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IRIS

To Fundamental Grammar Review

Awni S. Etaywe

**Indispensable for
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For students of all levels

2012

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**IRIS- Indispensable Reference of International
Students 'to Fundamental Grammar'**

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**Descriptors: English Language/ Language
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To my children...
To my students...

To my children who have awakened feelings in me that my heart should never harden, and my temper should not tire.

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1. How English Alphabet Sounds

“A bus going from Amman to Petra suddenly stoppeded. The passengers were shocked when they heard the bus driver’s voice “We’ve got a puncture”. Accordingly, three men got up and went for help. They trieded their best but they finally gave up. And everyone took a different bus to their destinationed. When they arriveded in Petra, two of them found out that their bags were left in their seats in the first bus...”

The following are the symbols which are generally used to show how consonants sound in context:

/p/	put; Petra	/b/	b<u>e</u>st; <u>b</u>us
/v/	<u>y</u>an	/t/	t<u>e</u>ll
/θ/	<u>th</u>ree	/d/	<u>d</u>ay; tri<u>e</u>d
/ð/	<u>th</u>is	/k/	<u>c</u>at/<u>k</u>ilo
/s/	<u>s</u>ell; seat<u>s</u>	/g/	<u>g</u>ood
/z/	<u>z</u>oo; bag<u>s</u>	/tʃ/	<u>ch</u>ease, <u>c</u>ult<u>u</u>re
/ʃ/	<u>sh</u>ip	/dʒ/	<u>j</u>ust
/ʒ/	<u>m</u>ea<u>s</u>ure	/n/	<u>n</u>ext
/h/	<u>h</u>ouse	/ŋ/	<u>ng</u>
/m/	<u>M</u>ust	/l/	<u>l</u>ove
/r/	<u>R</u>est	/j/	<u>y</u>ou
/w/	<u>W</u>ill	/f/	<u>f</u>an

The following are another group of symbols used to show how vowels are pronounced:

/æ/	<u>a</u>t	/e/	<u>e</u>t; <u>m</u>e<u>n</u>
/ə/	<u>a</u>n<u>o</u>ther	/ɪ/	<u>i</u>t
/ɒ/	<u>o</u>p; <u>g</u>ot	/ʌ/	<u>u</u>t; <u>u</u>p
/ʊ/	<u>o</u>ok; <u>t</u>ook	/i/	<u>se</u>e<u>m</u>; <u>th</u>ree
/u/	<u>u</u>oon	/eɪ/	<u>g</u>ave; <u>s</u>ay
/aɪ/	<u>a</u>i; <u>m</u>y	/ɔɪ/	<u>o</u>y
/ɔ/	<u>m</u>orning; <u>l</u>aw	/əʊ/	<u>o</u>pen; <u>n</u>o
/aʊ/	<u>f</u>ound; <u>n</u>ow		

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The following are some basic rules for pronunciation (c, g, qu, kn, wr, tion, sion, final s/ es/ d/ ed)

The following are some rules that help you read letters and words correctly: *(Remember that every rule has an exception)*

- 'C' is pronounced /s/ when it is followed by (e, i, or y), as in; voice, city, circle, ceiling, and Bicycle. When followed by any other letters, it is pronounced /k/, as in: puncture, can, car, company, close, and case.
- 'G' is pronounced /dʒ/ when it is followed by (e, i, or y), as in general, giant, gym, and geography. When followed by any other letters, it is pronounced /g/, as in: gate, good and glance.
- 'Qu' is pronounced /k/ when it comes at the middle or at the end of the word, as in; antique, and etiquette. And it is pronounced as /kw/ when it comes at the beginning of the word, as in; question, quiz, and quiet.
- 'Kn' in word like 'knock' is pronounced /n/.
- 'Wr' is pronounced /r/, as in 'write'.
- 'Ck' is pronounced /k/, as in (knck, lock and check).
- 'tian' and 'tion' sound /ʃən/, as in (destintion, Egypttion and natition).
- 'sion' is pronounced /ʒən/, as in (televistion and vistion).
- The final 'e' of a word is not pronounced, as in (have, late, love, make, give, same).
- **The final s/ es:**

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- Final 's' is pronounced /s/ after a voiceless sound, as in (seatss, hatss, bookss, askss).
 - Final 's' is pronounced /z/ after a voiced sound, as in (bagss, homess, miless, days, agreess).
 - Final 'es' or 's' is pronounced /əz/ after (sh, ch, s, z, g), as in (wishess, dishess, catchess, matchess, risess, coursess, sizess, prizess, edgess, judgess).
- **The final d/ed :**
 - Final 'ed' is pronounced /t/ after voiceless sounds, as in (stoppeded, looked, helped, and pushed)
 - Final 'ed' is pronounced /d/ after voiced sounds, such as: arrived, filled and tried.
 - Final 'ed' is pronounced /əd/ after d and t, for instance, needed, waited, loaded, and counted.

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Exercise (1)

Select the appropriate answer:

1. The underlined letter in the word 'books' is pronounced:
a. /s/ b. /z/ c. /əz/
2. The underlined letter in the word 'days' is pronounced:
a. /s/ b. /z/ c. /əz/
3. The underlined 'Kn' in the word 'know' is pronounced:
a. /n/ b. /k/ c. /kn/
4. The underlined letter in the word 'city' is pronounced:
a. /s/ b. /k/ c. /z/
5. The underlined letter in the word 'company' is pronounced:
a. /s/ b. /k/ c. /z/
6. The underlined letter in the word 'g' is pronounced:
a. /k/ b. /g/ c. /j/
7. The underlined letters in the word 'helped' is pronounced:
a. /t/ b. /d/ c. /əd/

Exercise (2)

According to the sound of the underlined letter(s), write the words in the correct column:

playedd cheap consuumption painted sacked
entangled van laughed affected sharp
repeat these receive deduction thin

/t/	/d/	/ð/	/i/	/θ/	/ʌ/	/v/	/f/	/əd/

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2. Word Classes (Parts of Speech)

“One spring’s evening, a *rich* man *in the* garden of *his* palace was reading ‘The Daily Mirror’. *Before* he left his couch, he noticed *a stranger* looking *anxiously* for something in the vicinity of the palace. “What’s wrong, man?”, the rich man asked. “I lost my wallet”, the Stanger said sorrowfully...”

2.1 There are eight word classes in English language. This includes the following:

Word Classes	Examples
Noun	stranger, Robert, prevention, college, table, Jordan
Pronoun	she, they, it, me, which, who, this
Adjective	rich, terrible, fantastic, handsome, boring
Adverb	anxiously, politely, yesterday, always, very, where, very
Verb	asked, see, helped, taught, married, is, could, seem
Preposition	on, at, in, etc.
Conjunction	before, then, after, then, so, if, but
Determiner	a, the, few, all

1. Noun is a word that can act as a subject, an object of a verb, an object of a preposition, or a subjective complement, for example:

- a. Prevention is better than cure.
subject
- b. Don't *show* laziness to your boss.
object
- c. She has something *of* courage.
Object
- d. This is the courage.
Subj comp.

2. Pronoun is a word used instead of a noun, as in:
Melissa sold the cassette to her brother.

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3. A verb is a word which describes an action or a state, as in:
- He **plays** well. - They **are** quick.
4. An adjective is a word that qualifies a noun or pronoun, as in:
a. Rami is a **quiet** man.
b. She is **beautiful**.
5. An adverb is used to modify a verb, an adjective and another adverb. Examples include:
a. I spoke **politely**.
b. I'm **very** well.
c. The programme was **very** boring.
6. A preposition is a word which shows a relationship between objects or actions, as in:
a. The book is **on** the table.
b. He looked **at** me.
c. He arrived **in** time.
7. A conjunction is a word that connects words, clauses or sentences, as in:
a. Aidah is clever **but** she always fails.
a. Aidah **and** Maya are close friends.
8. A determiner is used to modify a noun (the quantity, the definition, possession, etc...), as in:
a. **The** lady I saw was kind.
b. **Some** sons are unkind to their parents.

3. English Sentence

“Although Sami was polite, hardworking and helpful at work, his colleagues brought out the worst in him. Rashid, one of his friends, said that Sami threw away the money he had for fun. One night he couldn’t even afford a taxi ride home. In one night, his life had gone from wealth to total poverty. He sold his house and he lost his job...”

3.1 English Sentence

The sentence is at the top of the hierarchy of grammar. All the other elements, such as words, phrases and clauses go to make up sentences. It is a unit of grammar that can stand alone and make sense and obeys grammatical rules. For example:

'The old man is exhausted'

Subject Predicate

'The old man is exhausted' is a sentence that is made up of a subject 'The old man' and a predicate 'is exhausted'.

Note: Predicate means all the parts of a clause or a sentence that aren't contained in the subject.

Note: In English statements, the subject precedes the verb.

3.2 The Main Parts of English Sentence

Any English sentence consists of different parts. The following are the main parts from which we usually form sentences:

The main parts	Examples
- verb phrase	- can run, is playing, has got
- noun phrase	- the bed, a man, this book, a glass of milk
- adjective phrase	- absolutely horrible
- adverb phrase	- upstairs, outside
-prepositional phrase	- in the city, on Saturday

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- A verb phrase is a group of verb forms that has the same function as a single verb, as in '*We **have been running***', '*have been running*' is a verb phrase.

- A noun phrase is a group of words containing a noun as its main word and functioning like a noun in a sentence. It may contain determiners (the, a, this, etc.), adjectives, adverbs, and/or nouns. It doesn't begin with a preposition. In the sentence '*She is **a complete fool***', '*a complete fool*' is a noun phrase. Similarly in 'I lost an ***invaluable ring***'.

- An adjectival phrase describes a noun/ pronoun, as in 'He is ***absolutely idle***'.

- An adverb(ial) phrase usually describes a verb, as in: 'We meet the boss ***regularly***.' ('*regularly*' describes '*meet*')

- A prepositional phrase consists of a preposition+object, as in "I was **in the library**", "in the library" is a prepositional phrase.

3.3 The normal sentence pattern in English is as the following:

Subject	Verb	Object	Modifier
George	ate	a sandwich	last night

The subject is the person or thing that performs the action of the sentence. Every sentence in English language must have a subject. The subject may be a single noun (as in sentence 1), a noun phrase (as in sentence 2) or a pronoun (as in sentence 3).

1. **Tea** is my favourite drink.
2. **The Housing Bank** was closed yesterday.
3. **She** works very hard.

The verb shows the action of the sentence. Every sentence must have a verb. That verb may be a single word (as in sentence 1) or a verb phrase (as in sentence 2 and 3).

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1. John **loves** Haya.
2. John **is eating** Kabab.
3. John **has been watching** a football match.

The object completes the verb as a complement. It is usually a noun, a noun phrase or a pronoun. Not every sentence requires an object. It depends on whether the verb is transitive or intransitive. This complement doesn't begin with a preposition, and it answers the question what? or whom?

1. Mr. Dove ate **a cake** last night.
2. Jim was driving **a brand new car**.
3. Mary called **him**.

A modifier tells the time (as in sentence 1), place (as in sentence 2 and 3), or manner of the action (sentence 4 and 5). It answers the question when? where? or how? It is usually a prepositional phrase (a group of words that begins with a preposition and ends with a noun) or adverbial phrase as in :

1. I saw my fiancée **at eight o'clock**.
2. Mary met Sally **at the roundabout**.
3. Samar was swimming **in the pool**.
4. She drove her car **very fast**.
5. Ali works **carefully**.

Note: **Intransitive verbs** are verbs that do not take direct objects, as in:

(go, agree, and walk):

- I go to school every Monday. Things *changed*.
- I agree with you.
- He walked.

Transitive verbs are verbs that take direct objects. In the sentence:

"Sam bought a book".
verb object

'a book' is a direct object and so, 'bought' is a transitive verb.

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Note: Many verbs can be either transitive or intransitive, according to the context. Thus 'change' is intransitive in 'Things changed' but transitive in 'Sam changed his plan'.

1. Things changed.
2. Sam changed his clothes.

A noun clause is a subordinate that performs a function in a sentence similar to a noun or noun phrase. It can act as a subject, an object or a complement of a main verb. It can be preceded by any of these connectives (that, what, why, when, where, which, who, how many, how old, how often, how long, and how much).

Examples include:

1. We asked **why he objected**. (*why he objected*) is a noun clause used as an object.
2. **When he leaves** is his own business. (*when he leaves*) is a noun clause used as a subject.
3. That is **what I want**. (*what I want*) is a complement.

3.4 Types of English Sentence

a. Simple Sentence

The simple sentence cannot be broken down into other clauses. It generally contains a finite verb, as in:

He couldn't even afford a taxi ride home.
The man stole the red car.
I saw a wonderful island.
She studies so hard.

Note: A **clause** is a group of words containing a finite verb, which can form a part of a compound or complex sentence.

Note: A **finite verb** is a verb that has a tense and agrees with a subject in number and persons for example 'look' is finite in 'The

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man looks ill'. The non-finite verb includes: present participle (*considering that*), gerund (*writing short stories...*), past participle (I have *adopted...*) and present infinitive verb (*to refuse orders...*).

The following are the main sentence patterns of simple sentences:

<u>The Patterns</u>	<u>Examples</u>
S+ V	- The sun rose. - He has been sleeping. - He is swimming.
S+ TV+ DO	- Hassan writes novels. - He bought a house. - You can rely on Martin. - Asma is reading a fairy tale.
S+ TV+ DO+ IO	- The chief granted me a medal.
S+ IV+ Adverbial/ Prepositional phrase	- Ali arrived at 10 o'clock. - My pen is on the table. - The cat is in the kitchen. - Veronica is arguing again. - Helena is coming to lunch.
S+ LV+ Adj	- The lesson was interesting. - To go further became more exciting. - He is a teacher. - She was kind.
S+ V+ to infinitive (+ Complement)	- Jane hesitated to phone the office. - Tom likes to arrive early. - Tom loves to do the household chores.
S+ V+ V-ing/ gerund	- Noah quit smoking. - I admitted stealing from the store.

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S+ TV+ DO+ to infinitive	Tony hates his wife to lose her temper.
S+ TV+ DO+ V-ing/ gerund	John regrets Sali's leaving.
S+ TV+ DO+ Prepositional phrase	- I cleared the pavement of rubbish. - The waiter confused his name with my friend.
S+ TV+ DO (clause)	Bill had decided what to do next.

* S= Subject; Verb= V; DO= Direct Object; IO= Indirect Object; Adj= Adjective; TV= Transitive Verb; IV= Intransitive Verb; LV= Linking Verb

b. Compound Sentence

A compound sentence is a type of sentence with more than one independent clause and linked by a coordinating conjunction such as, *and, but, or, or else, otherwise, either...or, neither...nor*, as in:

- *He sold his house **and** he lost his job*
- *I went to the cinema **but** I didn't enjoy the film.*
- *Yaseen quit school **and** joined the navy.*
- *Take this ball **or** drop that one.*
- *I should arrive in time; **otherwise** I will be in trouble.*
- *You must drive carefully **or else** you will have an accident.*
- *He will **either** play football **or** watch TV.*
- *He **neither** got his car fixed **nor** bought a new one.*

c. Complex Sentence

A complex sentence is a type of sentence in which there is a main/ independent clause, which can stand alone and make some sense, and one or more subordinate/ dependent clauses which can't stand alone. The two clauses are joined by co-ordinating conjunctions of adverbial clauses and relative clauses; such as (*although, because, despite, so, before, and who*). The subordinate clause can be a relative clause, or an adverbial clause.

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“We went to visit my cousin although he had been unfriendly to us” is a complex sentence as it is composed of:

- **a main clause:** (*we went to visit my cousin*).
- **a subordinate clause:** (*although he had been unfriendly to us*).

Similarly in:

Although Sami was polite, hardworking and helpful at work, his colleagues brought out the worst in him.

More examples include:

- If I can help you, I will try.
subordinate clause main clause
- He drove his car while he was using his cell phone.
main clause subordinate clause
- Although the car is old, it is still serviceable.
subordinate clause main clause

d. Compound Complex- Sentence

The compound complex sentence consists of two or more independent clauses, one of which is complex, as in:

"The hurricane stopped, and we went to Shumari Wild Reserve where we had lost our team leader."

The hurricane stopped, and we went to Shumari Wild Reserve

Independent clause 1

Independent clause 2

and we went to Shumari Wild Reserve where we had lost our team leader.

Complex sentence

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Exercise (3)

A. Define the underlined words: (noun, verb, adjective, adverb, preposition, determiner, pronoun, or conjunction).

1. I helped an old man.
2. She usually drinks milk.
3. That lady is really rich.
4. I'm lucky to have a few friends in Pakistan.
5. If I were you, I wouldn't join that nasty group.
6. Robert should see the doctor.
7. Alison is very upset.
8. Mr. Brown will be sitting at the bus stop.

B. Identify the subject, verb, complement, and the modifier in each of the following sentences.

1. Fadi is buying a new house in Amman.
2. Eddi has been shopping downtown.

Exercise (4)

Write the name of the underlined phrases next to every sentence:

1. I was playing volleyball. ()
2. Macbeth usually drinks milk. ()
3. He is absolutely idle. ()
4. She is in the pool. ()
5. I will move before you arrive. ()

Exercise (5)

Read the following sentences and write the sentence type next to each one. (simple, compound or complex)

1. I like to feed the homeless. ()
2. Why Mohammad is kind with her is not my problem. ()
3. Erick does the painting and designs the models. ()
4. Before Sara turned the radio off, her husband got annoyed. ()
5. The maintenance of the arrivals terminals will take more time.()
6. Adam sleeps early every night. ()
7. It is an ancient piece of metal, but it is a precious one. ()
8. I can remember what you told me. ()

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4. An Introduction to Verbs

English verbs can be generally classified as *dynamic/ activity* verbs and *state* verbs. This broad classification include the auxiliary and main verbs- **be** (*is, are, was, were, am*) **have** (*have, has, had*), **do** (*do, does, did*), **modals** (*can, must*) and **action** verbs (*work, play and laugh*). Consider the following examples:

- 'She/He **is** angry'. 'I **am** an English teacher'. 'I/He/She **was** awesome. 'We/They/You **are** humble'. 'We/They/You **were** outstanding.'
- 'She **did** her best'. '**Do** me a favor'. 'He **does** painting.'
- 'She **has** a nice car'. 'I/ We/ They **have** fashionable glasses.'
- I **play** football regularly. (play: action verb)
- I **have** a car. (have: state verb; have= possess)
- I **must** go right now. (must: a modal verb)

4.1 Auxiliary Verbs

An auxiliary verb is used in forming tenses (present, past, future), moods (indicative, imperative and subjunctive) and voices (passive, active). Auxiliary verbs include 'be: is, are, am, was, were', 'do: do, does, did', and 'have: have, has, had'.

The verb 'to be'

<u>Present</u>	<u>Past</u>	<u>Future</u>
I am (I'm)	I was	I will be (I'll be)
You are (singular) (You're)	You were	You will be (You'll be)
He is (He's)	He was	He will be (He'll be)
She is (She's)	She was	She will be (She'll be)
It is (It's)	It was	It will be (It'll be)
We are (We're)	We were	We will be (We'll be)
You are (plural) (You're)	You were	You will be (You'll be)
They are (They're)	They were	They will be (They'll be)

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The verb 'to have'

<u>Present</u>	<u>Past</u>	<u>Future</u>
I have (I've)	I had	I will have (I'll have)
You have (singular) (You've)	You had	You will have (You'll have)
He has (He's)	He had	He will have (He'll have)
She has (She's)	She had	She will have (She'll have)
It has (It's)	It had	It will have (It'll have)
We have (We've)	We had	We will have (We'll have)
You have (plural) (You've)	You had	You will have (You'll have)
They have (They've)	They had	They will have (They'll have)

The verb 'to do'

<u>Present</u>	<u>Past</u>	<u>Future</u>
I do	I did	I will do (I'll do)
You do (singular)	You did	You will do (You'll do)
He does	He did	He will do (He'll do)
She does	She did	She will do (She'll do)
It does	It did	It will do (It'll do)
We do	We did	We will do (We'll do)
You do (plural)	You did	You will do (You'll do)
They do	They did	They will do (They'll do)

a. The verb 'to be' is used as an auxiliary verb with the 'ing' form of the main verb to the progressive tense, as in:

We **are living** in NY nowadays.

b. The verb 'to be' is used as an auxiliary verb with the past participle of the main verb to form the passive voice, as in:

My chairs **are made** in Jordan.

c. The verb 'to be' is used as an auxiliary verb with the main verb to form negative sentences, for example:

I **am not taking** the chance.

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d. The *verb 'to have'* is used as an auxiliary verb with the past participle of the main verb to form the perfect tenses, as in:

They ***have completed*** the task.

He ***had realized*** the fault.

e. The *verb 'to do'* is used as an auxiliary verb with the main verb to form negative sentences. Example:

She ***doesn't believe*** in her eldest brother.

f. The *verb 'to do'* is also used with the main verb to form questions, as in:

Does she ***play*** well?

g. The *verb 'to do'* is used to form sentences in which the verb is emphasized, as in:

He ***does like*** shopping.

4.2 Modal Verbs

A modal verb is a verb that helps the main verb to express a range of meanings including possibility, probability, wants, wishes, necessity, permission, suggestions, etc. The main modal verbs include: *can, could, may, might, will, would, shall, ought to, should, must*. Modal verbs have only one form, and they are followed by the base form of verbs.

Examples:

- We ***should*** leave right now.
- I ***must*** arrive by dawn.
- ***Could*** you give him a message?
- You ***can*** have another bike.

4.3 Linking Verbs

A linking verb links a subject with its complement. Unlike other verbs, linking verbs don't denote an action but indicate a state. The following are examples of linking verbs:

'look', 'become', 'be', 'appear', 'seem', 'feel', 'keep', 'remain', 'smell', 'sound', 'taste', 'stay', 'turn', and 'grow', as in:

- Fred ***looks*** much better today.
- Robert ***became*** a Muslim.

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- You **are** a fool.
- Sue **seems** an intelligent person.

4.4 Contracted forms of pronouns with auxiliary verbs

The following table shows how to write the short/ contracted forms of pronouns with verbs 'to be', 'to have', 'will' and 'would':

Pronouns	Contractions	Examples
he, she, it	's (is/ has)	he's, she's, it's
you, they, we	're	you're, they're, we're
I	'm	I'm
I, you, they, we	've	I've, you've, they've, we've
I, you, we, they, he, she	'd (had/ would)	I'd, you'd, we'd, they'd, he'd, she'd, it'd
I, you, we, they, he, she	'll (will/ shall)	I'll, you'll, we'll, they'll, he'll, she'll, it'll
let	's (us)	let's

Full form	Short form	Full form	Short form
is not	isn't	may not	mayn't
are not	aren't	ought not	oughtn't
cannot	can't	need not	needn't
could not	couldn't	dare not	daren't
did not	didn't	shall not	shan't
does not	doesn't	would not	wouldn't
do not	don't	am not	aren't
has not	hasn't	should not	shouldn't
have not	haven't	was not	wasn't
had not	hadn't	were not	weren't
must not	mustn't	will not	won't

Note: contracted forms are used in informal style of language.

- Can you lend me your book?
No, I'm sorry. (informal style); No, I can't. (informal style)
No, I am sorry. (formal style); No, I cannot. (formal style)

5. Tenses

“To some people, gambling is more important than their careers. They often steal money in order to make another Ball. Yesterday in a TV interview, a gambler confessed that he had lost fifty thousand pounds in a single week although he had no regular job. The problem is that most people have become indoctrinated with the idea that having more money even through gambling, will provide respect for them..”

5.1 Tense is the form of verb that is used to show the time at which the action takes place.

See the following table which shows the verb form that each pronoun takes in different tenses using the same base verb (**drink**).

Simple present	I, we, you, they	drink	coffee every morning
	He, she, it	drinks	coffee every morning
Present progressive	I	am drinking	coffee now
	We, you, they	are drinking	coffee now
	He, she, it	is drinking	coffee now
Simple past	I, we, you, they, he, she, it	drank	coffee yesterday
Past progressive	We, you, they	were drinking	coffee when Ann came back
	He, she, it, I	was drinking	coffee when Ann came back
Present perfect	We, you, they, I	have drunk	coffee for ten years
	He, she, it	has drunk	coffee for ten years
Past perfect	I, we, you, they, he, she, it	had drunk	coffee before Jeff left

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Present perfect progressive	We, you, they, I	have been drinking	coffee for three hours
	He, she, it	has been drinking	coffee for three hours
Past perfect progressive	I, we, you, they, he, she, it	had been drinking	coffee for three hours
Simple future tense	I, we, you, they, he, she, it	will drink	coffee tomorrow morning

Table (2) Tenses: adverbs of frequency and examples

Note: Base form and bare infinitive are used interchangeably in the book.

Tense: Present Simple

Form: "he, she, it+ base form of verb+ (s)/ or (-es)", if the verb ends in, s, ss, sh, ch ,x."

" I, they, we, you+ base form of verb"

Adverbs of frequency/ time expressions: *always, usually, sometimes, never, habitually, hardly ever, every+ time, occasionally, rarely, seldom, daily, weekly, yearly, annually, scarcely, regularly, frequently, once/ twice + time (once a week)*

Use	Examples	Yes/ No question
1. To express facts/ general statements	1. The sun <i>rises</i> from the east.	* Does+ he, she, it+ base form+ object/ complement?
2. To talk about Routine/ actions happen all the time/ habits	2. She <i>washes</i> her face regularly. - We always <i>visit</i> our cousins.	-Does he <i>speak</i> English? * Do+ I, they, we, you+ base form of verb+ object/ complement?
3. Permanent actions 4. Arrangements as per a time table	3. I <i>live</i> in Jordan. 4. The train <i>leaves</i> at 10 am.	-Do you <i>like</i> swimming?

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Tense: Present Progressive

Form: (I) am , (he, she, it) is, (they, we, you) are + verb+ ing

Adverbs of frequency/ time expressions: now, at the moment, right now, this+time(this month, listen!, look!, see!, be careful!

Use	Examples	Yes/ No question
1. To describe an action in progress at the time of speaking	1. I <i>am writing</i> a letter at the moment. - Look! He's studying.	* am+ I/ is+ he, she, it/ are+ they, we, you + verb+ ing?
2. Future actions for which arrangements have already been made	2. She is leaving tomorrow morning.	- <i>Is he playing</i> football? - Am I going tonight?
3. To describe temporary actions	3.They are living in Irbid.	- <i>Are you watching</i> T.V now?

