7	At the moment Travis _____ to school every day.	walks	walking	walk	walked
8	I _____ to spend the Eid holiday last month with my family.	decide	decides	deciding	decided
9	Yesterday Alex _____ ten cups of Arabic coffee.	drinking	drinks	drank	drink
10	There are _____ oranges in the fruit bowl, but not many.	any	some	most	much

Why did we choose these answers?

- Francis is a man, so we say 'he is' using the verb 'to be'
 I am
 You are
He/she is
 We are
 They are
 It is
- We learn from the sentence that Angela has a lot of homework. Usually, when someone has a lot of homework, they stay at home and try to finish it, so we know now that she 'doesn't' want to go out. This is the negative form. We use 'doesn't' because Angela is a woman ('she').

I don't
You don't
He/she doesn't
We don't
They don't
It doesn't

3. We know the answer is 'Who' because the answer to the question tells the speaker that they are their 'brothers'. The answer doesn't tell us 'what', 'where', or 'how'; the only answer it tells us is who they are.

4. There are two people, called Will and Harry (plural nouns). 'Names' belongs to them (possessive adjective), so we say 'their'.

My name
Your name
His name
Her name
Our names
Their names

5. 'Name' belongs to the teacher so we use 's. There is only one 'name' ('Terry') so we know it's singular. That's why the answer is NOT teachers' as this one is used when we are talking about many teachers.

6. When we talk about a day, we use the preposition 'on'.

On 23rd September
On Monday 23rd September

7. We know this grammar is 'Present Simple' from the words 'At the moment', as it talks about routine, so the only answer in the Present Simple form for 'he' is 'walks'. We can't use 'walking' as we usually use -ing for continuous which needs the verb "to be". It can't be 'walked' because this is Past Simple and the sentence says 'At the moment' which means now.

I walk
You walk
He/she walks
We walk
They walk
It walks

8. The sentence has the words 'last month' which tells us that we need to choose an answer in the past form. Therefore we choose 'decided' which is the past of 'decide'. Past Simple forms are the same for all persons.

I decided

You decided

He/she decided

We decided

They decided

It decided

9. We know the sentence is in the past, from the word 'Yesterday'. We also know 'Alex' is a singular noun so we have to use 'he'. We have to choose an answer in the past form. Therefore we choose 'drank' which is the past of 'drink'. Past Simple forms are the same for all persons.

I drank

You drank

He/she drank

We drank

They drank

It drank

10. The words 'there are' tells us the noun will be plural ('there is' is singular). The sentence is a positive sentence. We therefore need to use a determiner/quantifier that is used in positive sentences. We choose 'some'. We can't use 'any' because this is usually used in a question or a negative sentence. We can't use 'most' because the sentence begins with 'there are' and these words can't be used together in the same sentence. We can't use 'much' because 'oranges' is countable and we would use 'many', but 'many' isn't an option in the answers.

Other Vocabulary Sample Questions

from Exam Specification Paper – Humanities/Science/Medical

Vocabulary Sample Questions

S.N.	Question	Option 1	Option 2	Option 3	Option 4
1	A book is something that you _____.	push	read	think	eat
2	Did you _____ your keys?	play	drink	look	find
3	When I go to Paris I will stay in a _____.	hospital	café	hotel	gym
4	I like eating at fast food _____.	restaurants	universities	supermarkets	libraries
5	My _____ is my mother's sister.	aunt	uncle	niece	nephew
6	I like to _____ computer games.	want	drive	feel	buy
7	_____ is the season after winter.	Spring	Fall	Summer	Autumn
8	Do you _____ the time to do your homework?	run	give	have	drive
9	The fridge is a _____ place to keep your food.	wrong	cold	warm	cheap
10	John got the top grade in English! He is an _____ student.	interesting	international	exciting	excellent

1. A book contains information, and its main purpose is to be read by a person.
2. We can't use 'play', and 'drink' because these verbs are irrelevant for 'keys'. We can't use 'look' because it needs a preposition 'look **for** your keys'. Therefore the answer is 'find'.
3. 'Stay' means to be somewhere at a particular time. The speaker said they will go to Paris, so we assume this is for a vacation. Therefore they will 'stay' in a hotel.
4. 'Fast food' is a term related to eating out. Therefore, the only possible answer is 'restaurants'.
5. We know the answer is 'mother's sister', so the answer is 'aunt'. It can't be 'niece' because this means 'sister's or brother's daughter'. The other options are for a man/boy.

6. 'Computer games' is a hobby and the verb that is used with it is 'buy' which is a common thing to do for someone who is interested in games. We can't use 'want', 'drive' or 'feel' because these are irrelevant. The grammar structure used is 'I like to + infinitive'.
7. The order of seasons in America/UK is: **Spring**, Summer, Fall ('Autumn'), Winter.
8. The question begins with the word 'do' and asks about 'time' for homework. The verb will be infinitive as 'do' is used. The most appropriate answer is 'have' the time. It can't be 'run', 'give' or 'drive' because they do not go with the noun 'homework'.
9. A fridge is used to keep food and drinks cold.
10. We can see that John is a smart student as he got full marks. The best adjective to describe him because of this achievement is 'excellent'. The other options do not relate to him getting full marks.

Other Vocabulary Sample Questions

from Exam Specification Paper – Humanities/Science/Medical

Vocabulary Sample Questions

S.N	Question	Option 1	Option 2	Option 3	Option 4
1	A _____ writes for newspapers and magazines.	postman	manager	consultant	journalist
2	Where are you? I can't _____ you.	use	understand	see	watch
3	Chad is very _____. He has a lot of money.	slow	rich	friendly	fast
4	I'm tired! I need a _____.	present	prize	wedding	break
5	The _____ sells painkillers, toothpaste, and shampoo.	pharmacy	college	factory	library
6	Our grandmother is very sick. We need to phone for an _____.	office	ambulance	ice-cream	engineer
7	"Please _____ your spelling."	write	send	check	agree
8	Stephen had some _____ problems, so he left the university.	personal	modern	exciting	easy
9	Can you close the _____? I don't want anyone looking through the window.	menus	cookers	notebooks	blinds
10	Gold is a good _____. The price usually goes up.	exploration	investment	education	invention

Why did we choose these answers?

1. A journalist works for television, radio or newspapers.
2. From the question 'where are you?' we know the speaker is looking for someone. We choose 'see' and not 'watch' because watch means to look at something for a while, for example 'watch television'.
3. 'Chad' is the name of a man. We know this because the second sentence says 'he has'. We know that he has lots of money, so the answer related to this is 'rich'.
4. If a person is tired, we know that they would want to rest or sleep. The only answer which is related to this is 'break' which means take time out to relax.

5. We know there is something that 'sells' painkillers, toothpaste, and shampoo. The only one close to this is 'pharmacy'. We know a college, factory or a library don't sell these items.
6. The grandmother needs help. An ambulance can come to check her health or take her to a hospital. All of the other answers are either jobs or unrelated nouns.
7. When we write something, we have to 'check' it for any spelling mistakes (then 'fix' it).
8. We know there was a problem with Stephen (but we don't know what the problem was exactly). The answer is 'personal' which means private.
9. The speaker is telling us that they don't want anyone to see through the window from outside. 'Blinds' (similar to 'curtains') are used on windows to block out sunlight and from anyone looking in.
10. Some people buy gold because the price of it goes up quickly and they can make a profit (their gold is worth a lot more money when the prices go up). The answer is 'investment' because it's like a business. They buy the gold then when they sell it they get a lot more money than what they paid.

Other Reading Sample Questions

from Exam Specification Paper – Humanities/Science/Medical

Sample Reading Passage with Questions

1. Today lots of countries have underground railway networks. Many cities are planning to build them because of their population growth
2. The London Underground or *Tube* was the first underground in the world. It opened in 1863, so it is now over 150 years old. In the early 19th century London grew very quickly. The roads were very busy with traffic. By 1855 central London had several famous railway stations like Paddington, Euston and Kings Cross. Railway engineers had the idea of linking these using underground trains.
3. Building began on the Metropolitan Railway in 1860. The first tunnels were built just below the surface using the 'cut and 'cover' method. When it opened in 1863, steam trains pulled wooden carriages. By 1890 the Underground was using electric trains and much deeper circular tunnels. This is where the nickname 'the Tube' came from. Several different companies operated the underground trains. In 1933 these companies merged into one company called the '*London Passenger Transport Board*'.
4. Now the Tube has 11 lines, 270 stations and over 400 km of track. In central London, trains are limited to 50-60 km per hour, as the stations are close together. However on the District Line the fastest speeds are around 100 km per hour. The busiest times are between 8 AM and 9 AM and from 5 PM to 6 PM. At these times many people are travelling to and from work.