Tense: Past Simple

Form: he , she, it, you, they , we, I+ past simple form of verb (e.g. walked, ran, drank)

Adverbs of frequency/ time expressions: Yesterday, ago, last+ time (last month), past dates (1989), before

Use	Examples	Yes/ No question
1. To express the idea that an action started and finished in the past (completed action)	1. He slept for eight hours last night. - They <i>bought</i> a new house yesterday. - I <i>studied</i> French when I was a child.	* Did+ subject+ base form of verb+ O/ complement? - <i>Did she sleep</i> for eight hours?
2. To list a series of completed actions in the past	2. She <i>called</i> Dove before she hit the car. - I <i>finished</i> work at 8:00, <i>went</i> to the beach and <i>met</i> a friend at 10:30.	- <i>Did they buy</i> a new house?

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Tense: Past Progressive

Form: - I, she, it, he+ was+ v+ ing

- we, they, you+ were+ v+ing

Adverbs of frequency/ time expressions: while, as, when

Use	Examples	Yes/ No question
1. To describe an interrupted action in the past (an action happened in the past and was going on when another action happened)	1. He <i>was brushing</i> his teeth when she called.	*Was+ he, she, it, I / were+ we, you, they+ v+ ing? - <i>Was he brushing</i> his teeth? - <i>Were they waiting</i> for Sammy when the earthquake started?
2. To describe an action that was in progress around a particular time in the past	2. They <i>were playing tennis</i> at 6:30 last night.	
3. To express the idea that the actions are parallel- were happening at the same time	3. While Allen was telling her father's a story, Janet was watching TV.	
4. With words such as 'always' or 'constantly' to express the idea that something irritating often happened in the past	4. She was always coming to class late. - Sue was constantly talking. She annoyed me.	

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Tense: Present Perfect

Form: (he , she, it)+ has (we, they, you, I)+ have+ p.p

Adverbs of frequency/ time expressions: since , for , already, yet, just, so far, all my life, how long, recently, before, this (year)

Use	Examples	Yes/ No question
1. To describe an activity that began in the past and just ended 2. To talk about experiences and achievements 3. To describe an activity that happened in the past but it has present results/ consequences	1. Sam to his father: I've just reviewed me lessons. 2. I <i>have written</i> three novels since 1999. 3. I have cut my finger.	*Has/ have+ subject+ p. p? - <i>Has he reviewd</i> his lessons? - <i>Have you been</i> to Jerash before?

Tense: Present Perfect Progressive

Form: - he, she, it+ Has+ been+ verb+ ing
you, they, we, I+ have+ been+ verb+ ing

Adverbs of frequency/ time expressions: since, for, yet, just, recently, this (year), how long, this+ time, all+ time

Use	Examples	Yes/ No question
1. To describe prolonged/ repeated actions; to describe incomplete/ not finished action 2. To deduce the occurrence of actions in the recent past from their present consequences and	1. He <i>has been listening</i> to music for a long time. - They <i>have been sleeping</i> all day. 2. I am really tired. I have been running. - There is an ashtray on the desk. Someone has been	* Has/ have+ subject+ been+ verb+ ing? - <i>Has he been listening</i> to music for a long time? - You look wet. <i>Have you been running</i> in the rain? - She has a

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results	smoking. - I see a lot of spots on Sam's shirt. He has been painting all day.	stomachache. <i>Has she been eating</i> too many sweets?
<p>Tense: Past Perfect Form: He, she, it, I, they, you, we+ had+ p.p Adverbs of frequency/ time expressions: when , as soon as, the moment, before, after, by the time, already</p>		
Use	Examples	Yes/ No question
To describe something which happened before another action in the past	- He <i>had</i> already <i>cooked</i> lunch by the time his father came home. - We <i>had learnt</i> two languages before we went to school.	* Had+ subject+ p.p? - <i>Had you learnt</i> Arabic before you went to school?

Tense: Past Perfect Progressive

Form: He, she, it, I, they, we, you+had+ been+ verb+ ing
Adverbs of frequency/ time expressions: by/ at that time, by then, for, since

Use	Examples	Yes/ No question
To describe repeated or prolonged action in the past; to describe an action that happened for long in the past and stopped before a specific time in the past	- I was tired because <i>I had been driving</i> since 7 o'clock.	* Had+ subject+ been+ v+ ing? - <i>Had you been washing</i> your clothes since she left home?

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Tense: Simple Future

Form: I, we+ shall+ infinitive/ he, she, it, they, you+ will+ infinitive

Adverbs of frequency/ time expressions: tomorrow, next (year), dates in future (2080), today

Use	Examples	Yes/ No question
1. To talk about an action that will happen in the future	1. Rashid <i>will meet</i> his friends tomorrow. - They will meet their families next month.	* Will+ subject+ bare infinitive? - <i>Will he meet</i> his friends tomorrow?
2. To predict something	2. It <i>will rain</i> tomorrow.	
3. To make a promise	3. I <i>will buy</i> you a new house.	

Tense: Future Perfect

Form: He, she, it, I, we, they, you+ will have+ p.p

Adverbs of frequency/ time expressions: by, by the time, by then

Use:.

Use	Examples	Yes/ No question
To describe an event that will be completed before a specific future time	- I <i>will have retired</i> by August 2015. - They will have finished the task by next April.	* Will+ subject+ have+ p.p? - <i>Will you have retired</i> by August?

Tense: Future Progressive

Form: He, she, it, I, we, they, you+ Will be+ verb+ ing

Adverbs of frequency/ time expressions: tomorrow, next (month), this (month), until (6 o'clock)

Use	Examples	Yes/ No question
1. To describe an	1. At 6:30 tomorrow	* Will+ subject+ be+

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<p>event that will be in progress at a future point</p> <p>2. To describe something that will happen as a matter of course</p> <p>3. To describe an event that will happen before a future point of time and continues after that point</p>	<p>evening I will be sleeping.</p> <p>2. Do you need anything from the post office? I'll be passing on my way home.</p> <p>3. I <i>will be reading</i> a novel tomorrow morning.</p>	<p>verb+ ing?</p> <p>- <i>Will you be reading</i> a novel by 10 a.m?</p>
---	--	--

Tense: Future Perfect Progressive

Form: He, she, it, I, we, they, you+ will+ have+ been+ verb-ing

Adverbs of frequency/ time expressions: by+ future time, by the time, by then.

Use	Examples	Yes/ No question
It emphasizes the duration of an activity that will be in progress before another time or event in the future	- Her husband will have been sleeping for five hours by the time she gets home.	* will+ subject+ have+ been+ verb-ing? - Will you have been studying by the time I arrive?

Future Tense with (Be going to)

Form: (I am/ he, she, it+ is/ they, you, we+ are)+ going to+ infinitive

Adverbs of frequency: tomorrow, next, today, now

Use	Examples	Yes/ No question
To describe an action that will happen in the future (planned event/ intended to be done).	- I <i>am going to see</i> the dentist tomorrow	* Am/ is / are+ subject +going to+ base verb? - Are you going to see the dentist tomorrow?

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Note: Never, ever, and yet in present perfect tense:

- We use '**never**', to say we have not done something at any time, as in: **I've never played basketball.**

- '**Ever**' means at any time in your past life, and it is used to ask other people about things they've done, as in:

Have you ever been to Paris?

- '**Yet**' is used in negative statements and in questions, as in:

I haven't visited Ali yet.

Have you not visited Ali yet?

Read the following examples of different tenses:

- It snows in Syria. (Simple present/ fact)
- I *watch* T.V *every day*. (Simple present/ routine)
- It *snowed yesterday*. (Simple past)
- I *watched* T.V *yesterday*. (Simple past)
- It *will snow tomorrow*. (Simple future)
- He *will be playing* computer games when we get home. (Future progressive)
- He *is watching* a film *right now*. (Present progressive)
- I *have already eaten apples*. (Present perfect)
- I *had already drunk* tea when I arrived. (Past perfect)
- I *will have finished* when she arrives. (Future perfect)
- I *have been studying* for two hours. (Present perfect progressive)
- I *had been studying* for two hours before Fred came. (Past perfect progressive)
- I'll have been studying by the time you arrive. (Future perfect progressive)
- My classes begin at 7:30. (Simple present)
- Huda never goes to bed before midnight. (Simple present)
- I rarely go shopping in winter. (Simple present)

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Exercise (6)

A: Use the simple past tense or the past progressive in the following sentences as appropriate.

1. Amal(eat) dinner when her friend called.
2. While Asma was cleaning the room, her father.....(sleep)
3. At three o'clock this morning, Dan.....(study)
4. Josef to Denmark last week. (go)
5. While Harry was writing the daily report, Robertfor more information. (look)

B: Correct the verbs in brackets in the following statements of facts:

1. Wood (float) on water.
2. Man (be) mortal.
3. Man (have) reason.
4. Salt (dissolve) in water.
5. People (inhale) oxygen.
6. Water (freeze) at zero degree centigrade.
7. Chickens (lay) eggs.
8. A plant (have) roots.
9. Birds (have) wings.
10. Oil (be) flammable.

C: Read the following sentences and then answer the question that follows.

- a. I had already eaten the meal before Asma got the house
 - b. I was eating when Asma got the house.
- Write the sentence which expresses that the eating was completed when Asma arrived.

D: Read the following sentences and then answer the question that follows.

- a. I will be writing a letter at 7:30.
 - b. I will have written a letter by 7:30.
- Which sentence tells that writing a letter will be finished at 7:30?

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Exercise (7)

Use the simple past tense or the present perfect in the following sentences.

1. Bob(see) this movie before.
2. John(swim) in the pool last night.
3. Conrad(read) the newspaper already.
4. I....(not, begin) to study for the final test yet.
5. Joan..... (travel) around the world by boat.

Exercise (8)

Use the simple past tense or the past perfect tense in the following sentences.

1. Bob(read) my letter after he(meet) me.
2. After John(wash) his clothes, he began to study.
3. Maria(join) the army after she had graduated from the School of Armor..

Exercise (9)

Use the simple present tense or the present progressive tense in the following sentences.

1. The train.....(leave) at 7:30 every morning.
2. We always(go) skiing.
3. She rarely(get) home in time.
4. The sun(rise) from the east.
5. I.....(work) in Kuwait nowadays.
6. She.....(buy) a new pair of shoes right now.

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6. Sit/ Set, Lie/ Lay, Rise/ Raise; and Participle Verbs

6.1 lie/ lay, sit/ set, and rise/ raise.

These verbs sometimes cause problems. And to solve the problem you should remember which verbs are transitive and which are intransitive.

6.1.1 lie, sit, and rise are intransitive verbs.

Infinitive	Past simple	Past participle	Meaning
lie	lay	lain	rest, be situated in a place
sit	sat	sat	take a seat
rise	rose	risen	get up, increase

Examples:

- Ahmad lay on the grass just few minutes ago.
- I'll lie down for a nap.
- I'll sit in the shade.
- Ali sat on the beach.
- The sun rises early in the summer.

6.1.2. lay, set and raise are transitive verbs.

Infinitive	Past simple	Past participle	Meaning
lay	laid	laid	to put something/ or somebody on a surface
set	set	set	put
raise	raised	raised	lift, elevate, to increase something

Examples:

- Ahmad laid his clothes on the bed.
- I'll set my favourite flowers in the sun.
- Raise your hands.

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- The government is going to raise the price of oil.

6.2 Participle forms.

Dealing with forming gerunds and the past (participle) forms of verbs is inevitable. Here are some **rules of how to spell '- ing' and 'ed' at the end of verbs:**

- ❖ Verbs that end in 'e':
 - If the word ends in 'e', drop the 'e' to add- ing, as in:
have= having
date= dating
hope= hoping
 - If the verb ends in 'ee', the final 'e' is not dropped, as in:
agree = agreeing.
 - If the word ends in 'e', add 'd' without dropping the 'e', as in:
date= dated
hope= hoped
- ❖ In one syllable verbs that end in a vowel+ a consonant, double the last consonant to add 'ing' 'or' 'ed', as in:
stop= stopping, stopped
beg= begging, begged
But in 'fix' you don't double the last consonant:
fix = fixing, fixed
- ❖ In 2nd syllable stressed two- syllable verbs that end in a vowel+ a consonant you double the last consonant, as in:
control= controlling, controlled
prefer= preferring, preferred
- ❖ If the verb ends in two consonants, just add the 'ing'/ 'ed' , as in :
start= starting, started

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- ❖ If the verb ends in 'y' that is preceded by a vowel, keep the 'y' and just add the 'ing' or 'ed', as in:
enjoy= enjoying, enjoyed

But if the 'y' is preceded by a consonant, change 'y' to 'i' to add 'ed', and keep the 'y' if you want to add 'ing', as in:

study= studying, studied

- ❖ If the verb ends in 'ie', just add 'd' to form the past tense or the past participle; and change 'ie' to 'y' to add 'ing', as in:
die= dying, died

7. Non-Progressive Verbs

7.1 While progressive verbs express activities in progress, non-progressive verbs express existing state. Non-progressive verbs can't be written in the '-ing form'. The following are non-progressive verbs, which include the following groups:

a. Mental State-Verbs. These include:

know, realize, understand, believe, think, imagine, want, need, prefer, remember and recognize. For example:

- I *believe* in almighty God.
- She *needs* you.
- I *understand* your point.
- He *thinks* you are mistaken.
- He *imagines* weird things.
- I *remember* my father's advice.
- I *know* the truth.

b. Emotional State-Verbs. These include:

love, hate, like, dislike, appreciate, fear and care. As in:

- Ann *hates* articles about computer games.
(*'hates'* is non progressive as it describes Ann's emotional state).
- I *like* swimming in the hotel pool.
- I *appreciate* your help.

c. Sense Perceptions-Verbs. These include: *smell, taste, feel, see, hear, look, seem and notice.* For example:

- This omelet *smells* nice.
- The sea food *tastes* delicious.
- He *seems* friendly.
- Janet *looks* so attractive.
- The cat *feels* soft.

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d. Possession-Verbs, as in: *possess, own, belong, lack* and *have*.

Examples include:

- I don't *belong* to this nation.
- Alia *owns* three apartment-buildings.
- She *possesses* a Mercedes company.
- They *have* plenty of food.
- Ali *lacks* confidence.

e. In addition to the following verbs: *cost, be, exist, owe, appear, contain, consist of, include, be worth* and *weigh*. For example:

- This car *is worth* \$ 2000.
- That wallet *costs* 20 dollars.
- She *is* a great actor.
- My father *weighs* 200 pounds.
- Water *consists of* oxygen and hydrogen.
- This classroom *contains* 20 seats.
- Yousef *owes* me 20,000 Euro.
- Mount Nebo *exists/ is* in Jordan.

7.2 However, the following verbs can also be progressive to give a special meaning: *think, have, smell, taste, see, feel, look, appear, weigh* and *be*. For example:

(Think) in the following sentences:

- I am *thinking* of building a wooden house.
(**'think'** refers to a mental activity)
- I *think* that my dictionary is lost. (**'think'** expresses a mental state)

(Have) in the following sentences:

- We are *having* lunch. (it means the activity of *eating*)
- I have a farm. (it means *possess*)

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8. Causative Verbs (make, have, get, let)

“...Because there were some boats out of order, *I had them repaired* in a specialized company. Whilst sailing, there were between 100 and 200 enemy ships that *made me change the direction of my ship*. Being the captain of my ship, *I had my assistants prepare* the life rafts in case of emergency. Some of them showed a certain level of cooperation and *I got them to sort everything out...*” Part of a Dream.

8.1 '*Make, have, get and let*' can be used to express the idea that someone causes another to do something.

For example:

a. **I made Ali open the door.** (It means that Ali had no choice. I insisted that he open the door. I **forced** him to do it).

b. **I had Ali open the door.** (It means that Ali opened the door because I **requested/** asked him to do so).

Note: Causative 'have' and 'make' are followed by the bare infinitive.

c. **I got Ali to open the door.** (It means that I **managed to persuade** Ali to open the door)

Note: Causative 'get' is followed by 'to infinitive' (to+ simple form of a verb).

d. **'Let'** means 'permit/ allow'. 'Let' takes the base form of a verb (bare infinitive), whereas 'permit/ or allow' takes 'to-infinitive', as in:

1. John let me swim in the pool.
(Subject+ let+ object+ base form of verb)
2. John allowed me to swim in the pool.
(Subject+ allow/ permit+ object+ to-infinitive)

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8.2 Have/ get something done

We can use *'have'/get'* in a passive pattern to mean that *an arrangement made for someone to do something for you.*

Examples:

- I *had the furniture delivered.*
(someone else delivered the furniture)
- You should *have that video fixed.*
(by the technician)
- Mary *had a new house built.*
(not by herself)
- I'm going to *have my hair cut.* (by the barber)
- I must *get the furniture delivered.*
- I *got that video repaired.*
- I'm going to *get my eyes tested.*
- She is *getting her house decorated.*

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Exercise (10)

A: Correct the verbs in brackets.

1. The student made Fredrick.....(leave) the classroom.
2. Helena had Salim.....(repair) the car.
3. Allen got Hamdan.....(type) her essay.
4. I had the students.....(write) a formal letter.
5. Maria let Adnan.....(sign) the forms.
6. Mariam allows her sons....(play) for late hours.
7. Salamah permitted his daughter.....(swim) with her friends.

B: Study the following pair of sentences and answer the question below.

- a. I've taken my shirt to be shortened.
- b. I've shortened my shirt.

Which sentence indicates that the tailor/ not the speaker has shortened the shirt.

C: Choose the correct word in brackets.

1. The boy (raised / rose) his hands.
2. Brown (set/ sat) in a chair because he was exhausted.
3. I (set / sat) you pen over there an hour ago.
4. Johnson (laid / lay) on his bed.
5. If I were you, I would (lie / lay) down and sleep.

9. Gerund and to-infinitive (playing/ to play)

“I spent two hours *thinking* about which place might encourage you to make a visit to it. Well, today I am going *to talk* about Wadi Rum. Gentlemen, when I first visited Wadi Rum, I saw hundreds of people *climbing* the moon-red mountains. I am here today to try *to begin planning* a visit for this extraordinary site. You shouldn't be hesitant to go there. Wadi Rum ...”

A gerund is the -ing form of a verb, as in '*playing*'. A to-infinitive is 'to+' the simple base form of a verb, as in '*to play*'.

9.1 The uses of –ing form of verbs

The uses of the 'ing' form of verb include:

- a. A gerund as a "**noun**" which could be used as a subject/ or an object in a sentence, e.g.
 - *Sleeping* early is good for the health. (*sleeping* is the subject)
 - I'm talking about *visiting* Petra. (*visiting* is the object)
- b. A participle to express an idea in present/ or past **progressive** tense, as in;
 - Ann is *swimming*.
 - Ralph was *painting*.
- c. A present participle used as an **adjective**, as in;
 - *surprising* events - *developing* countries
 - *daring* commander - *sleeping* women
- d. After some verbs, including: **smell, feel, taste, hear, see, listen, watch, notice, find, catch**. The following pattern is followed: (**verb+ noun/ object pronoun+ verb+ ing**).

Examples:

- I *saw* *Hani* *climbing* the mountain.
v o gerund
- I heard you *crying* last night.

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- I felt him *lying*.
- I found Shaza *punishing* a little child.

e. After '**waste**' and '**spend**' when they are followed by time expressions, following this pattern (**waste/ spend+ expression of time+ verb+ ing**).

- Mr. Ibrahim *spent* *five weeks* *looking* for a new job.
v time expr. v+ ing
- Mrs. Ibrahim *wastes three hours a day* *watching* TV.

f. After 'sit', 'stand', and 'lie' when they are followed by place expressions, following this pattern (**sit/ stand/ lie + expression of place+ Verb+ ing**).

- I *sat in the corridor* *revising* my new book
v place expr. v+ ing
- I stood there *thinking* about you.
- She lay in her bed *waiting* for her husband.

g. After '**go**' to express an activity done for recreation, as in:

go shopping, go fishing, go hiking, go hunting, go canoeing, go dancing, go sightseeing, go skiing, go swimming, go sledding, go tobogganing, etc, as in:

"I usually go shopping at weekends".

h. After certain verbs that are mentioned in paragraph (9.3).

9.2 Verbs followed by to- infinitives

a. Some verbs are followed immediately by to- infinitive, this includes: *plan, intend, decide, hope, promise, seem, agree, offer, desire, attempt, prepare, tend, claim, forget, demand, hesitate, learn, refuse, appear, pretend, ask, afford, expect, want, need, advice* and *would like*.

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Examples include:

- Ala expects to begin studying applied linguistics next month.
- I learnt to swim when I was ten.
- The chief decided to postpone the conference.
- Katrin agreed to act as a logistic officer.

To form a negative out of those verbs you put 'not' before the infinitive. As in:

I promised to arrive early.

I promised not to arrive early. (Negative)

b. Some verbs are followed by a noun or pronoun (as an object) and then to- infinitive, including:

"*tell, invite, require, beg, convince, expect, instruct, persuade, prepare, promise, urge, ask, permit, order, allow, warn, force, want, would like, encourage, and remind*", as in:

The boss forced me to shout at her.

I told Benedict to leave at 7 am.

The teacher encouraged the students to practice English in the classroom.

I urged Leon to appear in class.

I asked Bell to call me at noon time.

(Subject+ verb+ object form of pronoun/ noun+ to- infinitive)

9.3 Verbs followed by the gerund

a. The following are common verbs followed by the gerund:

enjoy, appreciate, admit, report, postpone, resent, practice, resist, can't help, resume, recall, risk, mind, quit, finish, avoid, delay, keep, miss, recommend, consider, discuss, mention and suggest, as in;

- You should keep running.
- Noah quit smoking.
- I admitted stealing from the store.
- You enjoyed seeing your school friends.

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b. Some verbs can be followed by **either the gerund or the to-infinitive with no change in meaning**, such as: *suggest, hate, regret, like, start, love, continue, try, dread, prefer, enjoy, hope, dislike*, and *can't stand*.

- I started to study after lunch.
- I started studying after lunch.
- He hates to ride bikes.
- He hates riding bikes.

c. Some verbs can be **followed by either the gerund or the to-infinitive, but the meaning changes**, as in: *stop, forget*, and *remember*.

For example:

- Ali *stopped teaching* English. (He is not going to teach anymore)
- Ali *stopped to teach* English. (He stopped in order to teach English)

d. **Some verbs are followed by a noun or pronoun and then the gerund**. However the noun or pronoun must appear in the possessive form (*their calling, teacher's calling*).

Examples:

- He *regrets her leaving*.
- He *regrets Ali's leaving*.
- We are *looking forward to their visiting* next month.
- We are *looking forward to Hisham's visiting* next month.

(Subject+ verb+ possessive form of noun/ possessive adjective+ verb+ ing)

9.4 Adjectives followed by to- infinitives

Some adjectives are usually followed by infinitives, as in:

'Surprised to' in: 'I was *surprised to see* Samia at the party'.

The following is a list of adjectives which are followed by infinitives as per this pattern (**Adjective+ to- infinitive**):

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glad	fortunate	careful
happy	sorry	hesitant
pleased	ready	lucky

Examples include the following:

- I'm *glad to be* with you.
- Are you *ready to go*?
- She's *pleased to take part* in the championship.
- Fredrick was *lucky to meet* the king at the independence celebration.
- Ali speaks so fast that it's *difficult to understand* what he's saying.
- I found that box *heavy to lift*.
- I found the homework *easy to do*.

9.5 Verb+ prepositions followed by the gerund

If a verb+ preposition, adjective+ preposition, noun+ preposition, or preposition is followed directly by a verb, the verb will be in the gerund form.

approve of	give up	insist on	succeed in	think about	think of
depend on	rely on	worry about	intend on	count on	object to
object to	confess to	afraid of	accustomed to	successful in	
choice of	excuse for	method for	possibility of	reason for	

- She has no excuse **for dropping** the boxes.
- Mike is afraid **of getting** married soon.

9.6 Used to

a. 'Used to infinitive':

This pattern is used to refer to something that happened regularly in the past, but it doesn't any more, as in:

1. When I was a child, I *used to smoke* heavily.
2. I *used to drink* alcohol. (it means I gave it up)

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b. 'Be+ used to+ verb+ ing' pattern is used to mean 'accustomed to or familiar with'. As in:

Rasha *is used to driving* fast.

Are you used to walking long distance?

I am not used to swimming in the pool.

9.7 Hear+ object+ sing; hear+ object+ singing

We can use (see, hear, watch, feel, smell+ object) followed either by gerund or by infinitive without (to) to give specific meanings. For example:

(1) I saw Mary **kill**ing the thief. (I saw part of the action)

(2) I saw Mary **kill** the thief. (I saw the whole action)

The same is with the following examples:

- I **heard Hala sing** in her bedroom.

I **heard Hala singing** in her bedroom.

- I **watched Obama address**ing his people.

I **watched Obama address** his people.

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Exercise (11)

Using the verbs in brackets, choose the appropriate one to fill in the space in the following sentences

1. I am pleasedfrom you. (to hearing/ to hear/ hearing)
2. I hopeyou soon. (to seeing/ see/ to see/ seeing)
3. I quit (to smoke/ smoking)
4. The class bores the students. It is a class. (bored/ boring)
5. My dad made me..... the house. (leave/ to leave)
6. I got Shirazi the items. (to fetch/ fetch/ fetching)
7. I had Kerrythe ceiling. (to repair/ repair/ repairing)
8. When I was in the countryside, I used10 miles a day. (to walk/ to walking)
9. Tim avoided..... (looking/ to look) at Rehab.
10. Do you enjoy..... (playing/ to play) soccer ?
11. Keep..... (talking/ to talk). I'm listening to you.
12. I hope..... (visiting / to visit) London next week.
13. Richard is expecting us.....(to come/ coming) to class tomorrow.
14. They don't approve..... (us/ our) leaving early.
15. Joe resented(Fadi/ Fadi's) losing the match.

Exercise (12)

Complete the following table with the gerund and past form of the following verbs:

<u>Verbs</u>	<u>Gerund</u>	<u>Past form</u>
stop	stopping	stopped
die		
argue		
agree		
enjoy		
fix		

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Exercise (13)

Correct the verbs in brackets to fit the meaning of the sentences.