S. N.	Question	Option 1	Option 2	Option 3	Option 4
1	When did the London Underground open?	1890	1860	1855	1863
2	What are the busiest times?	from 8 AM to 9 PM	8-9 AM and 5-6 PM	5-6 AM and 8-9 PM	from 5 PM to 6 PM
3	Why was the Underground built?	to make London famous	to make London cleaner	because the roads were busy	because the trains were busy
4	How many lines does it have?	11	270	400	50
5	How did the London Underground get its nickname 'the Tube'?	from its circular tunnels	from its cut and cover tunnels	from its electric trains	from its companies
6	The word ' <u>merged</u> ' in paragraph 3 means _____.	made money	became many	joined together	lost money
7	The words ' <u>are limited to</u> ' in paragraph 4 mean _____.	sometimes go faster than	cannot go faster than	can go faster than	always go faster than
8	What does the word ' <u>these</u> ' in paragraph 2 refer to?	stations	engineers	trains	ideas
9	What does the word ' <u>it</u> ' in paragraph 2 refer to?	building	London Underground	the surface	the Metropolitan Railway
10	What is the best title for this reading passage?	The City of London	Railway Lines	The Tube	Tunnels of the Underground

Note: The vocabulary questions (6 & 7) should be answered from the context of the reading passage. These words are not taken from the vocabulary list provided in the vocabulary section.

Other Reading Sample Questions

from Exam Specification Paper – Humanities/Science/Medical

Sample Reading Passage with Questions

1. Mumbai is India's largest city. Mumbai was part of the British Empire until independence in 1947. It was then called Bombay. In 1995 it was renamed Mumbai. It is the fifth most populous city in the world, and in 2010 it had a population of 23 million.
2. Mumbai is in the north west of India, on the coast. It has a tropical climate, with four seasons. January and February are the winter months, with average temperatures a cool 16 to 18°C, while March to May is the summer period. May is the hottest month, averaging 34°C. The monsoon season, from June to September, is very wet, with July experiencing the heaviest rainfall. The highest rainfall in the history of Mumbai was recorded on 26 July 2005. On this day, a record 944 mm of rain fell on the city, causing large scale flooding and property damage, and claiming several lives. The dry season, October to December is cooler and drier.
3. Mumbai is both old and modern, rich and poor. The streets are full of people doing business. They sell snacks and clothes, or just live. Mumbai is famous as the entertainment capital of India. The country's most important businesses and banks have their headquarters in Mumbai, and it is one of the world's top ten centres of business and finance. It is the richest city in India, and money is everywhere. However, sixty per cent of the population live in buildings with no water, no electricity, and no sanitation. Modern skyscrapers and new shopping malls are right next to these slums.
4. Public transport in Mumbai carries millions of people by rail, road and water every day. The cheapest and easiest transport is by bus or taxi. Trains can be crowded and dangerous. Because of its poverty, Mumbai can be a difficult place to live. But it is also unlike any other city. The experience is unique.

S.N	Question	Option 1	Option 2	Option 3	Option 4
1	When was the city renamed Mumbai?	2010	1947	2005	1995
2	Where in India is Mumbai located?	the north-east	the south-east	the north-west	the south-west
3	What is the average temperature in May?	18°C	34°C	26°C	16°C
4	In which month does most rain fall??	March	January	July	October
5	Which type of transport is NOT mentioned in the last paragraph?	plane	train	taxi	bus
6	The word flooding in paragraph 2 means _____.	rainfall in July	too much heat in the city	damage to buildings	too much water in the streets
7	The word slums in paragraph 3 means _____.	modern buildings	poor and dirty houses	new malls	poor and dirty streets
8	What does the word They in paragraph 3 refer to?	old and modern	streets	rich and poor	people
9	What does the word it in paragraph 3 refer to?	India	Mumbai	headquarters	centre
10	What is the best title for this reading passage?	India's Largest City	The Weather of Mumbai	Transport in Mumbai	The People of India

Note: The vocabulary questions (6 & 7) should be answered from the context of the reading passage. These words are not taken from the vocabulary list provided in the vocabulary section.

Other Listening Sample Questions

from Exam Specification Paper – Humanities/Science/Medical

Sample Listening Script with Questions

Bill	Hi Ed. What are you reading?
Ed	Hello Bill. I'm reading about the history of medicine. Did you know people started using chemicals a very long time ago?
Bill	Yes, I did, but tell me what you're reading about, Ed.
Ed	Well... 4,000 years ago, when malaria was a serious problem, South American people treated it with a chemical called quinine. This was made from a tree.
Bill	Didn't Europeans use a chemical called artemisinin to treat malaria?
Ed	No, Bill, that was the Chinese.
Bill	Oh. ... I find this subject of medical history fascinating, Ed!
Ed	Me too. So what about the first vaccine, Bill. Who made that?
Bill	It was an English doctor, in the eighteenth century, based on a treatment used by a Turkish doctor.
Ed	I've read that most medical discoveries started in the ancient world.
Bill	That's right. It was the ancient Egyptians who first used surgery to treat people. They didn't know about chemicals or vaccines.
Ed	Hmm ... Medicine was very important in the Middle East.
Bill	Yes... And the first hospital in the world opened in Baghdad in 830 CE.
Ed	Correct. The Europeans used much of the work done in Baghdad to develop medicine in the next 1,000 years.
Bill	The Greeks and Romans believed in hygiene and a healthy life style.
Ed	That's right – cleanliness and health ...
Bill	Oh! It's two! I'm going to be late for my meeting ...
Ed	Sorry for keeping you, Bill. Meet later. Bye!

S. N.	Question	Option 1	Option 2	Option 3	Option 4
1	What was Ed doing?	writing	reading	sleeping	studying
2	Who used chemicals 4000 years ago?	South Americans	Chinese	Europeans	Americans
3	Why did the Chinese use artemisinin?	to make vaccines	to treat problems	to treat malaria	to open hospitals
4	What does Bill say about medical history?	It's old.	It's entertaining.	It's important.	It's fascinating.
5	_____ doctor made the first vaccine.	A Turkish	An English	An Egyptian	A Chinese
6	Most medical discoveries started in _____.	Europe	South America	the new world	the ancient world
7	How did the ancient Egyptians treat people?	with surgery	with chemicals	with vaccines	with medicines
8	In which year did the first hospital in the world open?	813 CE	830 CE	800 CE	803 CE
9	What did the Europeans do after around 1000 years?	made more developments in Baghdad	made fewer developments in medicine	made more medicine in Baghdad	made more developments in medicine
10	What was the belief of the Greeks and Romans?	being clean and eating expensive food	being healthy and living in different places	being clean and living a healthy lifestyle	being healthy and eating expensive food

Other Listening Sample Questions

From Exam Specification Paper – Humanities/Science/Medical

Sample Listening Script with Questions

Alan:	Hi Walter. How are you? What are you doing today?
Walter:	Hello Alan. I'm fine, thanks. I'm studying lifestyles - the way people live - in other countries.
Alan:	Which countries?
Walter:	Today I got onto Wikipedia and read about Canada ...and then France, Alan, because many Canadians speak French.
Alan:	That's interesting. What did you read about France?
Walter:	Well, France is part of Europe, and most of the culture there is totally different from Canada.
Alan:	How is it different, Walter?
Walter:	Well, for one thing, when you have a meeting or appointment in Canada you must be there on time. But in France it's acceptable to be up to one hour late.
Alan:	Hey Walter! I think I'd like to live in France. I wouldn't have to buy a watch.
Walter:	Maybe not, Alan. Anyway, tomorrow I'm going to look up China and Japan.
Alan:	They both speak the same language, don't they?
Walter:	Actually, Alan, they don't. The languages may sound similar to us, but Chinese is totally different from Japanese.
Alan:	Oh. ...Really?
Walter:	Not just that, Alan. China itself has two different main languages. One is called Mandarin and the other Cantonese.
Alan:	Hmm – I'm not really interested in China, Walter. But Japan appeals to me.
Walter:	Yes. I'm thinking about visiting Japan in a year or two. It has an interesting culture. For instance, people there don't shake hands when they meet. They bow to each other. Also it's considered bad manners, even rude, if you don't take off your shoes when you go into a traditional Japanese restaurant.
Alan:	Hey Walter – in Japan I could walk around without shoes and then get my dinner faster when I go out to eat!
Walter:	That's very funny, Alan, but you will need shoes in Japan, even in summer, because, according to Wikipedia, many cities get a lot of rain.