1. Since 1999, IJerash city. (not/ visit).
2. Two of Aljazeera correspondents.....the news at this minute. (present)
3. After I her, she came to see me. (call)
4. I.....(drive) the lorry for the last six hours. I feel really terrible.
5. A: How long(teach) ?
B: All my life.
6. As the teacherthe situation, the student fell down. (figure out)
7. My child always milk. (drink)
8. At 9:00 last night they (study) English.
9. Did you (watch) TV last night?
10. When my parents (have) breakfast, the phone rang.
11. My favourite sport (be) jumping. I usually do it once a week.
12. What are you doing right now? I (run) round the sport field.
13. Do you often..... (walk) or run in the school yard?
14. Do you go..... (swim)?
15. What you..... wear) at the moment?
16. you ever..... (see) the pyramids?
17. I (observe) the demonstration all the day. That is why I'm a bit tired.

Exercise (14)

Circle the appropriate answer.

1. It is important..... fit.
a. to keep b. keeping c. kept
2.fruit and vegetables helps you keep healthy.
a. Eating b. To eat c. Ate

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- 3. You look tired. What have youdoing?
a. been b. be c. were
- 4. My friends could beabout their new century plans.
a. think b. thinking c. thinks
- 5. been stealing the farmers' stores. That is why the police are trying to arrest him
a. He's b. Hes' c. Is he
- 6. Dangorgeous.
a. looks b. look c. were looking
- 7. None of the studentssmart enough to win.
a. is b. are c. were
- 8. A number of cadetsvisiting USMA West Point.
a. is b. are c. was
- 9. Daily exercisesgood to keep yourself fit
a. is b. are c. have
- 10. A chair with two arms.....comfortable to sit in.
a. is b. are c. have
- 11. One million dollars.....the price of this piece.
a. is b. are c. were
- 12. Neither Ahmad nor I fit to fight.
a. is b. are c. am

Exercise (15)

Choose the suitable items to fill in the blanks.

become	wasn't	weren't	will use
--------	--------	---------	----------

Next year, our college tennis team new fields and courts for training. They that professional last year; but now they've more and more well trained and organized.

Exercise (16)

Study the following pair of sentences and answer the question below.

- 1. Mrs. Bartlett has read a poem of Blake.
- 2. Mrs. Bartlett has been reading a poem of Blake for some time.

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Which sentence indicates that Mrs. Bartlett has finished reading a poem of Blake?.....

Exercise (17)

What part of the sentence is each underlined phrase? (subject, verb, object, complement or adverbial).

- | | |
|---|---------------|
| 1. Jim had <u>a great time</u> . | <u>Object</u> |
| 2. <u>Everybody</u> was brilliant. | |
| 3. I <u>liked</u> your suggestion. | |
| 4. I'm <u>happy</u> today. | |
| 5. She visits her grandmother <u>weekly</u> . | |
| 6. I love <u>Silvia</u> . | |

Exercise (18)

Make sentences by putting the following words in the correct order. You can refer to the simple sentence forms.

1. is/ people/ Ali/ to/ going/ meet/some
.....
2. have/ I/ 15/ buildings
.....
3. Aaron/ sick/ was/ yesterday
.....
4. is/ looking/ He/ at/ Gabriel
.....
5. gave/ they/ a/ him/ Swiss watch
.....

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10. Negation (cannot, inseparable, hardly did he)

*“Regarding the new position, if you are **inexperienced**, you **should not** apply for it. There is no place for **inefficient, inactive, dishonest and illiterate** people like you. You know, **barely did** Ali get a job there although he is brilliant...”*

10.1 Main negative patterns

We can follow different patterns to change affirmative sentences into negative sentences, as follows:

- a. First pattern:** To change an affirmative sentence into negative, add ‘**not**’ to the auxiliary and modal verbs: is, was, are, were, am, has, have, had, must, should, etc., as in:
- Sami **is** sleeping. (affirmative)
Sami **is not** sleeping. (negative)
 - Suha **can** play well. (affirmative)
Suha **cannot** play well. (negative)
 - Khadija **was lying** in her bed. (affirmative)
Khadija **was not lying** in her bed. (negative)
 - George and Sara **were** rich. (affirmative)
George and Sara **were not** rich. (negative)
 - Sandra **is going to** Japan. (affirmative)
Sandra **is not going to** Japan. (negative)
 - Mark **has** seen the accident. (affirmative)
Mark **has not** seen the accident. (negative)
 - I **must** go to Petra. (affirmative)
I **must not** go to Petra. (negative)
 - She **had** visited Petra. (affirmative)
She **had not** visited Petra. (negative)

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b. Second pattern: When the verb is in the simple present tense and the subject is plural, put (do not) before the verb. But, when the subject is singular, put (does not) before the main verb and omit the (s/es). When (has) is used as the main verb, it becomes (have) as a main verb in this pattern.

Examples:

- Rashad **speaks** English fluently. (affirmative)
Rashad **does not speak** English fluently. (negative)
- They **live** in Jordan. (affirmative)
They **do not live** in Jordan. (negative)
- She **has** two kids. (affirmative)
She **does not have** two kids. (negative)
- They **have** two kids. (affirmative)
They **do not have** two kids. (negative)

c. Third pattern: If the verb is in the past simple, use (did not) before the infinitive form of the verb. When (had) is used as a main verb, it becomes (have) as a main verb preceded by (did not).

Examples:

- Rashad **watched** a comedy film. (affirmative)
Rashad **did not watch** a comedy film. (negative)
- They **wrote** a short story. (affirmative)
They **did not write** a short story. (negative)
- She **had** two children. (affirmative)
She **did not have** two children. (negative)

10.2 Negative Prefixes (un-, il-, im-, dis-, ir-, in-):

They all mean 'not' or 'do the opposite of'. They can be used with verbs, adverbs, nouns and adjectives.

Un- is the most common negative prefix

Dis- is used with some adjectives

Il- is used with some adjectives beginning with 'l'

Im- is used with some adjectives beginning with 'm' or 'p'

Ir- is used with some adjectives beginning with 'r'

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In- is used with many adjectives

Examples:

<u>Word</u>	<u>Negative/ Opposite</u>
aware	un aware
employment	un employment
important	un important
common	un common
comfortable	un comfortable
clear	un clear
likely	un likely
limited	un limited
familiar	un familiar
friendly	un friendly
tidy	un tidy

<u>Word</u>	<u>Negative/ Opposite</u>
polite	im polite
moral	im moral
possible	im possible
partial	im partial
mortal	im mortal
perfect	im perfect
probable	im probable
pure	im pure
patient	im patient

<u>Word</u>	<u>Negative/ Opposite</u>
accurate	in accurate
complete	in complete
active	in active
separable	in separable
convenient	in convenient
credible	in credible

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direct	indirect
visible	invisible
human	inhuman
correct	incorrect
formal	informal
sufficient	insufficient

Word	Negative/ Opposite
appear(ed)	disappear(ed)
order	disorder
approve(d)	disapprove(d)
connect(ed)	disconnect(ed)
like	dislike
advantage	disadvantage
obey	disobey
agreement	disagreement
honest	dishonest

Word	Negative/ Opposite
recoverable	irrecoverable
resistible	irresistible
regular	irregular
responsible	irresponsible
reducible	irreducible
replaceable	irreplaceable
responsive	irresponsive
relevant	irrelevant
religious	irreligious

Word	Negative/ Opposite
legal	illegal
logical	illogical
legitimate	illegitimate
liberal	illiberal

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Consider the following examples:

If you are **inexperienced**, you shouldn't apply for this teaching vacancy.

Everybody thinks that Sami and his sons are **unpleasant** people.

It's quite **impossible** to meet all the requirements.

Last meeting was one of the most **disorganized** meetings I've ever participated in.

Haifa and Sadeq are **inseparable** couple.

Du'a was fired because she was **inefficient**.

I feel awful every time **unexpected** visitors come to meet me.

10.3 Hardly, rarely, seldom, etc.

It is incorrect to have two negatives together in an English sentence (double negation). Thus, words of negative meaning must be used with a positive verb. When a sentence begins with a negative word, the subject and the verb are inverted, as in:

- a. I will **never** *do* this again.
Never *will I* do this again.
- b. I have **rarely** *drunk* coffee.
Rarely *have I* drunk coffee.
- c. He **hardly** *comes* to the meeting on time.
Hardly *does he* come to the meeting on time.
- d. He **not only** *broke* the window but also damaged the car.
Not only *did he* break the window but also damaged the car.
- e. You **seldom** *see* photos of jaguars.
Seldom *do you* see photos of jaguars.

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- f. She scarcely remembers the events.
Scarcely does she remember the events.
- g. Ali barely arrived in time.
Barely did Ali arrive in time.
- h. Babies **no sooner** learn to crawl than they start walking.
No sooner do babies learn to crawl than they start walking.
- i. I **little** thought that I would be visiting Tokyo for work.
Little did I think that I would be visiting Tokyo for work.

10.4 Contracted forms of auxiliary verbs with not

The following are short/ contracted forms of auxiliary and modal verbs with 'not' as used in written texts. It is key to know which letters are dropped and where to put the apostrophe.

Full form	Short form	Full form	Short form
is not	isn't	may not	mayn't
are not	aren't	ought not	oughtn't
cannot	can't	need not	needn't
could not	couldn't	dare not	daren't
did not	didn't	shall not	shan't
does not	doesn't	would not	wouldn't
do not	don't	am not	aren't
has not	hasn't	should not	shouldn't
have not	haven't	was not	wasn't
had not	hadn't	were not	weren't
must not	mustn't	will not	won't

10.5 Imperative and negative imperative

We usually use the imperative to give instructions and to give orders/ or commands. It is important to know how to make positive and negative imperatives. Commands and instructions can be preceded by '*please*'.

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- a. Use the base form of the verb to form an affirmative imperative sentence meaning (**Do**).

Please, *turn off* the lights.

Listen to your teacher.

Close the window.

Tell the truth.

Ali, *speak up*.

Press the 'enter' button.

Ahmed, *turn* the radio *on*.

Be quiet.

Pay your rent.

- b. To form a negative imperative sentence you should begin with (**Don't**) then add the base form of the verb, as in:

Don't run in the corridor.

Don't upset your wife.

Don't smoke cigarettes in this area.

Don't work for long hours.

Don't think deep.

Don't count your money.

Note: In indirect command, the verbs of command are followed by (to- infinitive). To make a negative indirect command, add (not) before the to- infinitive (following this pattern: **subject+ verb+ object+ not+ to-infinitive**):

- Hussein **told me to close** the door.

Hussein **told me not to close** the door.

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Exercise (19)

A: Choose the right answer.

1. Where was George born?
He in Yemen.
a. was b. is born c. was born d. were born
2. What does your cat drink?
Itmilk.
a. drink b. drank c. drinks d. was drinking
3. What will you study in Harvard?
I applied linguistics.
a. study b. will study c. I'm studying d. studied
4. When do your brothers usually take new courses?
They usually new courses in summer.
a. takes b. is taking c. take d. took
5. How did Hanan go to London?
She.....to London by air.
a. goes b. went c. is going d. go
6. How old are you?
I..... 28 years old.
a. was b. is c. am d. are
7. Hemillions of money.
a. has b. have c. am d. do
8. you go to school by bus?
a. Do b. Does c. Is d. Were

Exercise (20)

Change the sentences into negative.

1. I'm going to see my friend.
2. My father will come back soon.
3. I want to sell my apartment.
4. These shirts cost too much, so that I don't want to buy them.

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5. My T-shirt cost a lot of money.
6. She shook hands with me.
7. Put this letter in the envelope.
8. He could leave early.
9. She has two daughters.
10. You had to come by ship.
11. Rice is grown in Egypt.

Exercise (21)

Select the appropriate verb form.

1. Maha (buy/ bought/ has bought) a new watch last week.
2. My father (leave/ will leave/ left) for Cairo next week.
3. It (be/ is/ are) hot in summer.
4. October, November and December (is/ were/ are/ have) the last three months of the year.
5. My mother (already buys/ has already bought/ will already buy) some fish.
6. A couple of days ago we (have/ had/ do/were) a wonderful party.
7. He has for Moscow. (leave/ left)
8. Don't (eat/ to eat/eating/ ate) too many sweets.

Exercise (22)

Which sentence means 'that Ali's residence in Amman is permanent'?

1. Ali lives in Amman.
2. Ali is living in Amman.

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Exercise (23):

Change the following affirmative sentences into negative.

1. Jack lives in Barcelona.
.....
2. Hitler lived in Germany.
.....
3. Steve and Ross prefer pop music.
.....
4. Mrs. Obama has two daughters.
.....
5. We are close friends.
.....

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11. Derivation and order of nouns, verbs, adjectives and adverbs

“Checking my email is one of my habits. And today I received a message from one of my friends who lives in London. He sent me a profile about his city, London. It is a city of great contrasts. Crowded underground trains carry people from and to many places every day. The streets are busy. But you can easily find quiet park just around the corner where life seems unhurried. Everything would be completely different...”

11.1 Word affixes. Here are some affixes that are used to form a noun, a verb, an adjective and an adverb with examples:

Verbs fy (justify), ize (organize), ate (relate), en (strengthen)

Nouns ness (sleeplessness), ity (popularity), ment (development)
ing (running), sion (decision), tion (production), ture (culture)
ade (lemonade), age (advantage), ance (significance),
ence (confidence), ism (professionalism), ian (Jordanian), er (player)
or (actor), ist (typist) ship (friendship), ism (marxism),
hood (neighborhood)

Adjectives ed (developed), ing (exciting), ous (famous), ive (impressive)
ful (helpful), ible (visible), able (reliable), ic (forensic), ical (musical), ly (lovely), y (cloudy), en (golden), some (handsome)
less (sleepless)

adverbs regular adverbs end in 'ly': (quickly, fantastically);
there are some adverbs not ending in 'ly' (e.g. **hard, fast, well**)

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11.2 General guideline of where nouns, verbs, adjectives, and adverbs usually come in the sentence.

- **The noun is usually used as follows:**
 - a. As a *subject* of a sentence, e.g.
Visiting relatives is a good thing to do
 - b. As an *object*, e.g.
I had good **expectations**.
 - c. After the *articles*, e.g.
The **improvement** of food quality is good for our health.
 - d. After the *adjectives*, e.g.
That's a *good* **explanation**.
 - e. After *determiners/ quantifiers* (this, these, few, some, no, etc), e.g.
This **punishment** is just fair.
 - f. After *possessives*, e.g.
His/ Salim's **loyalty** was for a foreign country
 - g. After *prepositions*, e.g.
This exercise is perfect *for* **revision and meeting** your needs.

- **The verb is usually used:**
 - a. After *modals*, e.g.
I *can* **rely** on you.
 - b. After *to* (to – infinitive), e.g.
I work *to* **earn** more money.
 - c. After (*do*) verbs-in questions and for emphasis, e.g.
Do you **drive** cars?
My companies *do* **produce** plastic pipes.
 - d. To form *imperatives*, e.g.
Listen to your teacher attentively.
 - e. A verb of a sentence (after the subject)
e.g. John **passed** the exam.

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- **The Adjective:**
 - a. An adjective describes a noun/ pronoun so it comes before the noun, as in:
I bought expensive clothes.
Adjective noun
(*'expensive'* describes *'clothes'*)

- **Position of adjectives:**
 - a. Before *nouns*, e.g.
He is a brave man.
 - b. In *comparatives* and *superlatives*, e.g.
Mary is *more* beautiful *than* Sue.
Mary is *the most* beautiful girl in town.
 - c. After *linking verbs* and (*be*) as a complement, e.g.
That building *looks* nice.
She *is* stunning.
 - d. After *adverbs* and *some intensifiers* (so, very, quite), e.g.
It is so hot.
He is *very* enthusiastic.

- **An adverb** describes a verb, and it can come before or after the verb as in:
 - We regularly meet the boss.
Adverb verb
(*'regularly'* describes *'meet'*)An adverb can also describe and come before an adjective/ or another adverb, as in:
 - The weather is really hot. (*'really'* describes *'hot'*)
Adv. Adj.
 - She crossed the road very slowly. (*'very'* describes *'slowly'*).
Adv Adv

Note: We usually form adverbs of manner by adding (ly) to the adjective, i.e. **adjectives+ ly**, as follows:

Interesting= interestingly; brave= bravely; happy= happily

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a. When 'y' comes after a consonant in an adjective, you add 'ily', as in:

- easy = easily

Otherwise, you only add 'ly', as in "quick= quickly"

b. You don't omit 'e' from the adjective, as in:

- nice = nicely, except for: (**true**= truly, and **whole**= wholly)

- **Position of adverbs**

a. At the beginning of the sentence, e.g.

Serien fell off her bike. Consequently, her arm was broken.

Suddenly he hit his brother.

b. At the end of the sentence, e.g.

She moved slowly.

c. Before the verb, e.g.

Peter regularly meets his friend.

d. Before adjectives, e.g.

The show is absolutely great.

e. Before another adverb, e.g.

Hala has worked really hard.

The following is a list of common adjectives and adverbs:

<u>Adjectives</u>	<u>Adverbs</u>	<u>Adjectives</u>	<u>Adverbs</u>
happy	happily	fast	fast
strong	strongly	straight	straight
repeated	repeatedly	deep	deeply
real	really	low	low
absolute	absolutely	little	little
obvious	obviously	hard	hard
slow	slowly	friendly	friendly
beautiful	beautifully	daily	daily
regular	regularly	high	high/ highly

(He jumped high. It's highly recommended.)

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certain	certainly	late	late/ lately (He came late. He's been ill lately.)
loud much	loudly much	remarkable quick	remarkably quickly

The following are derivations of common words :

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
care	care	careful	carefully
repeat	repetition	repeated	repeatedly
-----	happiness	happy	happily
-----	carelessness	careless	carelessly
confide	confidence	confident	confidently
perform	performance	performed	-----
differ	difference	different	differently
annoy	annoyance	annoying	annoyingly
deploy	deployment	deployed	-----
endanger	danger	dangerous	dangerously
act	action	active	actively
depend	dependence	dependent	dependently
attract	attraction	attractive	attractively
excite	excitement	exciting; excited	excitingly
comprehend	comprehension	comprehensive	comprehensively
signify	significance	significant	significantly
strengthen	strength	strong	strongly
-----	fluency	fluent	fluently
educate	education	educational	educationally
vary	variety	various	variously
produce	production	productive	productively

- Consider the following:

a. Using the dictionary entry below, choose the correct form of the word to fill in the blanks.

1. Nadia didwell in the last English exam. She got 98%.

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2. Sara's performance was..... Everyone loved her afterwards.
3. My brother's coming home tomorrow. Let's prepare something special that may..... him.

amaze (v): to astonish by making something special or new.
amazing (adj): to make others feel astonished.
amazingly(adv): to do something in a way that pleases others.
Answers: amazingly, amazing, amaze

b. Choose the correct form of the word to fill in the blanks.

1. In your interview, make sure to leave a goodin your examiners.
2. Nadia's performance was really
3. Ibrahim dresses like that to.....people.

impress (v): to make someone admire someone or something
impression (n): idea, feeling and thought
impressive (adj): remarkable, inspiring, etc.
answers: impression, impressive, impress

c. Choose the correct form of the word to fill in the blanks.

1. Sara is hard-working and can alsoother people.
2. Salam was definitely.....before acting on the stage. She was so thrilled.
3. Workers need..... to carry out their tasks.

motivate (v): to encourage someone to do something
motivation (n): encouragement, drive, etc.
motivated (adj): being stimulated or encouraged to do something
answers: motivate, motivated, motivation

11.3 Parallel Structure

When information in a sentence is given in the form of a list all components must be grammatically parallel/ equal. If the first is, for example, a noun, the rest must also be nouns. Consider the following sentences:

- a. John is rich, clever and popular.
adj adj adj

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b. John is a doctor, a lawyer and a teacher.

n n n

c. The friendly troops approached the camp silently and slowly.

adv adv

d. She likes swimming, fishing and running.

n n n

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Exercise (24)

Use the following dictionary entry to fill in the blanks in the following sentences:

- (1) The project we have is very.....
- (2) The boss told me that it was so important to..... in the test.
- (3) What a great!

Succeed (v): have success, prosper

Success (n): accomplishment of what was aimed at

Successful (adj): prosperous

Exercise (25)

Using the dictionary entry below, choose the correct form of the word to fill in the blanks.

Advertisement (n): public notice offering/ asking for good, services,....etc.

Advertise (v): to describe a product publicly

- (1) Henry decided to visit Petra after reading anabout it.
- (2) It isn't cheap toon TV.

Exercise (26)

Choose the correct word.

1. Please keep (quiet/ quietly)
2. You should do it with (care/ carefully)
3. You can do the task. (easy/ easily)
4. His success is a (certain/ certainty)
5. A cut causes anpain. (immediately/ immediate)

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6. Ali ran so.....in the log race. (fast/ fasten)
7. Sami's show was (wonderful/ wonderfully)
8. Suzan's project wasplanned. (perfect/ perfectly)

Exercise (27)

A. Identify the underlined word or phrase that is unacceptable in standard English in each sentence:

1. The study of wild animals are interesting, and many books have been written about them.
2. Buying clothes are a very time- consuming practice.
3. I spent too many time checking the new files.
4. Flat T.V is too expensive for I to buy these days.
5. After to take the vaccine, the old man became much better.

B. Change the following sentences so that they are parallel.

1. Melissa is a scholar, an athlete, and artistic.
2. Children love playing in the mud, running in streets, and they get very dirty.

12. Subject-Verb Agreement

Dear Sami,

I'm writing to you to brief you on some strange facts of some sites in the world. Each of the following sites deserves your interest. And you've got to know that 10000 dollars is not too much to pay for a trip to any of them.

First of all I'm going to tell you about 'The Dead Sea'. The facts about this lake are enormous. It is the saltiest in the world. The water is about 400m below sea ...

The most common form of agreement in English language is that between subject and verb. The following are the main points that you should take into consideration:

- a. Singular nouns are usually accompanied by singular verbs, as in:
 - *Sam looks* better.
sing n sing v
 - My *car works* properly.
- b. Plural nouns are usually accompanied by plural verbs, as in:
 - *They look* better.
pl. n pl. v
 - The *employees are* working so hard.
 - The old *women have* arrived.
- c. When the noun can be either singular or plural, it takes a singular verb when regarding the people/items referred to by the noun as a group, as in:
 - (1) The *Committee is* changing the rules.
The *family is* watching T.V.(The committee and the family are considered as one body)

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(or it takes a plural verb) if the user is regarding the individuals, as in:

(2) The *committee are* changing the rules.

The *family are* watching T.V.

(The committee and the family's individuals/ members are considered)

d. Two or more nouns acting as the subject connected by 'and', take a plural verb, as in:

'Dan and Robert are leaving tomorrow.'

e. Indefinite pronouns such as, **anyone, anything, anywhere, everyone, everybody, everything, nobody, nothing, and nowhere** are singular; therefore, they are followed by singular verbs, for example:

- *Everyone is* welcome.

- *Everybody has* got a name.

- *Is anyone* here?

No, nobody is here.

f. When the subject is singular separated from the verb by a number of plural names, its verb is in the singular, as in:

'A list of men's and women's names *is* ready to copy.'

'A list' is singular noun separated by 'men's and women's names'- a number of plural names.

g. 'A number of+ plural noun' pattern takes plural verb, as in(a number of+ new roads):

'A number of new roads are under construction'.

h. 'The number of+ plural noun' pattern takes singular verb, as in (The number of+ new roads):

'The number of new roads, that are under construction, **is** ten'.

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- i.** 'None+ of the+ mass noun+ singular verb', as in:
'None of the money you gave me was found.'
'None+ of the+ plural count noun+ plural verb', as in:
'None of the students have finished the test yet.'
- j.** The following expressions have no effect on the verb:
together with along with accompanied by as well as
As in:
- *A boy as well as a girl is coming.*
- *A boy with two adults is coming.*
- k.** The noun preceded by (each, every) is singular, so the verb is singular, as in:
- *Each pilot is wearing a cap.*
- *Every cadet deserves a medal.*
- l.** Names of books are singular and take singular verbs, as in:
Romeo and Juliet was written by Shakespeare.
Binoculars is written by A. S. Etaywe.
- m.** A sum of money is singular, as in:
'Thirty dollars is the salary you deserve.'
- n.** In **not only...but also, either...or, neither...nor**, the verb agrees with the nearest subject, as in:
- *Either Josef or his mates have gone.*
- *Either Ali or his brothers are studying.*
- *Neither Sam's friends nor he is coming.*
- *Not only my relatives but also my friend, Ali, is coming tonight.*
- o.** 'All' takes a plural verb when followed by a plural countable noun, as in:
All the company men are to be considered for the new post.

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p. Some nouns have a plural form and take a plural verb, as in:
(clothes, belongings, goods, surroundings, troops, customs, remains, thanks, and congratulations), as in:

The *goods were* sent to Paris.

Your *belongings are* packed up in boxes.

The *troops have* forced the enemy to surrender.

q. Some nouns have a plural form but take a singular verb, as in

- Subjects: *politics, statistics, physics, etc.*
- Activities: *athletics, gymnastics, etc.*
- Illnesses: *measles, numps, AIDS, etc.*
- Games: *billiards, dominoes, etc.*

As in:

Politics is an interesting field of study.

Billiards is my favourite game.

Measles is awful.

r. A pair noun is plural and takes a plural verb. We use a pair noun for things made of two parts which are the same, as in:

trousers, shorts, pants, binoculars and glasses. We say example, 'My trousers need washing'; 'These glasses are cheap'.

s. If the subject and the verb are separated by a prepositional phrase, the prepositional phrase has no effect on the verb.

Subject+ (Prepositional phrase)+ verb

- **The study of languages is** very interesting.
- **The view of these courses varies** from time to another.
- **The effects of that crime are** terrible.
- **The fear of money and power has caused** me to leave the country.

t. If a sentence begins with a gerund (verb+ ing), the verb must be singular.

- **Knowing him has** made me rich.
- **Dieting is** important for athletes.
- **Writing letters is** my favourite habit.

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Exercise (28)

Choose the correct form of the verb in brackets in the following sentences.

1. Hassan along with thirty friends (is/ are) planning a party.
2. The picture of the students (bring/ brings) back many memories.
3. If the duties of the commanders (isn't/ aren't) reduced, many of the subordinates will leave the service.
4. Advertisements on radios (is/ are) getting more competitive than a few years ago.
5. Non of the examples (is/ are) relative to this project.
6. Neither my relatives nor Hussein (is/ are) going to the country this weekend.
7. Neither Maria nor her friends (is/ are) bringing the car.

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13. Pronouns and Nouns

“To some of *my* friends, it is important to exercise regularly. Although *they* know that some sports can be dangerous, they insist on playing *them* regularly. They consider playing football, for instance, a good way to keep *themselves* in a good shape regardless of *its* possible consequences if playing without any protective equipment...”