S.N	Question	Option 1	Option 2	Option 3	Option 4
1	How many countries did Walter read about today?	1	2	3	4
2	What does Walter say about the culture in Europe compared with Canada?	It is exactly the same.	It is similar.	It is totally different.	It is a little different.
3	In France you can be _____ minutes late for an appointment.	60	30	15	0
4	Where would Alan like to live?	Japan	France	China	Canada
5	What does Alan say about China And Japan?	They are different countries.	They are both in Asia.	They have different languages.	They have the same language.
6	Which language do they speak in China?	French	Japanese	English	Cantonese
7	When does Walter think he will go to Japan?	this year	in the new year	2 or 3 years from now	1 or 2 years from now
8	What do people consider bad manners in Japan?	not shaking hands	shaking hands	not taking off your shoes	taking off your shoes
9	Why does Alan say that he won't wear shoes in Japan?	so he is not late for meetings	so he can get his food quicker	so he can save money on shoes	so he is not rude to Japanese people
10	What is the weather like in many Japanese cities?	rainy	windy	sunny	cloudy

Other Useful Grammar

The grammar below has been in previous exams

Singular demonstrative pronouns (This, That) – e.g. This is John

We use 'this' when something/someone is near us and it's singular, e.g. this cup

We use 'that' when something/someone is further away and it's also singular, e.g. that man over there is Bob.

Possessive adjectives – e.g. my and yours

My cup of coffee – possessive adjective. Possessive adjectives are at the beginning of the sentence. It is usually followed by the noun that belongs to them, for example: my cup

"Who is Brenda? She is Patrick's wife". We use 's to show that 'wife' belongs to Patrick. We can also say 'She is his wife' – because 'his' means she belongs to him.

Adjective
My
Your
His
Her
Our
Their

Adjective – examples:

My car is a Toyota

His jacket is black

Our house is in Riyadh

Their cat is called Fluffy

Possessive nouns – e.g. Safia's husband, the students' classroom

"Safia's husband" – husband is a noun. 'Safia' is singular (one person), so the **apostrophe is before s**. The husband belongs to Safia (Safia = singular)

"The students' classroom" – if there are many students (plural), then the **apostrophe is after s**. The classroom belongs to the students (many students = plural)

More examples:

"Maryam's bag" – the bag belongs to Maryam

"The girl's coat" – the coat belongs to the girl

"The girls' coats" – there are many girls, so this means all the coats that belong to the girls

Modals: can and could in affirmative, negative & yes/no question form

Can you spell that, please?

Could I have...?

We use 'Can/Could I...?' to ask for things, or when you want to do something. For example:

Can I have a glass of water?

Could I have a glass of water?

These both mean the same thing but the second one is more polite because we use the word 'could'. If you want to make the first one sound more polite, you should put 'please' at the end of the sentence, so it says 'Can I have a glass of water, please?'

We use 'Can/Could you...?' to ask **other people** to things for us. For example:

Can you give me the recipe?

Could you pass the salt?

When we use 'Can/Could', the main verb for every pronoun (I, you, she...) is the same (base form), for example:

Can **she** have more water, please?

Can **he** go to the bathroom, please?

Could **he** play football, please?

! We use *Can/Could I ... ?* to ask for things.
 Can I have a glass of water?
 Could I have a glass of water?

We use *Can/Could you ... ?* to ask other people to do things for us.
 Can you give me the recipe?
 Could you pass the salt?

6.1 can/can't

Can and *can't* have the same form in all persons.

There is no *do* or *does*.

Can is followed by the infinitive (without *to*).

could/couldn't

Could is the past of *can*. *Could* and *couldn't* have the same form in all persons.

Could is followed by the infinitive (without *to*).

Positive

I		
He/She/It	can	swim.
We	could	
You		
They		

Negative

I		
He/She/It	can't	spell.
We	couldn't	
You		
They		

NOT He ~~doesn't~~ can spell.

Question

What	can	I	
	could	you	do?
		he/she/it	
		we	
		they	

Yes/No questions

Can	you	drive?
Could	she	cook?
	they	

Short answers

No, I can't./No, we couldn't.
 Yes, she can/could.
 Yes, they can/could.

NOT ~~Do you can~~ drive?

Comparative/superlative adjectives: e.g. *More expensive, smaller, biggest*

	Adjective	Comparative	Superlative
One-syllable adjectives	old safe big hot	older safer bigger hotter	the oldest the safest the biggest* the hottest*
Adjectives ending in -y	noisy dirty	noisier dirtier	the noisiest the dirtiest
Adjectives with two or more syllables	boring (<i>bo-ring</i>) beautiful (<i>beau-ti-ful</i>)	more boring more beautiful	the most boring the most beautiful
Irregular adjectives	good bad far	better worse further	the best the worst the furthest

**Adjectives which end in one vowel and one consonant double the consonant*

Examples:

You're **older than** me – with 'comparatives' we usually use 'than'. We **don't** use 'than' for 'superlatives'.

New York is **dirtier than** Paris.

Prague is one of **the most beautiful** cities in Europe.

Giving examples; *for example* and *such as*

Mobile phone companies, such as Nokia and Sony Ericsson, are very successful.

Please see the section on 'Cause; because' in this document for expressions for giving reasons and examples.

Relative clauses; *which*

A GPS is a device which uses satellite to locate the user's position.

We can use relative clauses to join two sentences, or to give more information about something. For example:

She lives in New York. She likes living in New York.

She lives in New York, which she likes.

See more on general relative clauses: <https://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/verb-patterns/relative-clauses>

See more: <http://www.ego4u.com/en/cram-up/grammar/relative-clauses>

See more: <http://www.englishclub.com/grammar/pronouns-relative.htm>

See more: <http://www.perfect-english-grammar.com/relative-clauses.html>

Whose + possessive pronouns

Whose...? asks about possession

Subject	Object	Adjective	Pronoun
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
We	Us	Our	Ours
They	Them	Their	Theirs

Subject – examples:

I am hot in this room

She plays basketball

They speak very well

Object – examples:

Who would like an ice-cream? Me!

Why are you talking so much? It's not me, it's him!

Who are the winners? Us! The prize belongs to us!

Adjective – examples:

My car is a Toyota

His jacket is black

Our house is in Riyadh

Their cat is called Fluffy

Pronouns – examples:

Whose is this pen? It's mine!

Can I have this pizza? Of course, it's yours!

The prize was ours because we won the competition.

Whose is this book? Whose book is this? Whose is it?	It's	mine. yours. hers. his. ours. theirs.
--	------	--

Question words – e.g. what

When does he arrive at the party? What types of engineering are there? How old are you?

What...? *Esh...?*

Who...? *Meen...?*

Where...? *Wayn...?*

When...? *Mettah...?*

Why...? *Laysh...?*

How many...? *Kem...?*

How much...? *Kem...?*

How...? *Kayf...?*

Whose...?

Which...?

Yes/No questions

Examples:

Do you like pizza? Yes, I do / No, I don't

Does she/he watch TV every day? Yes, she/he does / No, she/he doesn't

Is he a superstar? Yes, he is / No, he isn't

Are they nice people? Yes, they are / No, they aren't

Can you pass me the salt please? Yes, I can / No, I can't

Can they swim? Yes, they can / No, they can't

Verb patterns: – *like*

I like watching TV because...

I like to eat out every Saturday

We use **like + -ing** when we talk about **hobbies** and something we do with pleasure. *Like = enjoy*

E.g. I like cooking and reading books

I like cooking

You like cooking

He/she likes cooking

We like cooking

They like cooking

It likes cooking

When *like doesn't mean enjoy*, but we talk about something we think is good or right to do, or it is a habit, we say **like + infinitive**.

E.g. I like to do the washing up immediately after the meal. We like to eat out every Sunday.

Do you like?

When you ask a question with 'do', 'does' or 'did', then the main verb will be the same for every pronoun (I, you, he), without adding an 's'. For example:

Do I like?

Do you like?

Does she/he like?
Do we like?
Do they like?
Does it **like**?

*We **do not** say 'does she **likes**?' or 'does it **likes**?'

"I like English" [I, You, He... + like/likes + noun]

We don't always need to have a verb after 'I like'. It can be a noun, such as 'English' or 'cars', and so we don't need any "-ing" verb words or "to + verb" all the time. For example:

I like cats
You like pizza
He/she likes milk
We like English
They like football
It likes flowers

'Would like'

For example: I would also like to play
"I would like..." can also be said and written as "I'd like..."