13.1 Personal Pronouns

	(1) 1st person	(2) 2 nd person	(3) 3 rd person
<u>Singular</u>			
Subject	I	you	he , she , it
Object	me	you	him, her, it
Possessive	<i>my/mine</i>	<i>your/yours</i>	<i>his/his;her/hers;its/its</i>
.....
<u>Plural</u>			
Subject	we	you	they
Object	us	you	them
Possessive	<i>our/ours</i>	<i>your/yours</i>	<i>their/theirs</i>

a. The subject forms are used when the pronoun is the subject and it has a verb, as in:

- **She** is fine.
- **I** like Ali.
- **He** will go for a trip.
- **You** have to take the wings off.
- **We** must stick to the rules.
- **They** are meeting their parents tonight.

b. The object forms are used when the pronoun is the object of a verb or preposition, as in:

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- I have met **her**.
- She has gone with **him**.
- Sue invited **me** to the party.
- I'll kill **you** if you don't give me the money I need.
- I invited **them** to the party.
- The police warned **us** to drive carefully.

c. Possessive forms are used to indicate that something belongs to somebody or to imply the possession of something, as in:

- I saw **my** bag.
- This bag is **mine**.

d. The **first person pronouns** refer to the person who is speaking or writing. These include “I, me, my (self), mine, we, us, our (selves) and ours”.

e. The **second person pronouns** refer to the thing/ person to whom one is talking.

f. The **third person pronouns** refer to a third party, not the speaker or the person/ thing being spoken to.

13.2 Possessive Pronouns

Group A Possessive adjectives	Group B Possessive pronouns
my	mine
your	yours
his	his
her	hers
our	ours
their	theirs
its	its

Examples on possessive adjectives:

1. Rania met *her* daughter.
2. I saw *my* cat.
3. He forgot to bring *his* dictionary.

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Examples on possessive pronouns:

1. This house is *mine*.
2. That room is *hers*.
3. Can I borrow *yours*.

Possessive adjectives modify nouns while Possessive pronouns replace nouns.

His dictionary= his+ dictionary (my= possessive adjective)
Mine= my+ house (mine= possessive pronoun)

Consider the following:

- **This is my book.**
This is mine.
- **Our books are heavy.**
Ours are heavy.

***Reflexive Pronouns**

Subject pronouns

Reflexive pronoun

I	myself
you (singular)	yourself
he/ or singular masculine noun: (the man, Ali, etc.)	himself
she/ or singular feminine noun: (the lady, Asma, etc.)	herself
it	itself
we	ourselves
you (plural)	yourselves
they	themselves
one	oneself

We use reflexive pronouns in the following situations:

1. **When it refers to the subject.**
- *I prepared the meal myself.*

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'Myself' refers to the subject 'I'.

- Hold the dagger firmly or *you* will hurt *yourself*.

'Yourself' refers to the subject 'You'.

- *Rana* is tall enough to catch the ball *herself*.

'Herself' refers to the subject 'Rana'.

More examples:

- **I** hurt **myself**.
- **You**'ll cut **yourself**.
- **Khalil** injured **himself**.
- **Sumaia** burnt **herself**.
- **You two** behave **yourselves**.
- **Samir and Sue** hurt **themselves**.

2. After prepositions.

- Sadeq is old enough to take care **of himself**.
- You know that you should look **after yourself**.

Note: We use object pronouns (me, him, etc) after prepositions of place, e.g. behind, next to, and with.

3. To refer to idiomatic meanings. As in:

- Last night my friends really *enjoyed themselves*.
'Enjoyed themselves' means '**had a good time**'.
- Your classmates should *behave themselves*.
'Behave themselves' means '**behave well**'.
- I don't want to stay **by myself**.
'by myself' means: alone, on my own'.

4. Used as emphatic pronouns, as in:

- The brigadier general *welcomed me himself*.
'Welcomed me himself' means 'not someone else'.
I did the homework myself. (It means '**without help**')

Note: In 'Sue and Hayfa cook meals for **themselves** (Sue cooks meal for herself and Hayfa cooks for herself); but in 'Sue and Hayfa cook meals for **each other**' (Sue cooks meals for Hayfa and Hayfa cooks for Sue)

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13.3 There + be

When 'there' is used, the subject follows 'be', and the subject determines the correct form of 'be' which you should use.

- a. Use a singular form of 'be' when the subject is singular, as in:
There *is* a *table* over there. The subject is 'table' which is singular.

- b. Use a plural form of 'be' when the subject is plural, as in:
'There are some tables in that class. (The subject is 'tables')

13.4 Indefinite Pronouns

<u>Pronouns</u>	<u>Usage</u>	<u>Example</u>
somebody, someone	Used in affirmative sentences, and in questions when a yes- answer is expected.	-There is <i>somebody/ someone</i> sitting in the garden. -A: I hear some voice inside. Is there someone in the house? B: Yes, she is my mother.
anybody, anyone	Used in negative sentences, and questions	There <i>isn't anybody/ anyone</i> at home. Is there <i>anyone</i> ?
nobody, no one	Used after the answer 'No'	A: Is there anybody/ anyone here? B: No, there is <i>nobody/ no</i> one here.

14. The Nouns

14.1 Types of Nouns:

a. Abstract Nouns

An abstract noun is the name of a thing that is immaterial/cannot be touched but refers to a quality, concept or idea like: *anger, beauty, fear, ignorance, loyalty, pain, observation and comment.*

b. Proper Nouns

Proper nouns are nouns with unique reference. They include:

- (1) Names of people like *Asma* and *Hassan*.
- (2) Names of places like *Hyde Park* and *Arizona*.
- (3) Names of countries like *Egypt* and *Qatar*.
- (4) Names of days, holidays and months like *Sunday, Christmas* and *February*.

c. Common Nouns

Common nouns name things or persons in a general way, e.g. *tree, city, manager, mother* and *student*.

d. Collective Nouns

Collective nouns refer to a group of things or people. It can be treated as singular, when the whole group is being considered, or as plural when looking to the individuals. Examples include: *family, government, army, crew, staff, team, pride of lions, gaggle of geese, herd of cattle, and shoal of herring.*

e. Compound Nouns

A compound noun is the noun that is made up of two words or more that function as a single part of speech.

A compound noun can be in many different patterns such as:

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	Examples
noun+ noun	football+ pitch = football pitch sales+ man = salesman grammar+ book = grammar book bicycle+ wheels = bicycle wheels medal+ parade = medal parade fitness+ test = fitness test tennis+ court = tennis court
adjective+ noun	common+ sense = common sense physical+ training = physical training
gerund+ noun	sitting+ room = sitting room dining+ hall = dining hall
noun+ prepositional phrase	mother+ in law = mother-in-law sister+ in law = sister- in- law
possessive noun+ noun	women's+ talk = women's talk men's+ toilet = men's toilet
verb+ preposition	make+ up = make up warm+ up = warm up
verb+ adverb	cool+ down = cool down break+ down= break down

14.2 Count and mass nouns

Nouns can be either countable (they've singular and plural forms and can be counted as in: *one book and two books; one table and*

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two tables; one child and two children, one woman and two women) or uncountable (things that are literally uncountable), for example: *water, gas, love, traffic, pollution*, and *air* or things that are extremely difficult to count, e.g. *sugar, hair, salt, rice, and sand*).

Mass nouns include:

- a. Abstract nouns, as in:
'courage', 'innocence', 'beauty', 'evidence', 'proof', 'time', 'information', 'energy', 'vocabulary', 'fun', 'knowledge', 'advice', 'luck', 'health' and 'grammar'.
- b. Liquids, e.g. tea, blood, water, and milk.
- c. Materials which consist of particles, e.g. sugar, flour, sand, dust, corn, dirt, salt, pepper, and wheat.
- d. Weather and natural phenomena, as in (ice, snow, rain, hail, fog, heat, cold, gravity, humidity, lightening, wind, sleet, thunder, and fire).
- e. Languages: English, Spanish, Arabic, etc.
- f. Recreation: soccer, tennis, chess, etc.
- g. Gase , as in: air, oxygen, smog, pollution, etc.
- h. Groups made of similar items, e.g. baggage, luggage, furniture, meet, food, fruit, hardware, software, mail, money, change and traffic.
- i. Miscellaneous: gold, silver, iron, paper, wood, bread, cotton, news, homework, work, traffic, laughter, scenery accommodation, and travel.

14.3 Singular and Plural Nouns

A plural noun is a noun that refers to more than one thing. Singular nouns refer to one thing and they form plural forms in different ways:

- a. Most singular nouns add 's', as in:

Singular	Plural
bat	bats
table	tables
pen	pens

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And they add 'es' to singular nouns ending in (x,ch,sh,s,ss), as in:

Singular	Plural
church	churches
box	boxes

b. Singular nouns ending in a consonant followed by 'y' add 'ies' as in: story/ stories, baby/ babies, lady/ ladies. If (y) is preceded by a vowel, you only add (s). Examples include: (key= keys, day= days, and boy= boys).

c. Some nouns are already in the plural form as in: ('scissors', 'trousers', 'police', 'pants', etc).

d. Some plural forms are *different in form* from the singular forms and don't simply add an ending. Examples:

Singular	Plural
man	men
woman	women
mouse	mice
louse	lice

e. Some irregular plurals are formed by *changing the vowel* of the singular forms.

Singular	Plural
foot	feet
goose	geese
tooth	teeth

f. Some irregular plural forms are formed by *adding* – '*en/ren*'. Examples:
'*oxen*' from 'ox'
and '*children*' from 'child'.

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- g. Some irregular plural forms are *originally Latin* plural forms.

Singular	Plural
stimulus	stimuli
phenomenon	phenomena
criterion	criteria
larva	larvae
formula	formulae
index	indices/ indexes

- h. Some nouns have *the same form* for the singular and the plural. (*sheep, salmon, deer and fish*).

- i. Some nouns ending in *'-f'* or *'fe'* form plurals in *'-ves'*.

Examples:

Singular	Plural
loaf	loaves
half	halves
wife	wives
thief	thieves

But, the following names do not follow the same pattern:

Singular	Plural
handkerchief	handkerchiefs
chief	chiefs
dwarf	dwarfs
roof	roofs
safe	safes
gulf	gulfs

- j. Compound nouns: In two-word nouns we pluralize the last word. **Examples:**
'travel agent' = *'travel agents'*,

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'football pitch'= *'football pitches'*,
'basketball net'= *'basketball nets'*,
'tennis racket'= *'tennis rackets'*,
'basketball bat'= *'basketball bats'*,
'tennis court'= *'tennis courts'*.

- In three-word nouns we pluralize the first word, as in:

'brother-in-law'= *'brothers-in-law'*,
'mother-in-law'= *'mothers-in-law'*.

k. If the singular noun ends in (o) preceded by a vowel, you add (s) to the noun to become plural, as in:

radio= *radios*,

zoo= *zoos*.

If the noun ends in (o) preceded by a consonant we usually add (es), but not always. **Examples:**

cargo= *cargoes (or cargos)*, commando= *commandoes (or commandos)*,

hero= *heroes*, negro= *negroes*, potato= *potatoes*, tomato= *tomatoes*,

volcano= *volcanoes*, motto= *mottos (or mottoes)*, zero= *zeroes*,

mosquito= *mosquitoes (or mosquitos)*.

The following words take only (s): casino= *casinos*, piano= *pianos*, kilo= *kilos*, photo= *photos* and rhino= *rhinos*.

l. Some nouns ending in 'is' form plurals in 'es'. **Examples:**

<u>Singular</u>	<u>Plural</u>
crisis	crises
axis	axes
basis	bases
thesis	theses

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m. We can't use 'a' or a number before a mass/ uncountable noun. We can't say 'a petrol' or 'two rice'. However, we can use **a/number+ count noun+ of+ mass noun**, as follows:

- A cup of tea
- Two cups of tea

tea	a cup of tea	lemon	a slice of lemon
water	a glass of water	bread	a loaf of bread
chips	a bag of chips	chocolate	a bar of chocolate
paper	a sheet of paper	tooth paste	a tube of tooth paste
rice	a kilo of rice	jam	a jar of jam
coke	a can of coke	soup	a tin of soup
cheese	a piece of cheese	ice cream	a scoop of ice cream
biscuits	a packet of biscuits	lettuce	a head of lettuce

14.4 Possessive Nouns

We use possessive nouns to show possession. We use the following techniques to imply how things belong to people/ or things:

- a.** Add an apostrophe (') and (- s) as follows ('s) to a singular noun, as in:

Noun	Possessive noun	Examples
boy	boy's	This is the boy's ball.
girl	girl's	That is the little girl's bag.
husband	husband's	My husband's house is in Amman.

If a singular noun ends in (s), you can either add ('s), or add only an apostrophe ('), as in:

Noun	Possessive noun	Examples
Thomas	Thomas's/ Thomas'	'Thomas's house is spectacular', or 'Thomas' house is spectacular'.

- b.** Add only an apostrophe to a plural noun which ends in (s), for example:

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Noun	Possessive noun	Examples
boys	boys'	The <i>boys' school</i> is over there.
wives	wives'	The <i>wives' ball</i> is blue.
husbands	husbands'	The <i>husbands' best perfume</i> is Dunhill'.

c. Add an (s) to plural nouns that don't end in (s), for example:

Noun	Possessive noun	Examples
women	women's	Those are the women's shirts.
men	men's	These are the men's neck ties.

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Exercise (29)

A: Circle the correct form of pronoun or possessive adjective to complete the following sentences.

1. (I, my, myself)..... will visit Abdurrahman tomorrow.
2. They called..... (we, us, our) on the phone.
3. Johnson told..... (herself, she, her) a story.
4. Alfred will make his presentation after.....(his, him, he) finishes his exercise.
5. Mugabe is eating (himself, him, he, his) dinner.
6.(My, Mine, Me) sitting room is freezing.
7. I go to the school with(he, him, himself) every day.
8. She speaks to.....(we, us) every day.
9. I hurt(my, mine) le.g.
10. John(he, himself) went to the meeting.
11. Hussein and.....(my, me, I) would go to Essex.
12.(Her, Hers) car didn't go as fast as(our, ours)

B: Which of the following nouns are countable or mass nouns?

television car news furniture person water
tooth money minute cup information economics

Countable nouns	Mass nouns

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15. Premodifiers: Quantifiers, Demonstrative Pronouns and Articles

A lecturer says....

Do you know what will happen if *all* icebergs melt?

Some of the reports show that *the* Earth is getting really warmer. This will make *the* icebergs melt; and then the water level will rise. This rise will have *a* dramatic effect on coastal towns. *Too much* pollution will be there and *a large number of* species will disappear...

15.1 Quantifiers

Some phrases of quantities are used with countable nouns while others are only used with mass nouns. However, there are some of them you can use with both mass and countable nouns. The table below shows quantifiers.

With Plural Countable Nouns	With Mass/uncountable Nouns	With Countable/Mass Nouns'
many, few, a few, a large number of, a great number of, too many, several, fewer...than, (one, two, three, etc.)	a great deal of, little, a little, much, too much, a large amount of, less...than	a lot of, lots of, plenty of, some, enough, any, no, all, none

Examples:

1. *Many people* supported the principal.
2. *A few dictionaries* are necessary for English language learners.
3. *A large number of car accidents* take place every year.

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4. *Too many bikes* are used nowadays on London's streets.
5. *Several topics* are to be discussed in today's conference.
6. You should keep in touch with *a few* of your *friends*.
7. You have to provide me with *a great deal of information* about Ali in five days.
8. I have *little coffee* left. I'm afraid the amount is not enough to prepare a cup for each of you.
9. The cake is not so sweet. I think you didn't add *too much sugar* to the mix.
10. I saw *a lot of children* gathering outside the UN building.
11. I stored *a lot of food* in the grand store.
12. Do you have *enough rice* for tonight's party?
13. Are there *enough people* to vote for the decision?
14. Can you give me *some advice* before I begin the tournament?
15. Do you have *any coffee*? I have *no coffee*.
16. Do you have *any pens*? I have *no pens*.

15.1.1 Using 'few', 'a few', 'little' and 'a little'.

- **Note:** 'few' and 'a few' are used with countable nouns; 'little' and 'a little' are used with mass nouns.
 - a. 'few' and 'little' give a negative idea of something or something is largely absent, for example:
 - Ali has *few friends* because he has a lot of problems with people.
 - Ali has *little information* about the thief. That is why he couldn't find him.
 - b. 'a few' and 'a little' give a positive idea of something, for example:
 - *A few students* answered the questions due to the lecturer's clear explanation of the book.

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- Let me give you *a little advice*. I think you can use my Laptop.
- 'Few' means 'not many', whereas 'little' means 'not much'.

15.1.2 'Too' and 'Enough'

'Too' precedes an adjective- and we usually use infinitives with 'to'- to imply a negative result or **more than the right amount**, as in:

- The box is *too heavy* for me to carry.
(This means that it is impossible for me to carry that box)

'Enough' follows an adjective, and it precedes a noun. It means the **right amount**, as in:

Jim is brave enough to talk to his boss.
Adjective

The president has *enough* courage to wage a war
Noun

15.2 Demonstrative Pronouns

A demonstrative pronoun is used to indicate things or people in relationship to the speaker/ writer in space or time. The following table shows how we use (this, these, that, and those).

<u>Pronouns</u>	<u>Position</u>	<u>Examples</u>
This	It comes before singular nouns (it indicates nearness)	Take this book.
These	It comes before plural nouns (it indicates nearness)	These flowers are yours.
That	It comes before singular nouns (it refers to distant thing/ person)	That is my brother.

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Those	It comes before plural nouns (it refers to far people/ things)	Those shirts are not mine.
--------------	--	----------------------------

This and *that* are used with both countable and mass nouns. *These* and *those* are used only with countable nouns.

- **This/ That boy is handsome.** (✓)
- **This/ That rice is delicious.** (✓)
- **These/ Those boys are kind.** (✓)
- **These/ Those rice are delicious.** (x)
- **This/ That rice is delicious.** (✓)

15.3 Articles

15.3.1 Definite Article

Definite article is a term for '*the*' which is used before nouns, as follows:

- a. Before names of a thing that has already been mentioned, As in:
'*Jack built a model. The model was of a plane.*'
- b. To make a general statement about all things of a particular type, as in:
'*The car* has caused damage to the environment'.
(which means all cars)
- c. Before a name of a whole group, as in: '*The younger generations*', '*the disabled*' and '*The rich* should donate to *poor elderly people*'.
- d. Before a name that refers to services or systems, as in
'They are on *the phone*'.
- e. Before a person/ or thing which is the only one of its kind (unique), as in:
'the Bible', 'the White House', 'the president of the USA', 'the sun', and 'the Earth'.
The sun sets in the west.
The earth is not straight.
- f. In front of superlative adjectives, as in:

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'the largest building', 'the most beautiful woman'.

- g.** Instead of a possessive determiner to refer to parts of the body: 'She took him by *the arm*'.
- h.** Before the names of kingdoms, states, republics and unions, as in:
'The USA', 'The UK', 'The Soviet Union', 'The Republic of Ireland', etc.
- i.** With the nationality to mean the people of a country, as in: *The British are so punctual.*
- j.** Before the names of oceans, rivers, seas and canals, as in *'the Red Sea', 'the Nile', the Suez canal, the Pacific ocean'*.
- k.** Before the directions (the west, the east, etc.).
- l.** With the plural names of countries, as in 'The Philippines'.
- m.** With mountain ranges, as in 'The Alps'.
- n.** With groups of islands, as in 'The Canaries'.
- o.** With names of musical instruments (the piano, the violin).
- p.** With the main parts of the day:
in the morning, in the evening, and in the afternoon.
- q.** To indicate something that we know about as in:
'The boy in *the corner* is my brother.'
- r.** With schools, colleges, and universities when the phrase begins with (school, college, university), as in:
- I'm teaching at **the University of Jordan.**
- **The University of Exeter** is universally admired.
- s.** With ordinal numbers (first, second, third) as in: the first world war, the second chapter.

Note: We do not use 'the' with:

1. With titles, as in: Mr., Mrs., and Doctor/Dr.
2. Before names of meals that aren't preceded by adjectives (dinner, breakfast, etc.).
3. Individual mountains, as in (Everest).

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4. Continents, as in (Europe, Asia, Africa).
5. Cities and states, (Amman, Cairo, Florida).
6. Countries with only one word (France, Jordan).
7. Means of transport (bus, train).
8. Time of day/night (at night, at dawn, at noon).
9. Sports (baseball, basketball).
10. Fields of study, or areas of subject matter as in mathematics.
11. With holidays as in: Christmas, Thanksgiving.

*** With uncountable nouns you use the article "the" if speaking is in specific terms, but use "no article" if speaking is in general as in:**

1. Honey is sweet. (general- all honey)
2. The honey on the table is from Yemen. (specific- that is on the table)

*** Plural nouns are not preceded by "the" when they mean everything within a certain class, as in:**

- Oranges are green until they are ripe. (all oranges)

*** We don't use "the" with schools, colleges, and universities when the phrase begins with a proper noun as in:**

- George University.
- Bin Khaldoun College.
- Exeter University.

15.3.2 Indefinite Articles ('a' and 'an')

(A):

a. The form 'a' is used before words which begin with a consonant sound, as (*a box, a road, a book*).

b. 'A' is used before singular countable nouns not mentioned before, as in:

'There are seven men and *a lady* in the house.'

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'I saw *a girl* in the street.' (We don't know which girl)

- c. 'A' can be used with words of quantity: *a few, a lot of, a good deal of*.
- d. 'A' can be used in exclamation, as in 'what *a great* idea!'
- e. 'A' can be used instead of 'per', as in 'I have two tests *a week*'.
- f. 'A' is used with a noun complement, as in 'Jessica *is a teacher*', and 'Simpson *is a doctor*'.

(**An**): The form '**an**' is used before words that begin with a vowel sound, as in '**an apple**', '**an ostrich**', '**an hour**', '**an honest** man'.

-The following words begin with a consonant sound and thus must be preceded by 'a':

a home a European a half a house a heavy a union
a uniform a university a universal

-The following words begin with a vowel sound and thus must be preceded by 'an':

an hour an hier an herbal an honor
an uncle an umbrella an understanding an unnatural

Note: We don't use a/an:

- Before plural nouns, e.g. boys not a boys.
- Before uncountable nouns, e.g. news, furniture, wood, stone, and beauty.
- With meals, unless preceded by adjectives,
 - You should have your dinner.
 - I had a good dinner.

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Exercise (30)

Choose (a), (b), or (c) to complete the following sentences.

1. I feel sorry for her. She has friends.
a. little b. much c. few
2. I have apple trees.
a. a lot of b. too much c. a great deal of
3. The house is there.
a. boie's b. boys' c. boys's
4. The coach is that one.
a. mens' b. men's c. mans'
5. Aseel met three.....
a. childs b. children c. childrens
6. Tonight I'm going to tell you two short.....
a. stories b. storys c. storieis
7. I sold five.....of bread.
a. loafs b. loaves c. loves
8. Alzarqa city has..... air pollution.
a. too much b. too many c. a few
9. He was lucky to haveknowledge about the issue.
a. enough b. a few c. a little
10. Politics..... not good to study.
a. is b. are c. have
11. Let me give youadvice.
a. an b. some c. few
12. There seemed to be a lot of.....on the road.
a. traffic b. traffics c. trafficking
13. My parents left me alone at home. So that I had to make a sandwich.....
a. my b. myself c. mine

Exercise (31)

Select the correct answer.

1. Nadia usually takes apple before she goes to her office.
a . an b. a c. the d. x

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2. I saw a girl with a dog. girl was very beautiful.
a . the c. an b. a d. x
3. What..... nice car!
a. a b. an c. the d. x
4. Sue had dinner with her brother.
a. a b. an c. the d. x
5. I can see many planes in sky.
a. a b. an c. the d. x
6. Anna is most beautiful girl I've ever seen.
a. a b. an c. the d. x
7. I hate rich.
a. a b. the c. an d. x
8. house looks awful.
a. These b. Those c. This d. theese
9. are my chairs.
a. This b. That c. These d. thats
10. There is sitting by the lake.
a. b. anybody c. d.
somebody nowhere somewhere
11. A: Is Rakan coming to the party?
B: I think so, I've invited
- a. he b. him c. his d. she
12. You and I work well together.are an excellent team.
a. We b. Our c. Us d. Your
13. On our trip to.....Spain, we crossedAtlantic Ocean.
a. a/an b. an/the c. x/the d. x/x
14. Rita playsviolin and her sister playsguitar.
a. a/the b. an/a c. the/the d. x/x
15. Kazim attended..... Princeton University.
a. a b. an c. the d. x
16. Henry was admitted to....School of Medicine.
a. a b. an c. the d. x

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Exercise (32)

Supply (a, an, the, or nothing) in gaps.

1. Ali crossed..... Mississippi.
2. Mount Rum is one of..... highest mountains in Jordan.
3. Alps lies in.....Europe.
4. The shepard gave meanimal.
5. You needpen andexercise book to practice well.
6.million people received my text message at Christmas Eve.
7.few people were fortunate to escape the fire.
8. French is easy language to learn.
9. My father is..... honorable man.
10.gold is very precious metal.

Exercise (33)

Make sentences by putting the following words in the correct order.

1. old/ sick/ was/ the/ man
2. my/ finished/ ago/ I/ task/ years/ three
3. parents/ have/ into/ my/ apartment/ a/ new/ moved...
4. Alia/ well/ English/ speaks
5. you/ tell/ I / did/ job/ about/ the/ new?
6. met/ few/ I/ a/ people/ school/ in/ the.....
7. better/ is/ cure/ than/ prevention

Exercise (34)

Choose the correct reflexive pronoun, possessive adjectives or possessive pronoun.

1. Mary hurt (himself/ yourself/ herself).
2. We helped the old woman (himself/ ourselves/ themselves).
3. Did you see Alison (himself/ yourself/ themselves)?
4. Alia's coat is red; (my/ mine) is brown.
5. Lucy is preparing (hers/ her) clothes.
6. Is that (your/ yours/ yourself) motor cycle?

16. Modal Verbs

Steve: *Can I visit you during the vacation?*

Mike: No, I'm afraid. *I'll be out of the town for some business over that period.*

Steve: *But I need be in touch with you all the time.*

Mike: Well, you *don't have to* worry about this issue as long as you have an access to Internet. (...)