The main verb stays the same (base form) in every pronoun (I, you, he...), for example:

I would **like**
She would **like**
We don't say 'likes' for 'he/she/it' for example, we don't say 'would she likes'

When we use 'I like...' this is present simple, and is used to talk about a routine or habit. However, when we use 'I would like...', it means we want something right now. It has a similar meaning to 'I want' but 'I would like' is more polite and formal.

Would you like some ice-cream? I'd like some milk.	<i>These sentences mean 'Do you want/I want...?'</i>
---	--

We use 'some', not 'any' when we ask for, and offer things. For example:
Would you like **some** juice? Can we have **some** water? [We **DON'T** say 'any']

We use 'any', not 'some, in other questions (when we **don't** say 'would you...') and negatives.

There aren't **any** tomatoes Is there **any** pasta? [We **DON'T** say 'some']

Grammar Reference:

5.2 like doing and would like to do

- 1 *Like doing* and *love doing* express a general enjoyment.
I **like working** as a teacher. = I am a teacher and I enjoy it.
I **love taking photos**. = This is one of my hobbies.
- 2 *Would like to do* and *would love to do* express a preference now or at a specific time.
I'd **like to be** a teacher. = When I grow up, I want to be a teacher.
Thank you. I'd **love to go**. = You're going to a lecture. I'm pleased that you asked me.

Question

Short answer

Would you like to go for coffee?	Yes, I would./Yes, I'd love to.
Would you like to come for a walk?	Yes, I would./No, thank you.

Note

No, I *wouldn't* is not common because it is impolite.

9.3 would like

Would is the same in all persons. We use *would like* in offers and requests.

Positive

I			
You			
He/She/It	'd like	a drink.	'd = would
We			
They			

Yes/No questions

Would	you		
	he/she/it		
	they	like a biscuit?	

Short answers

Yes, please.
No, thank you.

There is, there are:

There is a lot of flat land (the word "a lot" is singular, whereas "lots of" is plural)

There are mountains in Spain ("mountains" is plural)

"There is" is used for singular items and "there are" is used for plural items.

POSITIVE

There **is** a television

There **are** some books

NEGATIVE

There **isn't** a radio

There **aren't** any photos

QUESTION

Is there a television?

Are there any books?

Was/Were

6.2 was/were

Was/were is the past of *am/is/are*.

Positive

I He/She/It	was	in Paris yesterday. in England last year.
We You They	were	

Negative

I He/She/It	wasn't	at school yesterday. at the meeting last night.
We You They	weren't	

Question

Where	was	I? he/she/it?
	were	we? you? they?

Yes/No questions

Was	he she	at work?
Were	you they	at home?

Short answers

No, he wasn't.
Yes, she was.
Yes, I was./Yes, we were.
No, they weren't.

Grammar tenses

Present Simple

We use the present simple tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

Subject + main verb (base form “V1”)

Examples:

She plays basketball

We walk to school

They come from France

See more: http://www.englishclub.com/grammar/verb-tenses_present-simple.htm#.Uzbbi4VaCSO

Past Simple

We use the past simple tense to talk about an action or a situation - an event - in the past. The event can be short or long.

Subject + Past Simple form of main verb (“V2”)

The past form for all **regular** verbs ends in –ed.

Examples:

She played basketball

They washed the carpets

We cleaned the floors

The past form for **irregular** verbs is variable. You need to learn it by heart. See a full list on page 142 in “Elementary Student’s Book”

Examples:

I went to the supermarket (“go”)

He saw a cat in her house (“see”)

We sang a song together (“sing”)

See more:

http://www.englishclub.com/grammar/verb-tenses_past_u.htm#.Uzbi_oVaCSO

http://www.englishclub.com/grammar/verb-tenses_past_s.htm#.UzbPZoVaCSO

Present Continuous

We use the present continuous to talk about:

- action happening now
- action in the future

Subject + auxiliary verb “be” (am/is/are) + main verb “V1” (base + ing)

Examples:

I am playing football

She is drinking water

They are sleeping right now

Negative:

Subject + auxiliary verb “be” (am/is/are) + not + main verb “V1” (base + ing)

Examples:

I am not playing football

She is not drinking water

They are not sleeping right now

See more:

http://www.englishclub.com/grammar/verb-tenses_past-continuous_u.htm#.UzbjaIVaCS0

http://www.englishclub.com/grammar/verb-tenses_present-continuous_s.htm#.UzbZvIVaCS0

Past Continuous

The past continuous tense is an important tense in English. We use it to say what we were in the middle of doing at a particular moment in the past. The action started before that moment but has not finished at that moment. For example, yesterday I watched a film on TV. The film started at 7pm and finished at 9pm.