16.1 Modals and Uses

Remember that modals must be followed by the base form of a verb. The following table shows the modals and their uses:

Auxiliary	Uses	Examples
May	(1) polite request	A: <i>May I use</i> your car? B: Yes, certainly.
	(2) formal permission	You <i>may leave</i> the office.
	(3) 50% certain "possibility/probability expressed in <i>may</i> is slightly higher than in <i>might</i> "	Where's Timor? He <i>may be</i> at the library. (<i>'may'</i> gives the meaning of being slightly more certain than what <i>'might'</i> does)
Might	(1) less than 50% certainty " <i>migh</i> is less definite or more hesitant form of <i>may</i> - suggesting a smaller chance"	-Where's Timor? He <i>might be</i> at the library. -Pigs <i>might fly</i> .
	(2) polite request	<i>Might I borrow</i> your pencil? Yes, of course.
Should	(1) advisability	You <i>should see</i> the dentist. Your gum is bleeding.

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	(2) 90 % certainty	She should do well in the final exam. She studied so hard. (future)
	(3) internal motive to do something- personal	I should study hard tonight as I have exam tomorrow.
Ought to	(1) advisability	You ought to study hard.
	(2) 90 % certainty	She ought to do well on the test.(future)
	(3) external motive to do something- impersonal	I ought to study tonight. I'm really fed up of studying.
Must	(1) strong obligation	I must leave tonight by 7 o'clock.
	(2) prohibition (negative)	You must not disobey your father.
	(3) certain/ or strong deduction	Fredrick isn't at school. He never misses a class. He must be sick.
	(4) external obligation (by the law, etc...)	In hospitals you must switch your phone off.
Will	(1) to express intention	He will do all his work himself. (future only)
	(2) willingness	The phone's ringing. I' ll answer it.
	(3) decision or offer made at this moment	- I'm bored. I' ll go out.
	(4) polite request	Will you please close the door?
	(5) for prediction	It will rain tomorrow.
	(6) to express promise	I' ll see you tomorrow.
Shall	(1) polite question to make a suggestion	Shall I open the store?

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Can	(1) ability/ inability/ possibility	- I can('t) jump high/ I can wait for a while. (ability/ inability) - Computers can crash. (possibility) ('can' is more general than 'may' and 'might'/ theoretical possibility)
	(2) informal permission	You can use my computer tonight.
	(3) informal polite request	A: Can I use your car? B: Sure.
	(4) impossibility (negative only)	Your plan can't be valid.
Could	(1) past ability	I could run ten miles a day when I was young.
	(2) polite request	Could I use your phone? Could you support me? Yes, of course.
	(3) suggestion	A: I need help in IELTS. B: You could talk to your teacher.
	(4) less than 50% certainty/ possibility or probability	Where's Sal ? She could be at home.
	(5) impossibility (in negative only)	That plan couldn't be valid.
Would	(1) polite request	Would you please keep me posted? Yes, I'd be glad to.
	(2) preference	I would rather join the navy than stay unemployed.
	(2) Past custom	When I needed fish, I would go fishing in Aqaba..

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Would you mind	polite request	A: <i>Would</i> you mind if I paint the bedroom? B: No, not at all A: <i>Would you mind painting</i> the sitting room? B: No, of course not
Dare	to mean 'have the courage'	-I <i>dare</i> not <i>speak</i> loudly. - <i>Dare</i> you <i>talk</i> to Rashid?
Need	to mean 'necessitate, require, should, and want'	- I <i>need not speak</i> to Sam. - <i>Need</i> I <i>speak</i> to Sam?

* Prohibition and lack of necessity (must / have to):

Must not	- You <i>must not smoke</i> in the office. - You <i>must not kill</i> wild animals.	- It is prohibited to smoke in the office. - killing wild animal is unlawful .
Not have to (not modal)	- You <i>don't have to</i> leave home these days.	- It is not necessary for you to leave home these days.

16.2 Degrees of Certainty

You can use modals to express how certain you are about something. The following tables show the degree of certainty that some modals convey.

- Present positive:

Why is Ali absent?

Modals	Degree of Certainty	Examples
May be, might be, could be	- less than 50 % sure (weak degree of certainty)	- He may/ might be/ could be sick.
Must be	- almost sure (strong degree of certainty)	- He must be sick.

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* in this case we know that Ali is a good student. He usually attends the lessons. He wasn't feeling good over the last two days.

**Be (is, are)
(not modals)**

- 100 % sure

He is sick.

Present negative:

Why isn't Ali drinking water?

Modals	Degree of Certainty	Examples
May not be, might not be	- less than 50 % sure (to mention possibilities)	- He may/ might not be thirsty. Maybe he doesn't see the water bottle. Or perhaps, he drank earlier.
Must not be	- 95% sure	- He mustn't be thirsty.
Can't be/ couldn't be	- sure	- He can't/ couldn't be thirsty. That is impossible . I just saw him drinking water.

Consider the following examples:

1. Sami looks depressed. He **must** be having some problems.
2. This man looks like a businessman. He **may** work for a private company.
3. Suha's clothes are very expensive. She **must** be earning a lot of money.
4. I am sure she is relaxing in her house. Yes, she **must** be relaxing.
5. She always goes abroad. She **might** be working for the ministry of foreign affairs.

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- Past positive

Why was Ali absent?

Modals	Degree of certainty/ past time	Examples
May/might/could have been	- less than 50% sure	- He may/ might/ could have been sick.
Must have been	- sure	- He must have been sick.
Was, were (not modals)	- 100% sure	- He was sick.

16.3 Past forms of modals:

Modals	Past forms	Remarks/ Examples
Should	Should have+ p.p	Used for late advice; to express lost opportunity and criticism - Ali should have gone to the meeting.
Ought to	Ought to have+ p.p	For late advice - Ali ought to have gone to the meeting.
Can	Could	- I could lift that heavy box.
Could	Could have+ p.p	To express that something was possible to happen - Musa could have gone to school. - You could have asked

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		her to help you.
May/ might	May/ might have+ p.p	For something probably/ possibly happened - Mosa may have gone to school.
Must	had to must have+ p.p (for strong deduction about something in the past)	- Sam had to leave early. - Sam didn't eat last night. He must have been hungry when he arrived at his friends house this evening.

Consider the following examples:

1. Sue *may/might/could have lied* to me about the treasure. (Maybe Sue lied to me about the treasure)
2. My father is telling Basim off. He *may/might/could have come* home after midnight.

16.4 Probability

You can use the following ways to express probability:

1. Using (can, could, may, might, must).

For example:

- Britney sings beautifully. She **could** be a great singer.
- Sonia speaks French fluently. She **may** be French.
- Michelle looks stunning. She **might** win the celebrity prize.
- Asma speaks Arabic well. She **must** be living in an Arabic speaking country.

2. Using the introducing statements:

(it is+ likely/ unlikely/ probable/ improbable/ possible/ impossible/ definite+ that clause), e.g.

- It is likely that it rains today.

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- It is possible that he becomes a brigadier. Things happen.
- It is probable that he is waiting for her at the roundabout.

3. Using adverbs such as: **possibly**, **probably**, and **definitely**.

- The enemy forces *possibly* surrender.
- That little girl *definitely* lives in Oslo.
- She is *possibly* a French singer.

16.5 Would rather/ prefer

'Would rather' means the same as 'prefer'. However, 'would rather' must be followed by a verb, whereas 'prefer' may/ may not be followed by a verb.

- Suha **would rather eat** apples **than** carrots.
- Suha **prefers eating** apples **to eating** carrots.
- Suha **prefers** apples **to** carrots.

16.6 had better, be supposed to, be to, have to, have got to, be going to, be able to, and used to.

	Uses	Examples
Had better	To mean advisability with threat of bad result	You <i>had better</i> get dressed a bit early, or we will leave without you.
Be supposed to	For expectation	The session <i>is supposed to</i> begin at 17:00 hrs.
Be to	For formal order	You <i>are to</i> attend the meeting at 13:00 hrs.
Have to	To express the necessity	I <i>have to</i> leave Paris tonight.
	lack of necessity (in negative)	I <i>don't have to</i> visit Jordan this summer.
Have got to	For necessity	I <i>have got to</i> meet her today.

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Be going to	For planned, and pre-intended action/ or with future results of a present situation	<i>I'm going to build</i> a new house. (future only)
Be able to	To express the ability	She <i>is able to help</i> Rami.
Used to= accustomed to	To refer to repeated action in the past.	<i>I used to smoke</i> cigarettes when I was a child.

	Past forms	Examples
Be supposed to	Was/ were supposed to	-I <i>was supposed to join</i> you.
Be to	Was/ were to	-He <i>was to listen</i> carefully.
Has to/ have to	Had to	-I <i>had to run</i> fast to catch the train.
Have got to	Had got to	-I <i>had got to run</i> fast to catch the train.
Be going to	Was/ were going to	-She <i>was going to kill</i> her husband.
Would rather	Would rather+ have+ p.p (contrary to the fact)	- I <i>would rather have</i> prepared myself for the party.

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Exercise (35)

Correct the underlined errors to give the right form in the following sentences:

1. Jima can to dance perfectly.
2. Rose wills join us today.
3. Rashid should had played better.
4. May Fatima to play well?
5. I'm able jump higher than the Kangaroo.

Exercise (36)

Rewrite the following sentences, so that the new sentences give the same meaning -probability. (You can do that in different ways)

1. **Beethoven may be English.**
- It is possible that Beethoven is English.
Or - Beethoven is possibly English.
2. **Mills will probably leave this summer.**
-
3. **It is likely that Rashid flies tomorrow morning.**
-

Exercise (37)

A: Choose the meaning of the underlined verbs/ phrases in the following sentences:

1. I **could** climb mountains when I was young.
a. Ability b. Request c. Will
2. She **should** have called me.
a. Ought to b. Have to c. Could
3. I **can** penetrate the international borders easily.
a. Be able to b. Should c. Had better
4. **Would you mind** calling me after midnight?
a. Ability b. Request c. Obligation
5. You **mustn't** drive when you have had a drink.
a. Necessity b. Advisability c. Prohibition
6. You **don't have to** work till midnight.
a. Necessity b. Lack of necessity c. Prohibition

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- 7. **I have to** study tonight.
 - a. Internal obligation
 - b. External obligation
 - c. advisability
- 8. Sali **could** be thinking about her test.
 - a. It is probable that she is thinking about her test.
 - b. I am sure she is tinking about her test.

B: Select the appropriate answer:

- John didn't study at all. And he sat for a test today.
You know, the test was very difficult. He

.....

(can have failed, must have failed, should have failed)

17. Phrasal Verbs **(Verb+ particle: preposition/ adverb)**

A phrasal verb is a simple verb combines with a preposition, as in 'call up' , with adverb, as in 'go forward' or with both as in 'look forward to'. Some phrasal verbs are intransitive, as in 'get ahead' in "She will get a head", and 'blow up' which means 'suddenly become very angry', as in 'When I told jerry the solid proof, he blew up', while others are transitive, as in 'get back'.

- I will **get** my car **back**.
- She will **get** a **head**.

The transitive phrasal verbs are classified into separable and non-separable phrasal verbs.

17.1 Separable phrasal verbs: With separable phrasal verbs a noun may come between the verb and the particle or after the particle, whereas the pronoun comes only between the verb and the particle. If the object is short, it can come between the verb and the particle. The short object is made of two words or less.

If the object of the separable phrasal verbs is long, the object will come only after the phrasal verb, as in '*I can get back many of my objects.*' '*Many of my objects*' isn't short to come between the verb and the particle.

Examples:

- We will **get it back**.
- My teacher gave me a few hints. I need to **write them down** before I forget.
- I wrote **the number down**. (short object)
- (or) I wrote **down the number**.
- **Put your hands up**. (or) **Put up your hands**.
- I can't **get back any of my objects**. (long object)

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- I'll *try on* the dress in that room. (long object)
- I'll *carry out* a number of physical exercises. (long object)
- We will *get* our car back. (Or) We will *get back* our car.

17.2 Non-separable phrasal verbs with which a noun or a pronoun must follow the particle, as in '*feel over*' in 'He *felt over* the rocks'.

17.3 The following is a list of separable phrasal verbs:

call up	hand in	hold back	set back
make out	put off	write down	break down
get back	get down	bring back	set out
get over	pass on	back up (confirm fact)	switch off
figure out	count in	bring down	cut down
cut off	cut out	leave out	blow up
let in	get out	turn on	mix up
make up	put up	break up	throw away
turn down	ring up	bring up	carry out
run down	Set up	cross out	hand over
turn over	Do over	turn off	try on
let out	look over		

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The following is a list of inseparable phrasal verbs:

get away	get by	get in	get over
get together	come up with	fall out	care about
call for	hang up	cut down	send for
get up	pull in	pull out	clear up
look after	look for	look through	look forward to
hang about	hold on	call in	stick to
go on	go out	go down	give in
brush up on (review)	bone up on (review)	get off	get on

15.3.1 Phrasal verbs with (up) and their meaning.

ring up=	phone
give up=	stop doing something
back up=	make a copy of something
set up=	establish
bring up=	start to talk about something
speak up=	speak more loudly
eat up=	eat all the food
make up=	invent
hold up=	delay
turn up=	arrive

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Exercise (38)

Select the correct answer.

1. The King Abdullah canal
 - a. holds 30 cubic meters of water back.
 - b. holds back 30 cubic meters of water.

2. Janet smokes a lot. She should
(give it up/ give up it)

3. I think I'llmy coatIt is too hot here.
(turn on/ take off)

4. I willover there.
 - c. put up the picture you bought to me
 - d. put the picture you bought to me up

5. Those two words are so similar. They
 - a. mix me up.
 - b. mix up me.

6. You need to
 - a. look after your child.
 - b. look your child after.

7. You still have some weaknesses. I think you will
.....soon.
 - a. get over them
 - b. get them over

18. The Adjectives

“Linda, a blue-eyed girl, was living in a two- storey building with a 72-year-old mother. One day, her mother blamed her for breaking the new green window that she bought from London. Linda went very upset because she wasn’t the one who did that. It took a long time to convince her stubborn mother that she hadn’t done it...”

An adjective is a word that describes a noun or pronoun. It is said to make a noun or pronoun more specific as it limits the word it describes in some way. Adjectives tell us something about the colour, size, quantity, quality, origin, material, number, distance, possession or classification of a noun or pronoun, as in:

red book, *large* house, *spacious* room, *tiny* can, *five* children, *delicious* food, *modern* languages, *little* baby, *large* houses, *Indian* food, *rich* people and *carton* box.

The adjectives could be **predicate** (that comes after the noun/ or pronoun), as in:

1. **Ali** is *kind*. 'Ali' precedes the adjective 'kind'.
2. **Ali** is *clever*. 'Ali' precedes the adjective 'clever'.

In addition, the adjective could be **attributive** (that comes before the noun/ or pronoun), as in:

Ali and Ahmad are *close friends*. The adjective 'close' precedes 'friends'. Similarly in: Alia is a *stubborn mother*. The adjective 'stubborn' precedes 'mother'.

18.1 Order of Adjectives: we usually describe nouns with one or two adjectives, as in:

1. A *spacious* room.
2. A *big white* building.
3. A *delicious Chinese* food'.

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Interestingly, several adjectives may modify one noun or pronoun, as in:

4. The *small black Chinese cat* bit me'.

This calls for an order in which the adjectives appear. The table below shows the order of adjectives you should follow:

Opinion	Size	Age	Shape	Color	Origin Nationality	Material	Noun
nice	large	old	rounded	green	Egyptian	wooden	villa

Note: Adjectives don't change their form. They remain the same whether the noun to which they refer is singular or plural.

Many adjectives are formed from either the **past participles** of verbs, or from the **present participles** and so end in (ing), as in:

Past participles adjectives

Present participles adjectives

annoyed
damaged
imported
refused
used
bored
captivated
satisfied
worried
excited
washed
invited
occupied

annoying
damaging
importing
refusing
used
boring
captivating
satisfying
worrying
exciting
washing
inviting
occupying

Some adjectives end in (ical) or (al), particularly nouns ending in (ic). Examples: '*comical*' from comic, '*fanatical*' from fanatic, '*musical*' from music, and '*skeptical*' from skeptic.

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Sometime the adjectives ending in (ical) are formed from nouns that end in (ics).

These include: '*ethical*' from ethics, '*tactical*' from tactics, and '*statistical*' from statistics.

Some adjectives end in (ic). Those are formed from nouns end in (ics), as in 'electronic' from electronics.

Other common adjective endings include:

'ful' as in 'beautiful' and 'useful'

'less' as in 'graceless' and 'meaningless'

'able' as in 'acceptable' and 'agreeable'

'ible' as in 'accessible' and 'visible'

'ive' as in 'active' and 'impressive'

18.2 Present and Past Participle Adjectives:

Some adjectives end in (ing) and some others end in (ed) and the difference in meaning between the two forms of adjectives is as follows:

a. The **present participle adjectives**, that end in (ing), describe what effect they have on others. A present participle adjective describes the source of the effect, as in 'exciting', 'disappointing', and 'boring' in examples below:

1. The programme was *exciting*.
2. The proposal was *disappointing*.
3. The party was *boring*.

b. The **Past Participle adjectives**, that end (ed), describe how we feel and describe the recipient of the action, as in 'excited', 'disappointed', and 'bored' (in examples bellow):

1. I am really *excited* now. I liked that programme.
2. She is really *disappointed* as she goes against the proposal.
3. I didn't like her birthday party. I felt just *bored*.

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More examples of present and past participle adjectives include:

Present participle adjectives	Past participle adjectives
producing	produced
arresting	arrested
carrying	carried
exporting	exported
warning	warned

18.3 Compound Adjectives

Compound adjectives are adjectives made up of two words or more. The following are the most common forms of compound adjectives:

- a. **Present participle:** (adjective+ **verb+ ing**+ noun), as in:
'a good- *looking* woman'
'a Spanish- *speaking* teacher'
'a gas producing country'

	Compound adjectives
a company that <i>publishes Irish novels</i>	an Irish novels publishing company
a woman who looks good	a good- <i>looking</i> woman'
a teacher who speaks Spanish	a Spanish- <i>speaking</i> teacher
a country which produces gas	a gas- producing country

- b. **Past participle:** (adjective+ **past participle**+ noun), as in:
'ready- *made* shirt'
'newly- *published* book'

- c. (ed) added to the nouns: (adjective+ **noun+ ed** + noun), as in:

	Compound adjectives
a girl with blue eyes	a blue- <i>eyed</i> girl
a man with a good temper	a good- <i>tempered</i> man
a shirt with long sleeves	a long- sleeved shirt
a man who has a red face	a red- faced man

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d. When talking about measurements, the compound adjective can either come after the described noun as in '*a man two meters high*', or before the noun, as in:

'a man two meters high'

n compound adj.

	Compound adjectives
a hotel that is a hundred feet high	a hundred- foot high hotel
a man who is 20 years old	a twenty- year- old man
a building with 15 stories	a 15-storey building
a woman who is 30 years old	a 30-year- old woman
a ring that costs 30 dollars	a 30- dollar ring

Note: In this form of compound adjectives you bring the plural into singular, as in (foot not feet, storey not stories, year not years, and dollar not dollars).

Don't forget to:

1. Put a/ an initially when making compound adjectives.
2. Put a hyphen (-) between the adjective and (past participle/ present participle/ noun+ ed).
3. In measurements, put a hyphen (-) between the number and the following name except for the ages and when you talk about years as you put a hyphen (-) before and after the word 'year'.

18.4 Comparative and Superlative:

Comparative degree is used to compare two persons or things whereas superlative degree is used when more than two persons or things are compared.

18.4.1 Comparative degree:

To simplify the way you form comparatives, adjectives can be classified into 'one syllable adjectives', 'two syllable adjectives', and 'three or more syllable adjectives'.

- a. One-syllable adjectives form their comparatives by adding (er), as in:

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large	larger (than)
big	bigger
short	shorter
brave	braver
dry	drier

(subject+ verb+ adjective-er/ adverb-er+ than+ noun/ pronoun)

- Rami is shorter than Sami.

Note: In adjectives that end in (y) we change (y) into (i) before adding (er).

- b.** Two -syllable adjectives that end in (w), (er), (y), or (le) form their comparatives by adding (er), otherwise, they take (more), as in:

clever	cleverer
pretty	prettier
gentle	gentler
narrow	Narrower

- Rami is cleverer than Sami.

- c.** Adjectives with three or more syllables form their comparatives by using 'more' before them, as in:

beautiful	more beautiful
realistic	more realistic
sophisticated	more sophisticated

(subject+ verb+ more adjective/ adverb+ than+ noun/ pronoun)

- Joe drives more cautiously than Bob.

- Joe is more cautious than Bob.

- I behave more carelessly than Ali.

- d.** Some adjectives are irregular in their comparative forms, as in:

good	better
bad	worse
many	more
little	less
far	further/farther

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- My car is better than yours.

Note: 'er' means exactly the same as 'more'. Therefore, they aren't used together. It isn't correct to say "more better"

18.4.2 Superlative degree:

It is the form of an adjective that expresses the highest or utmost degree of the quality or manner of the word.

a. The one -syllable adjectives end in (est), as in:

large	the largest
big	the biggest
short	the shortest
brave	the bravest

(subject+ verb+ the+ adjective+ est+....)

- Hassan is the shortest boy in my family.

b. The longer adjectives use (most), as in:

beautiful	the most beautiful
realistic	the most realistic
sophisticated	the most sophisticated

(subject+ verb+ the+ most adjective/ adverb....)

- This computer is the most sophisticated of all.

c. Some adjectives have irregular superlative forms, as in:

good	the best
bad	the worst
many	the most
little	the least
far	the furthest/ farthest

- This test is the worst.

18.4.3 Steady/ unsteady degree (equal/ unequal degree)

- An equal comparison indicates that the two entities are exactly the same. To express the equal comparison degree in an adjective that two things or people share, we usually use

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the following pattern (**subject+ verb+ as+ adjective/ adverb+ as+ noun/ pronoun**).

Examples:

- Shawkat is **as tall as** she.
- This building is **as high as** the other one.

However, we can use the following words and phrases to show steadiness in the degree of the adjective:

1. **Similar to:** Shawkat's house is **similar to** Ramzi's.
2. **Like:** My car is **like** yours.
3. **So +adj+ as:** Hala is **so nice as** Rami.
4. **The same:** My wallet and hers are **the same**.
5. **The same+ noun+ as:** My house is **the same height as** his.
6. **Look alike:** Those two girls **look alike**.
7. **Very +adj+ as:** It is **very quick as** the BMW.
8. **As+ adj+ as:** Shawkat is **as tall as** Sami.

Note: The subject form of the pronoun will always be used after 'as'.

- To express the unequal/ unsteady degree in an adjective we usually use the following pattern (**not+ as+ adjective+ as**).
 - Shawkat is **not as tall as** Ramzi.
 - This building is **not as high as** the other one.

However, we can use the following words and phrases to show unsteadiness in the degree of adjectives:

1. **Different from:** My watch is **different from** his.
2. **Not+ so+ adjective+ as:** Fadi isn't **so strong as** Kareem.
3. **Not like:** The weather in Irbid isn't **like** the weather in Madaba.
4. **Not the same:** This chair isn't **the same** as that one.
5. **Not similar to:** My husband is **not similar to** yours.
6. **Not as tall as:** Shawkat is **not as tall as** Ramzi.

18.5 Much more comfortable

We can put the following words before a **comparative** to say how much (comfortable, for instance) something is.

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(much, a lot, far, rather, slightly, a bit, a little, any, no)

- (Subject+ verb+ far/ much...+ adjective/ adverb+ er+ than+ noun/ pronoun)
- (Subject+ verb+ far/ much...+ more+ adjective/ adverb+ than+ noun/ pronoun)
- (Subject+ verb+ far/ much...+ more+ noun...)

Examples:

A paper bag is **much better than** a plastic bag.
Modern cars are **far more comfortable than** old cars.
My house is **a bit more spacious than** yours.
I slept **a little earlier than** the day before yesterday.
This shop is **slightly bigger than** mine.
You need to spend **a lot more time** on studying English.
He speaks English **much more rapidly than** he does French.
Your second wife was **no better than** your first one.

'No' has a negative meaning:

'Any' is used in negative statements and in questions.

This building **isn't any higher than** Sami's.
Are you playing **any better**?

18.6 better and better/ more and more difficult

We use expressions like (better and better, higher and higher, shorter and shorter, faster and faster, longer and longer, more and more valuable, more and more expensive, more and more children etc.) to say that something is increasing all the time. It also makes the meaning more emphatic.

- The economy was developing **faster and faster** in Jordan.
- The queue of the soldiers is getting **longer and longer**.
- Cotton is getting **more and more expensive**.
- Jordan government is losing **more and more skilled** people.

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18.7 Comparison of nouns

Nouns can also be used in comparisons. You can use the following patterns for guidance:

- (subject+ verb+ as+ many/ much/ little/ few+ noun+ as+ noun/ pronoun)

- (subject+ verb+ more/ fewer/ less+ noun+ than+ noun/ pronoun)

Examples:

- I have more houses than she.
- They have as few classes as we.
- January has more days than February.
- Sandra has as much information as my sister.

18.8 Double comparatives

We can begin a sentence with a comparative construction, and consequently the second clause must begin with a comparative, as well.

Try to use the following patterns:

- the+ comparative+ subject+ verb+ the comparative+ subject+ verb

- the more+ subject+ verb+ the+ comparative+ subject+ verb

For example:

- The higher you fly, the worse you feel.
- The bigger the house is, the harder to clean.
- The hotter it is, the more miserable you feel.
- The more you practice, the more fluent you'll be.
- The more she studies, the more intelligent she becomes.

18.9 Adjectives with linking verbs

Linking verbs, as mentioned earlier, don't show action. They link the subject with its complement. Those verbs must be modified by adjectives, and they include:

Be stay appear feel look smell

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Taste seem sound become remain

Examples:

- Hamad **feels bad** about his result.
- Ibrahim **becomes tired** quickly.
- Lucy will **look attractive** in her new dress.
- Jasmine **smells sweet**.
- This food **tastes delicious**.
- She **remained sad**.
- This music **sounds lovely**.

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Exercise (39)

Select the appropriate answer

1. The sea food seems.....
a. deliciously b. delicious c. deliciousness
2. Areej is..... than Sali.
a. fitter b. fittest c. more fit
3. This blueprint is the ever.
a. good b. best c. better
4. She is the..... lady in town.
a. gorgeous b. most gorgeous c. gorgeousest
5. This line of seats has..... arm chairs than ours.
a. much b. more c. the most
6. The game was..... I really loved it.
a. interested b. interesting c. interestingly
7. Rania is as as Sylvia.
a. healthy b. healthier c. the healthiest
9. Ali walks
- a. slow b. slowly c. slower
10. He drives
- a. fast b. fastingly c. fastly
11. My brother has brown eyes. He is.....
a. brown-eyes b. brown-eyed c. eyes-brownd

Exercise (40)

Correct the adjectives in brackets to fit the sentences.

1. This film is theI have ever seen. (interesting)
2. This test is.....than the previous one. (easy)
3. What is river in Europe? (long)
4. This case isthat one. (bad)
5. My earache is.....than it was yesterday. (painful)
6. Cairo is.....than Amman. (large)
7. This armchair isthan mine. (comfortable)
8. This is hotel in Jordan. (high)
9. My vase is.....(not/ good) yours. Your vase is well decorated.

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10. Ali is(strong) a horse. He looks much better today.

Exercise (41)

Circle the correct phrase that has the appropriate compound adjective.

- 1. 'A hotel with seven stars' is called
a. a seven-star hotel b. a seven- stars hotel

- 2. 'A house with five bed rooms' is called:
a. a five-bedroom house b. a five-bedroom- house
- 3. 'A word with ten letters' is called:
a. a ten- lettered word b. a ten-letter word
- 4. 'A mother who has dark hair' is called:
a. a dark-haired mother b. a dark- hairing mother
- 5. 'A man who is at the age of 110' is called:
a. a 110-year-old man b. a-110 year old man

Exercise (42)

Complete the following table with the correct forms of adjectives. Remember to add only 'r' or 'st' when the adjective ends in 'e'; if the one syllable adjective ends in a vowel, double the last consonant before you ad 'er' or 'est' :

Adjective	Comparative	Superlative
fine		the finest
short		the shortest
few		
exciting		
nice	nicer	
fat		
difficult		
dim	dimmer	
	uglier	
early		

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dry		
young		
		the narrowest
much/ many		most
little	less	
far		

Exercise (43)

Complete each sentence with the correct form of the adjective:

1. I feeltoday. (a bit, good)
2. The shop isthan the mall. (much, expensive)
3. The missile went.....into the sky. (high, high)

Exercise (44)

Supply the correct form of the adjectives and adverbs in brackets.

1. Dove is.....(talented) than Maccaine.
2. This month is(hot) as last month.
3. A new apartment is much.....(expensive) than an old one.
4. A new apartment is much....(good) than an old one.
5. My dog runs.....(fast) than yours.

Exercise (45)

Select the correct form in brackets in the following sentences.

1. Salma is(happier/ the happiest) person we know.
2. Ben's car is(faster/ the fastest) than Dan's.
3. This picture is.....(colourfuller/ more colourful) than the old one.
4. Hamad is(less/ the least) athletic of all men.
5. Ahmad has(little/ few) opportunities to join the team.

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19. An Introduction to Adverbs and Adverbial Clauses

19.1 Adverbs.

Adverb is a word that modifies or adds information about a verb, as in 'He *works rapidly*', about an adjective, as in 'She is an *extremely beautiful* young lady', or about another adverb, as in 'He is sleeping *very soundly*'. There are different kinds of adverbs that include:

a. Adverbs of place: They tell us where something happened; and they include such words as:
(*here, there, somewhere, outdoor, underground, and abroad*).

Examples:

- His family lives *abroad*.
- I left the keys *somewhere* in the house.
- The new lorry is *there*.
- The train is *underground*.

b. Adverbs of time: They tell us when something happened, and they include such words as:
(*now, then, later, soon, and yesterday*).

Examples:

- My friends left *yesterday*.
- Salim is listening to the music *now*.
- I will see him *later*.
- I did my homework, *then* I watched my favourite film.

c. Adverbs of manner tell us how something happens and they include such words as:
(*badly, cautiously, hotly, fearlessly, fast, hard, straight, dangerously, and wrong*).

Examples:

- Don't get me *wrong*.
- Rula ran *fast*.
- I walked *straight* until I came to a roundabout.

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- I met the enemy *fearlessly*.

d. Adverbs of degrees tell us the degree, extent or intensity of something that happens. They include such words as:

(*immensely, adequately, partially, and virtually*).

Examples:

- They are *virtually* penniless.
- The two companies are *partially* separated.
- The tank is *adequately* full of water.

e. Adverbs of frequency are used to tell how often something happens, and they include:

(*never, rarely, seldom, occasionally, sometimes, often, frequently, always, regularly, constantly, continually, and intermittently*).

Examples:

- She *never* eats breakfast.
- He goes to the dentist *regularly*.
- *Sometimes* I meet my family members in Cyprus.
- I *rarely* eat noodles.

f. Adverbs of duration tell us how long something takes, and they include:

(*briefly, long, indefinitely, always, forever, permanently, and temporarily*).

Examples:

- We stopped *briefly* for some coffee.
- They have gone *forever*.
- Asma is living in Damascus *temporarily*.

g. Adverbs of emphasis add emphasis to the action described by the verb, and they include:

(*absolutely, certainly, quite, definitely, really, simply, and just*).

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Examples:

- I *simply* must go now.
- Your parents *certainly* detest each other.
- I'm *just* happy.

h. Adverbs of probability. They are used to tell us how sure

something will happen, and they include:

(*probably, possibly, perhaps, maybe, presumably, hopefully, definitely, certainly, and conceivably*).

Examples:

- You will *probably* see them there.
- I'm *definitely* in the competition.

i. Interrogative adverbs ask questions, and they include (where, when, how, why, what, etc.), as in:

- *Where* are you going?
- *What* is Sam doing tonight?
- *How* old are you?

19.2 Adverbial clauses

An adverbial clause is a subordinate clause that modifies the main clause by adding information about time, place, concession, condition, manner, purpose, reason and result, etc.

a. An adverbial clause of time indicates the time of an event, and is introduced by a conjunction such as (after, as, before, the moment, until, when, as soon as, and whilst) e.g.:

(after, as, before, the moment, until, when, as soon as, and whilst)

Examples:

- He left after the meal was served.
Adverbial clause of time
- The thief ran away when he saw the police patrol.
Adverbial clause of time

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- As soon as I get my certificate, I will travel to Paris.
Adverbial clause of time

b. An adverbial clause of place indicates the location of an event, and is introduced by a conjunction such as: 'where', and 'everywhere'.

- "They left the keys where they found them".
Adverbial clause of place

c. An adverbial clause of concession contains a fact that contrasts in some way with the main clause, and is introduced by a conjunction such as (although, despite, in spite of, even though, while, whilst, and whereas).

Examples:

- He did so well in the math test although he isn't clever.
Adverbial clause of concession
- Russell went to school in spite of her illness.
Adverbial clause of concession
- I'm busy whereas Mohammad is free.
Adverbial clause of concession

d. An adverbial clause of condition deals with possible situation, and is introduced by conjunctions:

(if, only if, unless, providing, as long as, and provided), as in:

- We can't get in unless we get permission.
Adverbial clause of conditions
- If you are thirsty, drink water.
Adverbial clause of condition
- As long as you are busy, I'll not disturb you.
Adverbial clause of condition

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- e. **An adverbial clause of manner** describes the way that someone behaves or the way in which something is done, and is introduced by a conjunction such as (as, as if, like, the way), e.g.:

He looked at Sherrie as if he hated her.

- f. **An adverbial clause of purpose** indicates the intention someone has when doing something and is introduced by a conjunction such as (to, in order to, so, so as to, so that, for), e.g.:

- He kicked the child just to upset his mother.
- He works hard to earn more money.

- g. **An adverbial clause of reason** explains why something happens, and is introduced by a conjunction such as (because, since, because of, and as), as in:

- We didn't visit my cousin because the car broke down.
- As the weather is cold, we are not going out tonight.

- h. **An adverbial clause of result** indicates the result of an event, and is introduced by a conjunction such as (so, so that), as in:

- She fell off the bike so that she broke her leg.
- Liza arrived a bit late so she was punished.

20. Conditional Clauses (If, Unless, Wish)

20.1 Types of conditional clauses

There are four types of conditional clauses, each of them consists of two parts: the 'if clause' and the 'main clause'. The following table helps you get familiar with those types easily.

Type	Meaning	Forms and Examples
<p style="text-align: center;">1st conditional (Type 1)</p>	<p>Used to mean that the <i>action</i>: is probable, possible or likely to happen in the future.</p>	<p>(If+ present simple, will/ shall/ can/ may/ must/ should/ have to+ bare infinitive):</p> <ol style="list-style-type: none"> 1. If you <i>run</i> fast, you <i>will catch</i> the train. 2. If you <i>obey</i> the orders, you <i>can succeed</i>. 3. If you <i>want</i> to do well in the IELTS test, you <i>should work</i> hard. <p>* The verb in the 'if clause' could be in 'present progressive' tense, as in: - If you <i>are studying</i> hard, you <i>may find</i> it easy to pass.</p>
<p style="text-align: center;">2nd conditional (Type 2)</p>	<p>Used when the action is not true now or improbable/ unlikely to happen; it is also used when we talk about unreal or hypothetical situations.</p>	<p>(If+ past simple, would/ could/ might + bare infinitive)</p> <ol style="list-style-type: none"> 1. If I <i>were</i> the president, <i>I'd lower</i> taxes. 2. If I <i>found</i> a wallet wit \$5000 in it, <i>I'd report</i> it to the nearest police station. 3. If you <i>solved</i> the puzzle, you <i>would win</i> the game. (You probably won't

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		solve the puzzle, so it is unlikely to win the game)
		4. If you <i>played</i> well, you <i>would win</i> . (You probably won't play well)
		* "We usually use 'were' with all nouns and pronouns in type 2"; <i>and we use this pattern to give advice</i> , as in:
		- If I <i>were</i> you, I <i>would go</i> to the dentist.
3rd conditional (Type 3)	Used when the action is <i>impossible to happen, and when a past action didn't happen</i>	(If+ past perfect, would/ could/ might + have + p.p.)
		1. If she <i>had married</i> early, she <i>would have had</i> a baby. (She didn't marry early. She didn't have a baby.)
		2. If he <i>had had</i> enough time, he <i>could have visited</i> you.
General/ Zero conditional	Used to describe rules and something that is always true/ or it regularly happens. It has general meaning, and it doesn't refer to the future.	(if+ present simple, present simple) In zero conditional we don't use modals.
		1. If I <i>feel</i> thirsty, I <i>drink</i> water.
		2. If you <i>boil</i> water, it <i>evaporates</i> .
		3. If you <i>stop</i> smoking, you <i>save</i> money.

Note: 'Open conditional' is a type of conditional sentences. In this type 'present tense' is used in the conditional clause and 'imperative' is used in the main clause, for example:

- If you **need** any help, **give** me a call.

Note: The 'if clause' can start or end a conditional sentence. When the 'if clause' starts a sentence, we use a comma after the 'if clause'.

- If I *were* you, I *would go* to the dentist.

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- I *would go* to the dentist if I *were* you.

For more clarification, consider the following examples:

First conditional

- If I'm late, I will phone the supervisor.
- If I go shopping, I'll buy some pens.
- How will you get home if you miss the bus?
- If the tickets are too expensive, I won't be able to get one.
- If Mary doesn't feel well, she won't go to school.
- If it doesn't stop raining, our house will be flooded.
- If I have the money, I'll buy a new car.
- If you want to pick up some food, you should use the upper chopstick.

Second conditional

- If I were you, I'd get the right shirt.
- If I were you, I wouldn't run in the dark.
- If I were you, I'd wear comfortable clothing.
- What would you do if you found some money?
- I would buy a new camera if I had more money.
- If you told me a secret, I wouldn't tell anyone.
- If I missed the train, I would walk to school.
- If I had the time, I'd go to the beach this weekend.
- If he were here, he would tell you about the case.
- If he didn't speak so loudly, you could understand him.
- If people switched to chopsticks, eating on the move would be useless.

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Third conditional

- If I had known that you were in Qatar, I'd have written you a letter.
- If Alia had found the right agent, she would have sold the old boat.
- If we hadn't lost our way, we would have arrived a bit earlier.
- If pressure had been put on resources, people could have forced the authorities to conserve fuel.

General conditional

- If I'm hungry, I eat some food.
- If you feel cold, wear some warm clothes.
- If you are tired, go to bed.
- If you turn off extra lights, you save energy.
- If my doctor has free time, he visits his patients in the hospital.
- If Ali has enough time, he usually walks to school.

20.2 'If' and 'Unless'

'Unless' means 'if not'. Sometimes you are asked to rewrite a sentence that uses 'if' to another using unless. The following are the way of doing that:

If the verb in the 'if clause' is negative

a. Omit '*if*' and '*don't*' from the sentence and leave what is left in the sentences as it is, then use 'unless' instead of 'if'.

If you don't come, you will suffer.

Unless you come, you will suffer.

b. Omit '*if*' and '*doesn't*' from the sentence and add 's' or 'es' to the verb that comes after 'doesn't', then use 'unless' instead of 'if'.

If she doesn't drink water, she will die.

Unless she drinks water, she will die.

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- **If** Sue **doesn't have** a car, she can't come.
Unless she **has** a car, she can't come.

c. Omit '*If*' and '*didn't*' and write the past form of the verb that comes after '*didn't*', then use '*unless*' instead of '*if*'.

If he **didn't write** a letter, he would be fired.

Unless he **wrote** a letter, he would be fired.

d. Omit only '*if*' and '*not*' if *be* or *have* is used in the sentence and use '*unless*'.

- **If** she **is not** good at physics, she can't pass.

Unless she **is** good at physics, she can't pass.

- **If** she **hasn't** money, she can't join us.

Unless she **has** money, she can't join us.

e. Add '*not*' to the main clause when you use '*unless*' in case the sentence with '*if*' was affirmative.

If he plays well, he will win.

Unless he plays well, he will **not** win.

If the 'if clause' is affirmative and the main clause is negative:

f. If the '*if* clause' is affirmative and the '*main clause*' is negative, omit '*not*'/ the negation from the main clause and use '*unless*' instead of '*if*'.

If the weather is cold, we **won't go** swimming.

Unless the weather is cold, we'll go swimming.

- **Providing / provided** means '*if*', as in:
 - Providing no one shouts at you, you will be able to concentrate and solve the puzzle.

20.3 Wish.

'**Wish**' mustn't be followed by any present tense verb or auxiliary.

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20.3.1 Wish...would/ could (future wish)

'Wish...would' expresses a **wish for a change in behaviour**, as in:

- I **wish** you **would** be more patient with your boss.
(you probably won't be)
- I **wish** you **wouldn't** fight with your parents anymore.

Besides, 'wish...would' expresses a **wish for something to happen**, as in:

- I **wish** you **would** find a real value out of *'The Binos'* dictionary of military terms- by Etaywe Awni.
- I **wish** your car **would** work properly.
- I **wish** you **could** come to the party.

20.3.2 Wish.... Simple past tense verb (present wish)

'Wish' with '*a past tense verb*' express a **wish for the present situation to be different**, as in:

- This villa isn't big enough. I **wish** it **was** much bigger.
(it is not big enough)
- I can't afford a Mercedes car. I **wish** I **had** a better income.

20.3.3 Wish.... past perfect

We use Wish and past perfect to **express a past wish**, as in:

- I **wish** I **had told** the judge the truth. I'm in jail now for not telling the truth. (This means 'I didn't tell the truth')
- I **wish** I **hadn't got rid** of the governor's phone number. I really need him. (This means 'I already got rid of the number')
- I ate too many sweet cakes. I don't feel well. **I wish I hadn't eaten too many sweet cakes.** (It means that I shouldn't have eaten too many sweet cakes)
- I didn't do enough work when I was at school. **I wish I had done enough work when I was at school.**

20.4 Hope

Hope and **wish** are similar in meaning but different in grammar.

'Hope' indicates something which possibly happened or will possibly happen. 'Hope' can be followed by any tense. As in:

- I **hope** that **you'll** come tonight.

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(I don't know if you're coming)

- I **hope** that they **came** last night.
(I don't know if they came)

20.5 As if/ as though

As if, and **as though** indicate something unreal/ or contrary to the fact. The verb that follows these conjunctions must be in the past tense or past perfect. Try to follow the following patterns:

- "Subject+ verb (present)+ **as if/ as though**+ subject+ verb (past simple)"

- "Subject+ verb (past)+ **as if/ as though**+ subject+ verb (past perfect)"

- The lady **treats** me **as if she were** my mother.
(She is not my mother)
- Asma **walks** **as though she studied** fashion.
(She didn't study fashion)
- Rasmi **looked** **as if he had seen** a monster.
(He didn't see a monster)
- Majed **looked** **as though he had run** ten kilometers.
(He didn't run ten k.m)

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Exercise (46)

Correct the verbs in brackets.

1. If I were you, I to Spain. (travel)
2. If you jump a bit higher, you the record. (break)
3. If she had had an extra payment, she the project.
(finish)
4. Unless you (keep) your voice down, you will be dismissed.
5. If you freeze the water in that bottle, the water.....
(expand)
6. If I knew the answer, I (tell) you.
7. If you take cannabis, you..... (be) an addict.
8. If she..... (listen) to my advice, she wouldn't have made a mistake.
9. Unless he pays attention, he (get) high score this term.
10. I would be surprised if Sami..... Alia. (marry)
11. If I get the award, I it to my chief.(give)
12. If I had seen Lady Macbeth, I with her. (live)
13. If I were a lord, I a castle. (buy)
14. If she is hungry, she..... (eat) a sandwich.
15. If you (be) tired, go to bed early.
16. Asma walks as though she fashion. (study)
17. Rasmi looked as if he a monster. (see)
18. George on a trip to Honolulu if he had had time.
(go)
19. If I had a bike, I it every morning. (ride)
20. I wish I A lot of money. You know I'm really poor.
(have)

Exercise (47)

Rewrite the following sentences.

1. If I wasn't sick, I would attend the session.
Unless.....

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- 2. If you call her, she will be grateful.
Unless.....
- 3. Shadi isn't telling me the truth.
I wish
- 4. I can't pay any attention.
I wish.....
- 5. I woke up late this morning and I missed the flight to
Amsterdam.
I wish.....

21. Conjunctions (A)

There are words in English language you can use to link or connect words, phrases, clauses, and ideas. These words have particular meanings and some of them convey special relationships between the sentence parts.

21.1 'Both...and'

'Both...and' follows the following formulas:

- a. (Subject+ verb+ both+ adjective+ and+ adjective)
- Robert is *both clever and polite*.
- b. (Subject+ verb+ both+ noun + and + noun)
- Bernard plays *both violin and the guitar*.
- c. (Subject+ verb+ both+ adverb+ and+ adverb)
- She writes *both quickly and neatly*.
- d. (Subject+ verb+ both+ prepositional phrase+ and + prepositional phrase)
- He excels *both in physics and in literature*.
- e. (Subject+ not only+ verb+ but also+ verb)
- Bernard *both plays the violin and writes* stories.

21.2 'So' and 'Such' can be used to indicate a cause and effect relationship, following these formulas:

So:

- a. (Subject+ verb+ so+ adjective/ adverb+ that+ subject+ verb)

As in:

- Britney sang so well that she received many awards.
- The sea food tastes so good that I will ask for more.

- b. (Subject+ verb+ so+ many/ few+ plural countable noun+ that+ subject+ verb)

As in:

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- I have so many young sons that they will form my own football team.
- I had so few options that I could select one easily.

c. (Subject+ verb+ so+ much/ little+ mass noun+ that+ subject+ verb)

As in:

- Ramzi gave me so much money that I can buy a new house.
- I have so little milk that I can't give you some.

d. (Subject+ verb+ so+ adjective+ a+ singular countable noun+ that+ subject+ verb), as in:

- It was so cold a night that I stayed indoors.

Such:

a. (Subject+ verb+ such+ adjective+ plural count noun/ mass noun+ that+ subject+ verb)

As in:

- Marwan has such exceptional skills that I'm jealous of him.
- I have such difficult homework that I won't finish it quickly.

b. (Subject+ verb+ such+ a+ adjective+ singular countable noun+ that+ subject+ verb)

As in:

- He is such a bad boy that I don't like him.

21.3 Not only...but also can be used in the following formulas:

a. (Subject+ verb+ not only + adjective+ but also + adjective)

- Robert is *not only clever but also polite*.

b. (Subject+ verb+ not only + noun + but also + noun)

- Bernard plays *not only the violin but also the oud*.

c. (Subject+ verb+ not only + adverb+ but also + adverb)

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- She writes *not only quickly but also neatly*.

d. (Subject+ verb+ not only + prepositional phrase+ but also + prepositional phrase)

- He excels *not only in physics but also in literature*.

e. (Subject+ not only+ verb+ but also+ verb)

- Bernard *not only plays the violin but also writes* stories.

21.4 'as well as' can be used in the following formulas:

a. (Subject+ verb+ noun+ as well as+ noun)

- George plays *the guitar as well as the violin*.

b. (Subject+ verb+ adjective+ as well as+ adjective)

- George is *talented as well as handsome*.

c. (Subject+ verb+ adverb + as well as+ adverb)

- He writes *quickly as well as neatly*.

d. (Subject+ verb+ prepositional phrase+ as well as+ prepositional phrase)

- He excels *in physics as well as in maths*.

e. (Subject+ verb+ as well as+ verb)

- Bernard *plays the violin as well as composes* music.

21.5 **Because, because of, since, now that, as, due to.**

The following table shows the use of conjunctions which have reason/ cause-effect relationship, mentioned in adverbial clauses.

Because

- They're going to put on their jackets *because it is getting cold*.

- I didn't try to drive his car *because of its bad condition*.

Because of

- *Because of the hot weather*, I stayed home.

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- Since** - *Since he's confident*, he decided to meet the crown prince.
- Now that** - *Now that I've done my job*, I'm going to take a leave.
- As** - *As he made fun of Jim*, he had a problem with Jim's dad.
- Due to** - *Due to the windy weather*, I didn't leave my camp.

Note: 'Because', 'since', 'now that', and 'as' are followed by a verb phrase, or a clause. 'Because of' and 'due to' are followed by a noun phrase.

- I took my shirt off because it was hot.
- Since I have to book my flight soon, please let me know if you are coming with me.
- Now that it was cold, I put on warm clothes.
- As it is slippery, I have to drive carefully.
-
- I took my shirt off because of the hot weather
- Due to the need to book my flight soon, please let me know if you are coming with me.
- Because of/ Due to my experience in teaching English, I can help you with your lessons.

21.6 But, although, even though, though, in spite of, despite.

The following are conjunctions used to show a relationship of concession in adverbial clauses:

- But (when used to link two clauses)** - I arrived late, *but I found a seat.*
- Although** - *Although I arrived late*, I found a seat.
- Even though/Though** - *Though it was cold*, he wasn't

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(means the same as
although)

In spite of/ despite

wearing warm clothes.

- I succeeded *in spite of/ despite* the
difficult test.

- I couldn't run *in spite of/ despite*
feeling fitter than before.

However

- Ali is clever. **However**, he didn't
achieve good results.

Nevertheless

- It is freezing; **nevertheless**, he'll go
out.

Note: 'However', 'nevertheless' is followed by a comma and a
clause (V+ S+ Complement).

Note: 'Although', 'though' and 'even though' are followed by verb
phrases. Whereas 'In spite of' and 'despite' are followed by noun
phrases, noun or the 'ing' form of a verb.

22. Conjunctions (B)

22.1 and, and...too, but, whereas, while, also, as well, both...and, and not...either.

Words	Use	Examples
And	to connect two affirmative clauses (used to add information)	- <i>I went shopping and I bought some fruit.</i> - <i>Ahmad and Ali are staying home today.</i>
And...too	to connect two affirmative sentences but of different subjects.	(1) <i>I like fish, and my wife likes fish, too.</i> (2) <i>I will go to Finland, and Fahad, too.</i> (3) <i>I can play football, and basketball, too.</i>
But	- to connect an affirmative sentence and a negative sentence - to connect a positive adjective/ adverb with a negative adjective/ adverb.	- <i>Ali is fat but his father is thin.</i> - <i>Ali likes playing football but he doesn't like to play basketball.</i> - <i>Ali is fat but handsome.</i> - <i>Ali works hard but carefully.</i>
Whereas/ while	to compare two things/ or people showing opposition	- <i>Jeffrey is rich whereas Janet is poor.</i> - <i>Qasim is polite while Sari is impolite.</i>
Also= too	to add information: it comes after auxiliaries and before the main verb	- <i>Husam is a great teacher. He is also a good father.</i> - <i>Husam teaches the poor children English language. He also helps the elderly.</i>
As well= too	to add some information	- <i>Elizabeth studies French and English, as well.</i>
Both...and	to connect two subjects	- <i>Both Ahmad and Sami are leaving tomorrow.</i>

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And not either	to connect two negative clauses	- <i>I don't like milk and Ali doesn't either.</i>
Either	- There are palm trees on either bank of the Nile river.	

22.2 After, before, when, while, as, since, until, as soon as, whenever, the first time.

The following table shows the use of conjunctions which have time relationships in adverbial clauses:

Words	Examples
After	- <i>After she arrived, she joined the NY Police Department (NYPD).</i> - <i>After I had read the story, I went to bed.</i>
Before	- <i>Before you arrive, I will leave.</i> - You should be there <i>before the crowds arrive.</i>
When	- <i>When I was in Paris, I met Sam.</i> - Can you tell me <i>when lunch is ready?</i>
While	- <i>While I was watching T.V, my wife entered.</i>
As	- <i>As I was talking to Mary, her father came in.</i>
Since	- I haven't seen Suzan <i>since I left the town.</i>
Until	- I stayed at home <i>until I did my homework.</i> - I played tennis, <i>until it got dark.</i>
As soon as	- <i>As soon as the train stops, I will give you a call.</i> - <i>As soon as I saw the advertisement, I called my mother.</i>
As long as	- I will never talk to Fahed again <i>as long as I live.</i>
Whenever	- <i>Whenever Rana sees her boss, he shouts at him.</i>
The first time	- <i>The first time I saw her, we went for a walk.</i>
The last time	- <i>The last time I studied French, I really liked it.</i>

Note: When an adverbial clause comes before an independent clause, a comma (,) is used to separate the clauses. When an adverbial clause comes after an independent clause, no comma is used, as in:

'When I told him the truth, he became angry.'

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'He became angry *when I told him the truth.*'

22.3 To, in order to, so that, for.

The following table shows the use of conjunctions which have purpose relationships in adverbial clauses:

To	- Sam works <i>to earn more money.</i> - I went to the shop <i>to buy some food.</i>
In order to	- The staff is working hard <i>in order to complete the project early.</i>
So that	- I will give you a map <i>so that you can get there easily.</i>
<u>For + noun phrase</u>	- My wife went <i>for a bike ride.</i> - Sa'ad plays <i>for fun.</i>

Note: 'To' and 'in order to' are followed by (infinitive).