Subject + auxiliary verb “be” in Past Simple form (was/were) + main verb (base + ing)

Examples:

I was playing hockey last week

She was cooking last night

They were watching TV

We were sitting outside

Negative:

Subject + auxiliary verb “be” in Past Simple form (was/were) + not + main verb (base + ing)

Examples:

I was not playing hockey last week ("wasn't")

She was not cooking last night ("wasn't")

They were not watching TV ("weren't")

We were not sitting outside ("weren't")

See more:

http://www.englishclub.com/grammar/verb-tenses_past-continuous_u.htm#.UzbjaIVaCS0

http://www.englishclub.com/grammar/verb-tenses_past-continuous_s.htm#.UzbeboVaCS0

Present Perfect

This tense is called the **present** perfect tense. There is always a connection with the past and with the **present**. There are basically three uses for the present perfect tense:

- experience ("He has lived in Bangkok")
- change ("I have bought a car")
- continuing situation ("I have worked here since August")

Subject + auxiliary verb "have" (has/have) + Past Participle "V3"

Examples:

I have been here before

She has slept all day long

We have broken the door

It has flown away

Negative:

Subject + auxiliary verb "have" (has/have) + not + Past Participle "V3"

Examples:

I have not been here before ("haven't")

She has not slept all day long ("hasn't")

We have not broken the door ("haven't")

It has not flown away ("hasn't")

See more: Past Participle ("V3") list: Page 142 in "Elementary Student's Book"

See more: http://www.englishclub.com/grammar/verb-tenses_present-perfect_u.htm#.Uzbn9YVaCS0

See more: http://www.englishclub.com/grammar/verb-tenses_present-perfect_s.htm#.Uzbo-oVaCS0

Past Perfect

The past perfect tense expresses action in the **past** before another action in the **past**. This is the **past in the past**. For example:

- The train left at 9am. We arrived at 9.15am. When we arrived, the train **had left**.

Subject + auxiliary verb "have" in Past Simple form (had) + Past

Participle “V3”

Examples:

I had finished my work (“I’d”)

You had stopped before me (“You’d”)

He had gone home (“He’d”)

Negative:

Subject + auxiliary verb “have” in Past Simple form (had) + not + Past Participle “V3”

Examples:

I had not finished my work (“I hadn’t”)

You had not stopped before me (“You hadn’t”)

He had not gone home (“He hadn’t”)

See more: Past Participle (“V3”) list: Page 142 in “Elementary Student’s Book”

See more: http://www.englishclub.com/grammar/verb-tenses_past-perfect_u.htm#.UzbpcYVaCSo

See more: http://www.englishclub.com/grammar/verb-tenses_past-perfect_s.htm#.UzbpuoVaCSo

More information on 'Present Perfect'

<http://www.englishpage.com/verbpage/presentperfect.html>

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You CANNOT use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We CAN use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

Other website: <http://learnenglish.britishcouncil.org/en/english-grammar/verbs/present-tense/present-perfect>

How is the Present Perfect formed?

Subject + have/has + V3 (Past Participle)

You can see there is ONE action in the examples below. The exact time is not important.

EXAMPLES:

USE 1 Unspecified Time Before Now



Sarah **has travelled** to Bahrain many times

USE 1 Unspecified Time Before Now



Refah **has studied** English in Germany

USE 1 Unspecified Time Before Now



Rasha **has cooked** desserts many times for her family

More examples:

Maram **has bought** me cake

It **has rained** in Manchester

Nouf **has cooked** a lovely meal

Faisal **has slept** for 5 hours

Reema **has been** to London

Manar **has loved** English since she was 5 years old

past ——— x? ——— x? ——— x? ——— present

Noor **has been** to France.

Is Noor in France now? (No.)

Do we know when? (No.)

Is when important? (No.)

past ——— x ——— present
 1998

Noor **went** to France in 1998.

Is Noor in France now? (No.)

Do we know and say when? (Yes.)

Past Simple and Present Simple

Past Simple is used to talk about **definite time**.

Present Perfect is used to talk about **indefinite time**, to talk about an action which happened some time before now

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important.

You CANNOT use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc.

We CAN use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

THE END