'So that' used before a subject and a main verb.

'For' is followed by a noun phrase/ or gerund.

22.4 Conjunctions Expressing Results:

So The T.V didn't work, *so I took it back to the shop.*

Therefore/ consequently/ as a result She didn't exercise regularly. *Therefore/ consequently/ as a result, she had a sprained ankle.*

Note: 'Therefore', 'consequently', and 'as a result' come in the middle of sentences followed by a comma and preceded by a comma/ or full stop. Besides, they are followed by a clause (V+ S+ Complement).

The following examples show how we use (so, therefore, consequently, and as a result):

- Alia studied hard, so she succeeded.
- Alia studied hard. Therefore, she succeeded.

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- Alia studied hard. Consequently, she succeeded.

22.5 'So that'.

'So that' is used to show purpose and result. After 'so that' is a result clause with a subject and a verb. As in:

(subject+ verb+ so that+ subject+ verb)

- Osama studied hard so that he could pass the exam.
- Ibrahim is sending the card early so that it will arrive in time for his wife's birthday.

22.6 Not only... but also, Either... or, Neither... nor.

You can connect two subjects by (not only/ but also, either/ or, and neither/ nor). Examples:

Not only... but also - **Not only** Sami **but also** Ahmad is swimming in the pool.
- **Not only** Rami **but also** his *cousins* are coming tonight.

Either... or - **Either** small box **or** *malaria* is a dangerous disease.
- I can drink **either** Coke **or** orange juice.
- Your car must be **either** BMW **or** Toyota.

Neither... nor - **Neither** my relatives **nor** *my wife* is flying to Paris.

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Exercise (48)

Select the appropriate answers of the following sentences:

1. you don't have any question, I will leave.
a. Provided b. Because c. Although
2. I went shopping the weather was cold.
a. despite b. therefore c. although
3. The weather was cold she didn't visit her father.
a. Because b. Due to c. But
4. I was walking down the street, I meet an old friend.
a. While b. Before c. As soon as
5. Both my father and my sister here.
a. are b. is c. were
6. Not only my brother but also my parents here.
a. are b. is c. were
7. Neither my children my brother are here.
a. nor b. or c. and
8. the restaurant was crowded, I managed to book a table.
a. But b. Although c. Despite
9. The heater iskeeping the house warm in winter
a. for b. to c. but
10. A: I'm in a good mood.
B:
a. so am I b. neither do I c. too
11. The clerk stopped..... I came in.
a. as soon as b. during c. for
12. The bus was late..... I took a cab.
a. so b. because of c. although
13. The IELTS test seems difficult., I'll attend it.
a. But b. However c. Therefore

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14. The child took the prescribed vaccine;, he got sick.
a. nevertheless b. despite c. for
15. Hani ran not only fast but also
a. care b. careful c. carefully
16. Hani is both kind and
a. clever b. cleverness c. cleverly

Exercise (49)

Rewrite the following sentences so that they have similar meaning.

1. Although I slept early, I couldn't wake up on time.
In spite of.....
2. Ahmad postponed his flight because there is a war in Iraq.
Because of.....

Exercise (50)

Supply either 'because' or 'because of' as appropriate.

1. It isn't easy to send your letter.....you have written the wrong address.
2. I'll leave early.....the party is very boring.
3. SOS team arrived late..... the bad weather.
4. Salman can't join the university teamhis grades.
5. Many British people died last summer.....the heat.

Exercise (51)

Use either 'so' or 'such' in these sentences as appropriate.

1. The sun is shiningbrightly that I have to put on my sunglasses.
2. Deema isa powerful runner that she always wins the races.

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Exercise (52)

A: Supply the missing linkers (not only...but also, both...and) in the following sentences:

1. Mr. Eyad speaks..... Spanish but also English.
2. I have villasin the country and in the city.

B: Supply the missing word ('so' or 'such') in the following sentences:

1. We had a bad night that we couldn't sleep.
2. She gave me good a stereo that I was very grateful to her.
3. The day was hot that everyone went to the sea.
4. The motel has a comfortable room that I don't want to leave.
5. It was dark that I couldn't see my finger.
6. That restaurant has delicious food that I can't stop eating.

23. Interrogatives

There are three major types of questions, in English: tag questions, Yes/ No questions and Wh-questions. In this unit you will learn the rules and steps of how to make those three types, including the embedded questions.

23.1 Tag Questions (Question Tags).

This type of questions is used for checking and confirming some information.

The table below shows the steps you should follow to make tag questions.

Steps
1. Put a comma before the tag phrase.
2. Place the auxiliary verb to be/ to have/ to do/ or modal verb if Available in the statement. If the statement is affirmative, the tag is negative and vice versa. (When there is no auxiliary in the statement)
3. If the verb in the statement is in present simple tense, use ' does ' (when the subject is singular- its verb ends in s/es), or ' do ' (when the verb is plural). Use ' did ' if the verb is past simple.
4. Use a pronoun , not a name, that refers to the subject.
5. With 'someone', 'somebody', 'everyone' and 'everybody' use ' they '.
6. With imperative, use ' will (not)+ you '.
7. (I'm) becomes (aren't I) in tag question.

Note: When the statement is negative, the answer is negative. When it is affirmative, the answer is affirmative.

Note: The verb 'have' may be used as a main verb (I have two kids) or it may be used as an auxiliary (Ali has gone to school already). When it functions as a main verb in American English, the auxiliary forms (do, does, did) must

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be used in the tag, for example: You have two children, don't you?

Consider the following examples:

1. Tom is angry, isn't he?
Yes, he is.
2. Tom isn't angry, is he?
No, he isn't.
3. Rula will sit for the test tomorrow, won't she?
Yes, she'll
4. Rula won't sit for the test tomorrow, will she?
No, she won't
5. Ali and Shadi played football, didn't they?
Yes, they did.
6. Ali and Shadi didn't play football, did they?
No, they didn't.
7. You have to write a future plan essay, don't you?
Yes, I do.
8. He has to write a future plan essay, doesn't he?
Yes, he does.
9. You had to take a cap, didn't you?
Yes, I did.
10. It rains in winter, doesn't it?
Yes, it does.
11. He must leave, mustn't he?
Yes, he must.
12. Dan is a good teacher, isn't he?
Yes, he is.
13. Dan isn't a good teacher, is he?
No, he isn't.
14. Samia cooks well, doesn't she?
Yes, she does
15. Everyone laughed at him, didn't they?
Yes, they did.

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16. Don't open the window, will you?
No, I won't.
17. I'm a teacher, aren't I?
Yes, you are.
18. I have read well, haven't I?
Yes, I have.

23.2 Embedded Questions

23.2.1 Embedded yes/no questions

We usually use embedded yes/no questions introduced by the following formula: (*if/ whether+ subject+ verb+ complement*) as a noun clause in a statement, as in:

- **Was it overcast yesterday?**

I don't know **if it was overcast yesterday.**

Embedded question

Can you tell me **if it was overcast yesterday?**

Embedded yes/no question

23.2.2 Embedded Wh-questions

When a Wh- questions is embedded, it becomes a noun clause introduced by the same wh- question word following this pattern (*what/ when...+ subject+ verb+ complement*), as in:

- **Where is the best hotel?**

I don't know **where the best hotel is.**

Embedded wh-question

Can you tell me **where the best hotel is?**

Embedded wh- question

In general, the complete formulas for the embedded questions are:

1. (Subject+ verb (phrase)+ I/ whether+ subject+ verb...)

We don't know **if he is coming.**

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2. (Subject+ verb (phrase)+ wh-question word+ subject+ verb...)

We don't know where the meeting will take place.

3. (Auxiliary+ subject+ verb+ question word+ subject+ verb)

Can you tell me how far the museum is from the college?

23.3 Yes/ No questions

a. When there is an auxiliary or a modal in the sentence, such as; 'do', 'does', 'did', 'is', 'are', 'am', 'was', 'were', 'can', 'could', 'must', etc.:

- (1) Put the auxiliary/ modal verb first.
- (2) Put the subject.
- (3) Put the main verb.
- (4) Write the rest of the sentence, finishing with (?).

(auxiliary/ modal+ subject+ verb...)

For example:

- Hani **has** built a new house.

Has Hani built a new house?

(1) (2) (3) (4)

- Ali **can** speak English well.

Can Ali speak English well?

(1) (2) (3) (4)

- Ali **is** calling his dad on the phone.

Is Ali calling his dad on the phone?

(1) (2) (3) (4)

- Raheil **should** leave.

Should Raheil leave?

(1) (2) (3)

More examples:

- They **have** broken the lock.

Have they broken the lock?

- Sally **is** perfect.

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Is Sally perfect?

- My ex-wife **is** two- faced.

Is my ex-wife two- faced?

- Rahma **was** lazy.

Was Rahma Lazy?

b. When there is no auxiliary in the sentence, use 'do', 'does' or 'did'.

(1) Drop the 's/es' from the present simple verb of the singular subject when you use 'does' in the question. Then, follow steps 2,3, and 4 mentioned in paragraph (23.3/ a) above.

(2) When you use 'do', you don't make any changes to the plural present simple verb; you only follow steps 2,3, and 4 mentioned in paragraph (23.3 / a) above.

(3) When you use 'did' for the past simple verb, use the base form of the main verb in your question.

For example:

- Rami plays football.

Does Rami play football?

- The company employees agree on the proposals.

Do the company employees agree on the proposals?

- The piano player composed a new symphony.

Did the piano player compose a new symphony?

23.4 Negative interrogative

Negative interrogative means that you begin your Yes/ No question with negative form of auxiliaries. Examples:

- Don't you speak French? (informal style)

Do you not speak French? (formal style)

No, I don't. (Or) Yes, I do.

- Doesn't Hayfa look stunning?

Does Hayfa not look stunning?

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- No, she doesn't. (Or) Yes, she does.
- Isn't Issam writing a fairy tale?
Is Issam not writing a fairy tale?
No, he isn't. (Or) Yes, he is.
 - Didn't Shadi help Salma?
Did Shadi not help Salma?
No, he didn't. (Or) Yes, he did.
 - Wasn't Rania kind with you?
Was Rania not kind with you?
No, she wasn't. (Or) Yes, she was.
 - Weren't the students fighting in the classroom?
Were the students not fighting in the classroom?
No, they weren't. (Or) Yes, they were.
 - Haven't you spoken to your ex-wife?
Have you not spoken to your ex-wife?
No, I haven't. (Or) Yes, I have.
 - Mustn't Nizar attend the conference?
Must Nizar not attend the conference?
No, he mustn't. (Or) Yes, he must.

23.5 Wh-questions (Information Questions)

a. We use this type of questions to gain some information we are asking about. Consider the table below:

	<u>Use</u>	<u>Examples</u>
Who	To ask about a subject (it refers to people)	- <i>Who</i> is that? That is <i>Ahmad</i> . - <i>Who</i> broke the vase? <i>Ahmad</i> broke the vase.
Where	To ask about places	- <i>Where</i> is John? <i>At home</i> - <i>Where</i> are you? <i>In Amman</i> .
What	To ask about subject/ object of the question (it refers to things)	- <i>What</i> did he say? He said <i>nothing</i> . - <i>What</i> caused the disturbance? The <i>explosion</i> caused it.

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Which	Selection, or pinpointing	- <i>Which</i> driver came last? <i>The red car's</i> driver. - <i>Which</i> pen is mine? <i>The big one</i> .
Whose	Possession, or relationship	- <i>Whose</i> house is that? It is <i>mine</i> .
When	To ask about time	- <i>When</i> did you go to school? At <i>7 o'clock</i> .
Why	To ask about reasons	- <i>Why</i> does he wake up early? <i>Because</i> he respects timing.
Whom	To ask about the object of the verb	- <i>Whom</i> did you give it to? I gave it to <i>Jeff</i> .
How	To ask about state/condition/ the how	- <i>How</i> are you? <i>I'm fine</i> . - <i>A: How</i> do you get your homework done quickly? <i>B: My father helps me</i> .
How many	To ask about countable nouns	- <i>How many</i> students answered the question? <i>Twenty one</i> . - <i>How many</i> sugar bags do you need? <i>Three bags</i> of sugar.
How much	To ask about mass nouns and money	- <i>How much</i> money do you have? I have a lot of money. - <i>How much salt</i> do you need? - <i>Bags of salt</i> .
How far	To ask about distance	- <i>How far</i> is it from Masawa to Asmara? <i>20 miles</i> .
How often	To ask about frequency	- How often do you visit your grand parents? <i>Once</i> a month.

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How long	To ask about length/ or duration	- <i>How long</i> does the trip take? <i>25 minutes.</i> - <i>How long</i> have you been in England? <i>For 20 years.</i>
How old	To ask about age	- <i>How old</i> is Ali? He is <i>30 years old.</i>
How tall	To ask about the height of a person	- <i>How tall</i> are you? I'm <i>177 centimeters tall.</i>
How wide	To ask about width	- <i>How wide</i> is this road? It is <i>10 m wide.</i>
How high	To ask about height	- <i>How high</i> is that mountain? It is <i>400 meters high.</i>
How deep	To ask about the depth	- <i>How deep</i> is the Suez canal? It's not less than <i>30 meters deep.</i>

b. Steps of how to form 'wh-questions':

- (**whom/what...+ auxiliary/ do, does, did+ subject+ verb...**)

- (**when/ where/ how/ why+ auxiliary/ do, does, did+ subject+ verb+ object**)

(1) When a sentence has an auxiliary:

- i. Select the suitable wh-word.
- ii. Write the auxiliary.
- iii. Write the subject.
- iv. Write the main verb.
- v. Write the rest of the question.
- vi. Omit the phrase that you are asking about.
- vii. Write a question mark (?).

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Examples:

Ali will visit Petra tomorrow morning.

- **What** will Ali visit tomorrow morning? (Petra)

I ii iii iv v

- **When** will Ali visit Petra? (Tomorrow morning)

(2) When a sentence has no auxiliary:

- i. Select the appropriate wh-word.
- ii. If the main verb is in present simple, use 'do' for the plural subject and 'does' for the singular subject. Use 'did' when the verb is past simple.
- iii. Write the subject.
- iv. Write the main verb (in base form).
- v. Write the rest of the question.
- vi. Omit the phrase that you are asking about.
- vii. Write a question mark (?).

Examples:

The school boys frequently go to Umm Qais at weekends.

- **Where** do the school boys usually go at weekends?

I ii iii iv v

(To Umm Qais)

- **How often** do the school boys go to Umm Qais?

(Frequently)

(3) To ask about the subject when there is no auxiliary, use 'who/ what' and omit the phrase of the subject you are asking about.

(who/ what+ verb+ object....)

Examples:

- The policeman assured the kidnapped.

Who assured the kidnapped? (The policeman)

- **Gaza bombardment** forced the Palestinians to leave their shelters.

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What forced the Palestinian people to leave their shelters?

(Gaza bombardment)

(4) **(How many, how much, which, and whose)** are followed by the noun you are asking about.

The auxiliary verb follows that noun, as in:

- This bag is **mine**.

Whose bag is this? (It's mine)

-**The red** BMW is Ali's.

Which BMW is Ali's? (The red)

- Ali gave Hassan a **lot of money**.

How much money did Ali give to Hassan?

- Sali buys **70 balls** a day.

How many balls does Sali buy a day?

- I sell **old** coins to the rich people.

Which coins do you sell to the rich people?

- Ahmad is fighting against **the fat guy**?

Which guy is Ahmad fighting against?

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24. Answers and Agreement

24.1 Answers

To answer a Yes/ No question we use two different patterns. We use "**Yes+ subject+ auxiliary/ modal**" pattern to answer 'Yes/No' questions affirmatively, and we use "**No+ subject+ auxiliary/ modal+ not**" pattern to answer negatively. Consider the following table:

Yes/ No questions	Answers
Has Hani built a new house?	Yes, he has. No, he hasn't.
Can Ali speak English well?	Yes, he can. No, he can't.
Is Ali calling his dad on the phone?	Yes, he is. No, he isn't.
Does Rami play football?	Yes, he does. No, he doesn't.
Do the company employees rarely agree on proposals?	Yes, they do. No, they don't.
Did the player compose new songs?	Yes, he did. No, he didn't.
Would you go with me?	Yes, I would. No, I wouldn't.
Will you turn the tap off?	Yes, I will. No, I won't.

24.2 Answers to statements

1. Affirmative agreement.

We use the following pattern to give an affirmative agreement as a reply for affirmative statement:

'affirmative statement+ and+ so + auxiliary (be/ do/ have/ modal verb)+ subject'

- I'm happy, and *so are you*.
- They will work in the lab tomorrow, and *so will you*.

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- A: I'm leaving. B: *So am I.*
- A: I've a car. B: *So do I.*
- A: Arwa can drive a bike. B: *So can Sama.*

We use an appropriate form of 'do' in the present simple/ past simple, as in:

- John goes to the school, and *so does my brother.*
- A: I like cinema. B: *So do I.*
- A: Al-Faisali won. B: *So did Al-Ahli.*
- A: Rula likes apples. B: *So does Asma.*

- You can also follow the following pattern to give affirmative agreement:

(affirmative statement+ and+ subject+ auxiliary (be/ do/ have/ modal verb)+ too)

Examples:

- I'm happy, **and you are too.**
- They will work in the lab tomorrow, **and you will too.**
- John goes to that school, **and my brother does too.**

2. Negative agreement:

We use the following pattern to give a negative agreement as a reply for a negative statement:

'negative statement+ and+ neither + positive auxiliary (be/ do/ have/ modal verb) + subject'

- I didn't see Sara this afternoon. *Neither did Ali.*
- She will not go to the meeting. *Neither will Ashraf.*
- The boss isn't at the party. *Neither is the assistant.*
- John didn't call Sami. *Neither did Ali.*
- Rami doesn't speak French. *Neither does Haifa.*

- You can also follow the following pattern to give a negative agreement:

'negative statement+ and+ subject + negative auxiliary+ either'

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- I didn't see Sara this afternoon, *and Ali didn't either.*
- She will not go to the meeting, *and Ashraf will not either.*

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Exercise (53)

Fill in the blanks with the correct form of either or neither.

1. The boys shouldn't take the medicine, andshould the girls.
2. We don't plan to join the team, anddo they.
3. They won't have to work on weekends, and she won't
4. I can't stand listening to pop music, and she can't.....

Exercise (54)

Supply the correct form of the missing verb.

1. The boys aren't happy with the programme, and neither.....the girls.
2. We can't study in the library, and theyeither.
3. He didn't know the answer and neither.....I.

Exercise (55)

Correct the underlined errors, so that the questions sound perfect.

1. Rula doesn't drink milk, doesn't she?
2. Where can solve the puzzle? Sami
3. Why is Hani? At home.
4. How far money do you have? 12,000 US.\$

Exercise (56)

Make wh-questions for the following statement so that the underlined phrases answer them.

1. We want some food to eat.
Who.....?
2. McCain gave me a bottle of coke.
What
3. A picture fell on the floor.
What

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- 4. She saw me yesterday.
When
- 5. I live in Liverpool.
Where
- 6. Hashim is 20 years old.
How old.....?
- 7. I met the teacher in Manchester.
Whom.....?
- 8. Mohammad was born in Lisbon.
.....?

- 9. I have a sandwich in my luggage.
.....?
- 10. Ahmad can't leave because his mother is dying.
.....?
- 11. This is Anne's purse.
.....?
- 12. I can't figure out the chapter written in French.
.....?

Exercise (57):

Add tag questions and give the right responses where necessary.

- 1. Mohammad came yesterday, didn't he?
Yes, he did.
- 2. I don't live in a palace,?
No,
- 3. Ahmad would like to have some coffee,.....?
.....
- 4. This is Anne's purse,.....?
.....
- 5. You have scanned the letter,.....?
Yes, I have.
- 6. They couldn't do the exercise, could they?
.....

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Exercise (58)

Select the correct answer:

1. You love Samia,?
a. don't you b. do you c. aren't you
2. Open that window,?
a. will you b. won't you c. don't you
3.does your dad live? In Munich
a. Where b. When c. Who
4. I'm doing my homework this evening.
a. So am I b. Neither am I c. So I am
5. I'm not going out tomorrow.
a. Neither am I b. So am I c. So I am

Exercise (59)

Select the best answer:

1.Ali and Ahmad studying at the moment?
a. Is b. Are c. Were
2.you driving fast to reach the top?
a. Will b. Were c. Is
3.Katrina cut her finger yet?
a. Has b. Had c. Have
4. Must Basil.....his mum?
a. call b. calls c. called
5.Abdelhadi leave his house yesterday?
a. Didn't b. Don't c. Doesn't
6. Haitham is an officer,?
a. mustn't he b. is he c. isn't he
7. She broke the new chair, didn't she?.....
a. Yes, she b. Yes, she didn't c. No, she didn't
did
8.are you doing? I'm eating pizza.
a. What b. Who c. When

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Exercise (60)

Finish these sentences by adding a tag question with the correct form of the verb and the subject pronoun.

1. You're going to Paris next year,.....?
2. Harry signed the petition,.....?
3. There is a final test,.....?
4. She's been studying French for 3 years,.....?
5. He should see the dentist,.....?
6. You can play tennis today,.....?

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25. Passive voice

“When I was in that market once, I saw a stranger who suddenly pushed the boy who used to work there. That happened after a dispute about a can... You know that great attention must be paid in the food canning. Care is undoubtedly required in the canning of both fruit and meat. For example, for maximum nutritional value, only the freshest food should be canned...”

25.1 Definition

Passive voice is used when the agent is not known or less important than the occurrence. We can also use it when we talk about processes. However, the one who does the action may appear in 'by....' Phrase or may be omitted.

Note: To change a sentence from active to passive the sentence must have an object.

In sentences written in active voice, the subject acts and performs the action that is expressed in the verb, as in:

(1) **A stranger** pushed the boy.

'A stranger' is the subject who performed the pushing. But in sentences written in the passive voice, the subject is acted upon and it is the recipient of the action of the verb as well, as in:

(2) **The boy** was pushed by a stranger.

'The boy' is the receiver of the 'push' and so 'push' is in the passive voice. One more example is:

(3) **Mary** was kicked by Ali.

'Mary' is the receiver of the 'kick' and so 'Kick' is in the passive voice.

25.2 Steps for changing a sentence from active into passive:

- a. Place the object of the active sentence at the beginning of the passive sentence.**

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b. Follow the following changes shown in the table, which basically evolve around two steps:

- If the active sentence has any auxiliary, place it after the new subject of the passive sentence, paying attention to the subject- verb agreement.
- Place the main verb that is in the active sentence after the auxiliary "in the past participle form".

* **Tense:** Present simple

* **Form of the change required:** (object+ is/ am/ are+ p.p)
'is' for singular objects; 'are' for plural objects; 'am' for 'I')

Active: An earthquake destroys a great deal of property every year.

Passive: A great deal of property is destroyed by an earthquake every year.

- Sam drinks tea every morning. - **Tea is drunk** every morning.

s v o

- Sam eats apples first. - **Apples are eaten** first.

s v o

* **Tense:** past simple

* **Form of the change required:** (object+ was/ were + p.p)
'was' for sing. objects, 'were' for plural objects

Active: A tsunami destroyed fifty thousand buildings.

Passive: Fifty thousand buildings were destroyed by a tsunami

- Muna bought a bike yesterday. - **A bike was bought** yesterday.

s v o

- Martin caught two thieves. - **Two thieves were caught**.

s v o

* **Tense:** present progressive

* **Form of the change required:** (object+ is/ are/ am+ being + p.p)

Active: The committee is discussing new proposals.

Passive: New proposals are being discussed by the committee.

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- Nancy is writing a letter. - **A letter is being written.**
 s v o
- Sylvie is painting three sketches. - **Three sketches are being painted.**
 s v o

* **Tense:** past progressive

* **Form of the change required:** (object+ was/ were+ being+ p.p)

Active: The staff was considering new plans.

Passive: New plans were being considered by the staff.

- Ali was building a house - **A house was being built.**
 s v o
- Ali was helping some people. - **Some people were being helped.**
 s v o

* **Tense:** present perfect

* **Form of the change required:** (object+ has/ have+ been+ p.p)

Active: The government has ordered new weapons.

Passive: New weapons have been ordered by the government.

- Suzan has killed a kidnapper. - **A kidnapper has been killed.**
 s v o
- Suzan has thrown two boxes. - **Two boxes have been thrown.**
 s v o

* **Tense:** past perfect

* **Form of the change required:** (object+ had+ been+ p.p)

Active: The army had ordered new missile systems.

Passive: New missile systems had been ordered by the army.

- Sofia had sold a farm. - **A farm had been sold.**
 s v o
- Sofia had stolen some beds. - **Some beds had been stolen.**
 s v o

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* Modals

* **Form of the change required:** (object+ modal verb+ be+ p.p)

Active: The family doctor should attend the clinic today.

Passive: The clinic should be attended by the family doctor today.

- Jordan will grow rice.

s v o

- **Rice will be grown.**

- Salma can freeze two chickens.

s v o

- **Two chickens can be frozen.**

(modals perfect)

(modal+ have+ been+ p.p)

- You should have called the boss.

- The boss should have been called.

* be+ to infinitive

* **Form of the change required:** (object+ be+ to +be +pp)

- Phillip is to take a notebook.

s to-inf o

- A notebook is to be taken.

- We are to take some notes.

s to-inf o

- Some notes are to be taken.

(passive infinitive)

- You have to order new books soon.

s to inf o

- New books have to be ordered soon.

* With direct/ indirect object

- Ali gave Sami a gift.

s v DO IO

- Sami was given a gift.

- Riyad has offered a job for Sam.

s v DO IO

- A job has been offered for Sam.

- Ali gave a gift to Sami.

s v DO IO

- A gift was given to Sami.

c. As we focus on the occurrence in passive sentences, writing the agent/ who does the action is optional. However, you can use the form (by+ the doer) to show the agent- mentioning the name or the object form of pronoun.

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The following changes happen to the pronouns preceded by 'by':

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
they	them

For example: the pronoun 'he' in the active sentence '**He** killed the lion' becomes 'him' in passive voice 'The lion was killed **by him**'.

As in:

- Sam drinks tea daily. (Active)
Tea is drunk every day **by Sam**. (Passive)
- She is writing a story. (Active)
A story is being written **by her**. (Passive)
- Phillip is to take notes. (Active)
Notes are to be taken **by Phillip**. (Passive)

25.3 Have/ get something done

a. Use 'have' in a passive pattern to mean that *an arrangement made for someone to do something for you* as a professional service.

Examples:

- I *had the furniture delivered*.
(someone else delivered the furniture, not myself)
- Sam, you should *have that video fixed*.
(it means by the technician)
- Alice *had a new house built*.
(it means by specialists)
- I *had my car stolen*.
(it means by someone else)

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b. We use '*get*' in a passive pattern to mean exactly what 'have' means.

- I must *get the furniture delivered*.
- I *got that video repaired*.
- I'm going to *get my eyes tested*.
- She is *getting her house decorated*.

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Exercise (61)

Rewrite the following sentences in passive voice so that the new sentences give the same meaning of the given.

1. My students will have read the book by noon time, tomorrow.
The book.....by my students.
2. Two horses were pulling the wagon.
The wagon
3. Asma has smashed three windows.
.....by Asma.
4. Aramex sends 2000 boxes of clothes a month.
.....by Aramex
5. Shakespeare wrote Macbeth.
.....
6. She had better return this book before Sunday.
.....by her.
5. They should have sent this package.
..... by them.
8. The engineer has performed the project successfully.
The project.....
9. The old man is cutting the trees.
.....by the old man.
10. Farmers don't grow coffee in Jordan.
Coffee
11. They provided the new house with furniture.
The new house.....
12. You ought to sign this document.
This document.....
13. They dig wells to get fresh water.
Wells.....
14. She let me in.
.....
15. She spent all the salary on clothes
All the salary.....

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16. People call Ali 'the smuggler'.

Ali.....

Exercise (62)

A: Study the following pair of sentences and answer the question below.

- a. I must translate this study into Arabic.
- b. I must have this study translated into Arabic.

Which sentence indicates that the speaker will ask someone to translate the study?.....

B: Study the following pair of sentences and answer the question below.

- a. I've taken my shirt to be shortened.
- b. I've shortened my shirt.

Which sentence indicates that the tailor/ not the speaker has shortened the shirt.

C: Choose the right answer.

- 1. The box.....today. (must be/ must be delivered/ must deliver)
- 2. The report.....two days ago. (wrote/ was written/ were written)
- 3. This foodwell. (is cooked/ are cooked/ cook)

D: Complete these sentences using the passive form of the verbs in brackets.

- 1. At present, plastic bags(see: present simple) as unnecessary evil.
- 2. Bottles that(throw away: present perfect) often end up littering the streets.

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26. Direct and Indirect Speech

26.1 Definition

Direct speech is the reporting of speech by repeating exactly the speaker's words, as in:

- **'Peter said, "I'm tired of Arab meetings"**
- **'John said, "He is eating an apple"**

In direct speech quotation marks are placed at the beginning and end of direct speech piece. We place a comma before the first inverted comma/ quotation marks. (after Peter said/ John asked, etc.).

Indirect/ reported speech is reporting what someone has said without using the actual words of the speaker. In reported speech there is usually an introductory verbs and a subordinate 'that' clause, as in:

- He said that he was eating apple.

'Said' is an introductory verb, and *that he was eating apple* is a subordinate 'that' clause.

When you make a change from direct to indirect speech, the pronouns, adverbs of time and place, and tenses are changed and you remove the commas.

Consider the following sentences:

- Samia to Jamil: "My sister is going to Yemen."
Samia told Jamil that **her sister was going to Yemen.**
- Rashid to Ali: "My cousin lives in Jerash."
Rashid told Ali that **his cousin lived in Jerash.**
- Amal to Samia: "Kawthar is pleased about the new mission."
Amal told Samia that **Kawthar was pleased about the new mission.**

26.2 Changing the direct speech into indirect speech

Those are the changes you should follow when changing direct speech into indirect speech:

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26.2.1 Changing statements. When you change a statement into indirect speech you do the following changes on pronouns, verbs and adverbs changes when dealing with statements:

Changing pronouns		Changing verbs	
From	To	From	To
I	he/ she/ it	-present simple	-past simple
we	they	-past simple	-past perfect/ past simple
you	I/ we	-past perfect	-past perfect
my	his/ her	-present progressive	-past progressive
our	their	-past progressive	-past perfect progressive
it	it	-present perfect	-past perfect
you (obj)	me/ us	-must	-had to
me	him/ her	-could, might, ought to, would	-(no changes)
us	them	-future, e.g. will, can	-conditional: would, could
Changing adverbs and adjectives			
From		To	
today		that day	
tomorrow		the next day	
yesterday		the day before	
next (week)		the following (week)	
this (month)		that (month)	
these		those	

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here	there
now	then
ago	before
tomorrow morning	the following morning
yesterday evening	the evening before

Examples:

He said, "I study biology."

He said (that) he studied biology.

He said, "I studied biology."

He said (that) he had studied biology.

He said, "I'm studying biology."

He said he was studying biology.

He said, "I was studying physics at 8 o'clock."

He said he had been studying physics at 8 o'clock.

He said, "I have studied biology."

He said he had studied biology.

He said, "I must study biology."

He said he had to study biology.

He said, "I might study biology."

He said he might study biology.

He said, "I will study biology."

He said he would study biology.

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26.2.2 Changing questions. Follow the steps below to change a question into indirect speech:

Yes/ no questions	Wh- questions
1. Use the introductory verb (<i>asked</i> for example). 2. Add: <i>whether</i> or <i>if</i> . 3. Write the subject . 4. Do the statement changes.	1. Use the introductory verb, e.g. <i>asked</i> . 2. Write the wh- question word , e.g. <i>What/where, etc.</i> 3. Do the statement changes after the rearrangement of the words order to become as it was in the statement order (S+ V). 4. Omit the question mark (?).

- He asked, "Are you going home?"
 He asked if/ whether I was going home.

But: -"Could you recommend me a good book on physics?" (polite request)
 She asked me **to recommend** her a good book on physics.

He asked, "when does Ali leave?"
 He asked when Ali left.

26.2.3 Consider how to form indirect command:

Changes in commands	Changes when 'Let's' is used
1. Use the introductory verb, e.g. ordered 2. Add (to) before the imperative verb. 3. When 'don't' is used, add 'not' before 'to'.	Use either of the following forms: - <i>suggested</i> + verb+ ing - suggested+ that+ S+ should+ verb (base form)

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Examples:

-He said, "stop there." He told me to stop there.

-He said, "don't stop there." He told me not to stop there.

- "If I were you, I would leave Sami advised me to leave the army.
The army."

- "Could you give me a pen?" Ali asked me to give him a pen.

-He said "let's go." He suggested going. (or) He suggested
that we should go.

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Exercise (63)

Change the following sentences into reported speech.

1. 'The lecturer, 'we have a meeting next week.'
The lecturer said that.....

2. 'Lock the door', my mum to me.
My mum ordered me.....

3. 'Have you arrived yet?'
She asked me.....

4. 'How many copies do you sell?'
I asked Ali.....

5. 'Your story is very good.'
Rabab told Majedeh that.....

6. Alia: 'I like your new camera.'
Alia told Ziad (that).....

7. Ibrahim: 'My parents are taking us to India.'
Ibrahim said (that).....

8. 'Where is my jacket?'
My friend asked me.....
(where was my jacket/ where is his jacket/ where his jacket was)

9. 'We are working here to pay for our new car.'
My parents told me
that.....

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10. 'Yesterday I was in bed with a tempreature.'
He said that.....

11. 'If I were you, I wouldn't leave school.'
Ahmad advised Sami.....

12. 'Could you recommend me a good book on physics.'
My brother asked me.....

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27. Relative/ adjective clauses

A relative/ adjective clause is a dependent clause that modifies a noun/ or pronoun and it is used to give additional information about that particular noun. A relative clause follows the noun it refers to.

- The book that is on the table is well organized.
"that is on the table" is the relative clause.
- The lady whom Rakan admires is Asma.
"whom Rakan admires" is the relative clause.
- The man who set up this plan is clever.
"who set up this plan" is the relative clause.

27.1 Using 'who', 'which' and 'that' as subject pronouns:

Pronouns	(1) Examples	(2) The base sentences
Who	I met the lady <u>who supported me</u> .	I met the lady. <u>The lady</u> supported me.
Which	The pen <u>which is there</u> is mine.	The pen is mine. It is there

Note: 'that' is used instead of 'who' and 'which'.

Note: 'who' is used for people, whereas 'which' is used for things.

27.2 Using 'who(m)', 'which' and 'that' as object pronouns:

Pronouns	(1) Examples	(2) The base sentences
Whom	The lady <u>whom I met</u> was Rana.	I met the lady. The lady was Rana.
Which	The pen <u>which I bought</u> was good.	I bought a pen. The pen was good.
Whom	She is the lady <u>whom I told you about</u> .	She is the lady. I told you about her.
Which	The music <u>which we listened to</u> yesterday wasn't good.	We listened to music yesterday. It wasn't good.

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Note: 'whom' is used for people.

Note: 'whom' and 'which' can be omitted when they refer to an object.

- The lady **whom** I met was Rana.
The lady I met was Rana.
- The pen **which** I bought was good.
The pen I bought was good.
- She is the lady **whom** I told you about.
She is the lady I told you about.
- The music **which** we listened to yesterday wasn't good.
The music we listened to yesterday wasn't good.
- The lady **whom/ that** I dislike is my ex-wife.
The lady I dislike is my ex-wife.
- The pen **which/ that** I borrowed was Ali's.
The pen I borrowed was Ali's.

27.3 Whose, Where and When

Pronouns	(1) Examples	(2) The base sentence
<i>Whose</i>	I met the lady <u>whose van was damaged</u> .	I met the lady. Her van was damaged.
<i>Where</i>	- The villa <u>where I live</u> is nice.	I live in that villa. The villa is nice.
<i>When</i>	- I will never forget the time <u>when you left me behind</u> .	I will never forget that time. You left me behind at that time.

27.4 Restrictive and non-restrictive relative/ adjective clause:

A restrictive clause gives essential information about a noun, and such information cannot be deleted, as in:

1. Shadi who came late to the lesson was rebuked by the teacher.

Restrictive clause

But a non-restrictive clause gives additional information that can be deleted (optional relative clause). It usually comes between commas, as in:

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2. Shadi, who is my best friend, was rebuked by the teacher.

Non-restrictive clause

More examples:

- Objects that don't float to the surface should be sold.

Restrictive clause

- My van, which is very large, consumes too much gas.

Non-restrictive clause

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Exercise (64)

Identify the relative clause in each sentence.

1. The meeting which I held was great.
Adjective clause: *Which I held*
2. I know the man whose bike was stolen.
Adjective clause:.....
3. The woman who told me the truth is looking at you right now.
Adjective clause:.....
4. The villa where I live is by the upper lake.
Adjective clause:.....

Exercise (65)

Use (where, which, who, when, whose, or whom) to fill in the blanks.

1. I'll never forget the day.....I met you.
2. The townhe lives is the old town.
3. The student.....composition I have already read is excellent.
4. George W. Bush was the US president.....I told you about.
5. The programme.....we saw last night was thrilling.
6. The girldropped the can was punished severely.

Exercise (66)

Combine the following into one sentence. Make relative clauses by using the relative pronouns in brackets.

1. Do you know the man? The man lives in the blue building.
(who)
2. The coach gave me enough support. I called him. **(whom)**
3. The building was hit by missile. We lived in that building.
(where)

28. Prepositions

28.1 Prepositions of Place (at, in, and on)

Prepositions of place are used to show the positions of people and things. We say:

On 25, june, 2009 I met Sami **at** the airport.

In:

	Examples
Enclosed space; Something around you	in a car, in a taxi, in a helicopter, in a boat, in a lift, in a box, in a pocket, in a wallet, in a building, in an office, in the room, in the Kitchen, in the garden, in the bathroom
Streets	in Dallas street, in Oxford street
Countries, cities, towns and villages	in Paris, in Moscow, in New York in Jordan
With ' arrive'	arrive in London
Weather	in the rain, in the snow, in the fog
Miscellaneous common phrases	in the garden, in the sky, in the newspaper, in a row, in bed, in a book, in the photo, in the middle, in the back of (a car), in the front of, in back of, in front of

At : It is used with points of place, street numbers and specific places.

	Examples
Points	at the corner, at the bus stop, at the door, at the top of (the page), at the end of (something), at the cross roads, at the roundabout, at the bottom, at the reception, at the traffic lights

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Street numbers	at 17 oxford street
Speed	at a speed of 50 k/ h
Specific place	at Heathrow airport, at the cinema, at the pub, at Fred's house
Miscellaneous of common phrases	at home, at work, at university, at school, at college, at the party, at the meeting, at the football match,

On: on is used with:

	Examples
Surface/ touching part of something	on the wall, on the ceiling, on the floor, on the carpet, on the cover of the book, (a sign) on the wall, on the back of an envelope
Directions	on the left, on the right, on the far side
To mean 'by means of something'	on the phone, on the T.V
Levels of a building/ On+ floor	on the first floor, on the top floor
Parts of the body	on my foot, on his leg, on my left arm
Some types of transport	on a bus, on a horse
Miscellaneous of common phrases	on this page, on the screen, on the beach

28.2 Prepositions of Time (at, in, and on)

Prepositions of time are used to show the time of events and activities.

At :

	Examples
Precise time	at 5 o'clock, at noon, at midnight at night, at dawn, at lunch time

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	at sunrise, at sunset, at bed time at the moment, at the weekend at the start of June, at present at the same time
With age	at the age of 17
Hours	at 6: 30
Calendar seasons	at Christmas, at Easter
With meals	at lunch, at breakfast, at dinner

In:

	Examples
Months	in August, in April
Years	in 1996, in 2000, in the 1980
Parts of the day	in the morning, in the afternoon, in the evening
Seasons	in spring, in summer
Long periods	in 7 months, in the ice age, in the future, in two weeks in two days, in three months
Centuries	in the 20 the century
To refer to the time something takes to be completed	-I will finish my paper in 10 minutes. -I did the crossword in half an hour.

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On:

	Examples
Days	on Monday/ Saturday/ Friday, etc.
A day of the month	on 17 February, on 21 march 1968
Days of holiday	on your birthday, on independence day, on Christmas day
Particular time of a day	on Saturday evening, on Thursday morning
<i>Miscellaneous of common phrases</i>	on arrival, on your return

28.3 Other prepositions: after, from...to, to, in time, on time, near between, among, next to, opposite, in front of, in the front of, in back of, in the back of, for and since.

✓ **'After**

After: is generally used to mean later than, as in:

Ann was happy **after** she bought a car.

Ann looked weird **after** crying for two hours.

However **'after'** has other meanings, including:

<i>Meaning</i>	behind	chase	to have the same name of another's
<i>Examples</i>	Ahmad, lock the gate after you, please.	The bear was after Asma.	Alia is named after his grandmother.

✓ **'From.....to/ until/ till'** defines the beginning and end of a period, as in :

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The *British Council* will be closed **from 18th July to 15th August**.

- ✓ **'To'** is used to refer to a movement toward something, as in:
 - Ahmad is *cycling to* Paris to visit his mother.
 - I went **to** Surrey to meet Harith.

It also means 'against' as in: 'The score is 7 **to** 4.'

We use 'to' with the following words:

according to	liable to	hard to
give to	prefer to	like to
urge to	beg to	manage to
decide to	eager to	speak to
due to	used to	send to

- ✓ **In time, On time:**

'In time' means '*before/ not late*', e.g.:

I arrived **in time** for the 09:00 train.

'On time' means '*exactly at the arranged time*', e.g.:

My train left **on time**. (Exactly at 9 o'clock/ not after or before)

'Between' is used with two people/ things, and it can be used with more than two when the number is definite, as in:

1. I divided the portion **between** *Alfred and Helen*.
2. I sat **between** Ali, Ahmad, Yousef and Samia.

- ✓ **'Among'** is used with more than two people/ things and with indefinite number of people/ things, as in:

I slept **among** strange people.

- ✓ **'Next to'**

It means 'right beside', as in 'look at that picture which is **next to** the blue curtain. It is excellent'.

- ✓ **'With'**

It means 'along with', and 'using something- the how'. As in:

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- The British fought **with** the Germans.
- Salim hit her **with** a hammer.

We use 'with' with the following words:

satisfied with	familiar with	annoyed with
fill with	consult with	supply with
agree with	endowed with	with confidence
compare with	pleasesd with	covered with

✓ **'Opposite'**

It means 'facing something/ across from', as in:

- A: I live in that building. B: Which one?
A: The building **opposite** to the green grand store.
B: I see. They're facing each other.

✓ **'In front of'**

It means a head, as in 'Yousef is sitting **in front of** Al.

✓ **'In the front of'**

It means 'in the front part of something/ from inside', as in 'The model is **in the front of** the classroom'.

✓ **'In back of'**

It means 'behind', as in 'The car is **in back of** my house'.

✓ **'In the back of'**

It means 'in the rear part of something', as in 'The teacher is standing **in the back of** the auditorium'.

✓ **'For'** is used to indicate to the destination you are going toward. It is also used to express how long an action lasts (length of period), as in:

- I'm flying **for** a forum that will be held in Chelsea.
- I have taught English **for seven years**.
- I'll find a job **for** you.

✓ **'Since'** is used to refer to the start point of an action, as in:

- I have been teaching English **since 1987**.

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- ✓ 'Out of' means the opposite of 'into', as in: '**He walked out of the room.**'

28.4 Preposition+ noun (e.g. in my opinion) . There are some nouns that are usually used preceded by prepositions; these include:

on holiday	on a journey	on business	in cash
by cheque	in pen	on television	on the phone
for sale	on the whole	in advance	up to date
on purpose	by chance	by mistake	in my opinion
at a high speed	at first sight	at the invitation of	in charge of
in honor of	on the occasion of		with confidence
by+ transport means: by taxi/ bus/ train/ ship/ sea/ plane/ air		on foot (means walking)	

28.5 Verb+ Preposition (prepositional verbs), as in:

'graduate from', 'spend on' and 'supply with'. Here are some common prepositional verbs:

wait for	belong to	agree with	apply for
apologize for	believe in	care about	deal with
concentrate on	suffer from	talk about	consist of
blame for	provide with	take care of	laugh at
hide from	blame for	cope with	comment on
rely on	depend on	contribute to	stare at
look forward to	congratulate on	take advantage of	dream of/ about
participate in	forget about	vote for	object to
count on	thank for	graduate from	compete with
furnish with	interfere with	mix with	pay for
prevent from	recover from	sit at (the table)	sit in (arm chair)
decide on	detract from	engage in	escape from

28.6 Adjectives+ prepositions (e.g. mad at).

accustomed to	afraid of	mad at	interested in
expert in	different from	capable of	fond of
rich in	guilty of	detrimental to	partial to

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tired of/ from
acquainted with
jealous of
committed to
content with
composed of
full of

finished with
accused of
aware of
upset with
proud of
dressed in
superior to

absent from
innocent of
bored with
dedicated to
married to
easy for
born in

dull of
angry at
known for
discriminated against
different from
empty of
| kind to

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Exercise (67)

Put in the preposition: in, on or at.

1. Gallagher's room is.....the third floor.
2. I saw Julia Robert holding a parrot.....her hand.
3. I'll meet youthe airport.
4. There are 23 seatsthe classroom.

Exercise (68)

Add the correct preposition that goes with the verb, adjective, or noun in every sentence:

1. I'm afraid.....parachuting. I hate to jump from high places.
2. Orange is rich.....vitamin (c).
3. People in Congo suffer..... civil war.
4. Don't write.....pen.
5. When you decide to participate in the parliamentary elections, please tell me..... advance.
6. My firm-report will be declared the radio.
7. Water consists..... oxygen and hydrogen.
8. You are well-trained. That is why I can rely.....you.
9. I'll be out for few hours. Could you take care.....my baby.
10. I've run my website.....2001.(since/ for)
11. He's been thereover half an hour. (since/ for)
12. He was sitting.....the table. (in/ at)
13. We went to the station.....taxi. (on/ by)
14. I was born Holland. (in/on)
15. I'm proud.....my king. (of/ at)
16. The child is afraid.....the dark room. (of/ by)
17. You're accusedsmuggling. (of/ by)
18. He speaks Frenchconfidence. (with/ from)
19. He spent a lot of money cassettes. (on/ at)
20. Are you goodphysics? (at/ on)

29. Emphasis and Hedging

29.1 Emphasis

There are many ways for emphasizing a part of a sentence. The following are the most common styles especially when writing an essay because they help to have essays of a wide range of grammar.

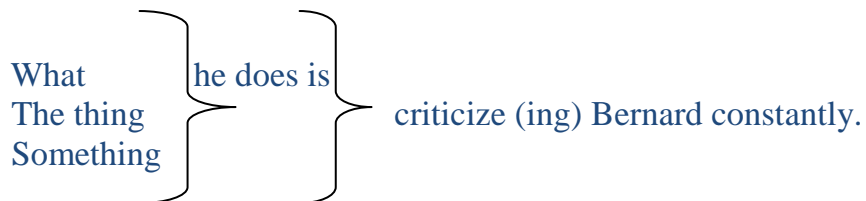
1. Structures which add emphasis (cleft sentences):

- a. I love Jolie's personality. (base sentence)



- b. Cleft sentence, for example: **It is Jolie's personality that I love.**

- c. He criticizes Bernard constantly. (base sentence)



- d. He criticized Bernard constantly. (base sentence)



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2. **Negative inversion:** Certain negative expressions can be put at the beginning of a sentence for emphasis, as in:

(**never, rarely, not only, scarcely, seldom, etc.**). **Examples:**

- I'll never forget the day when I first met her.

Never will I forget the day when I first met her.

- People rarely fall in love at first sight.

Rarely do people fall in love at first sight.

3. **Emphatic do/ does/ did:**

- **Finally, I did find the keys.**

(Finally, I found the keys.)

- **I do like Mrs. Bonnet.**

(I like Mrs. Bonnet.)

- **She does love her dad.**

(She loves her dad.)

29.2 Hedging (Distancing the Facts)

These are the ways of how you can give information putting distance between yourself, as a speaker, and the facts:

1. Passive constructions.

Look at these sentences:

- They say Hanna works in the hotel.

- People assume Kate is wasting her time with Angelina.

- Everyone thought Mugabe had made his fortune in tobacco.

These sentences can be expressed in the passive in two ways, beginning with 'it' or the 'name/pronoun':

- **It is said that** Hanna works in the hotel.

- **It is assumed that** Kate is wasting her time with Angelina.

- **It was thought that** Mugabe had made his fortune in Tobacco Company.

(You can use phrases like: *it is believed that/ it is expected/ it is alleged/ it is reported/ etc.*); (or)

- **Hanna/ He is said to** work in the bar.

- **Kate/She is assumed to** be wasting her time with

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Angelina.

- **Mugabe/He was thought to** have made his fortune in Tobacco Company.

2. Seem and appear.

- He **appears to have** scanned my family photos.
- The Sunday **seems to have** found the required details from reliable sources.
- Benjamin's declaration **seems to be** more factual.
- **It appears that** the president dealt with the circumstances confidently.

Exercise (69)

Rewrite these sentences to make them more emphatic.

1. Love changes the course of your life.
.....
2. She always disagrees with me.
.....
3. I admire Arthur's courage.
.....
4. I've never been humiliated in my life.
.....

30. Punctuation Marks; and Capitalization

30.1 Punctuation marks.

Punctuation marks are symbols used in punctuating a written text including: full stop, comma, question mark, colon, exclamation mark, apostrophe, etc.

Full stop. It is a small dot (.) whose main use is:

1. To indicate the end of a sentence which is not a question or an exclamation, as in:
Miller is really embarrassed.
Rebecca is studying Applied Linguistics.
2. At the end of an abbreviation that involves the first few letters of a word, as in:
Feb. / Jan. / Aug. / Tue. /etc. / Mr.
3. In decimal fractions, as in "3.5 feet".
4. At the end of a reported/ indirect sentence, as in:
He promised that he would help her.

Comma (,). It is mainly used:

1. Between individual items in a list of three or more items (all but the last and the one before the last), for example:
 - I like football, tennis, basketball and table tennis.
 - I can speak English, Arabic and French.
2. To distinguish a non-restrictive from a restrictive relative clause, as in:
 - My father, *who is Irish*, is smart.
3. After the subordinate clause when it precedes the main clause, as in:

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- *Although Alia was sick*, she went to school.
- 4. To separate a question tag, as in "It is hot, isn't it?"
- 5. Before a quotation, as in:
 - I boldly cried out, 'what a bad day!'
- 6. In numbers of four or more figures, to separate each group of three consecutive figures, starting from the right, as in:
 - (11,234,657).
- 7. After some introductory elements: Yes,/ No,/ Oh, .
- 8. To separate a series of adjectives:
 - We had to carry out a long, demanding and challenging march in Wales.
- 9. After adverbial clauses when coming at the beginning of a sentence, for example:
 - While he was climbing the mountain, Sam broke his leg.
- 10. After participial phrases:
 - Washing his car, Fred had sprained ankle.
- 11. To separate items in dates:
 - I was born on August 6, 1980.
- 12. After the salutation of the letter and after the closing of the letter:
 - Dear Sam,
 - Yours sincerely,
- 13. After words like:
 - For example,
 - Moreover,

Note: Words used in pairs are considered one item in a series, and in this case a comma is placed after the item before the last, for example:

For dinner I prepared salad, cake, fish and chips, and coffee.

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Question mark (?). It is placed at the end of a question/interrogative sentence, as in:

- Who is she?
- What did you say?

Colon (:). It is used:

1. To introduce a list of items, as in:
 - I have a list of what we need for lunch: potatoes, tomatoes, garlic and bread.
2. In numerals as in "it is 7:30 pm".
3. To explain and clarify what has gone before it, as in:
 - I have some good news: AlZamalik won the championship.
4. Before a quotation, as in:
 - The godfather wrote these words: I owe you a grand.

Exclamation mark (!).

1. It is used after an exclamatory word, phrase, or a sentence expressing absurdity, contempt, emotion, enthusiasm, sorrow, a wish, or a wonder, as in:
 - What a sunny day!
 - What a beautiful lady!
 - Alas!
 - How elegant this man is!
2. Used at the end of strong imperatives, for example:
Shut up!

Apostrophe ('). It is used :

1. To show the possession case, as in 'This is **John's** book.
2. To show omission, as in '**John's** angry.' which is the short form of '**John is** angry.'
Do not= **don't**, is not= **isn't**, etc.

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Semicolon (;).

1. It is mainly used between clauses that are not joined by any form of conjunction, as in:
 - We had a wonderful holiday; sadly they didn't.
2. It is also used to form subsets in a long list of names so that the said list seems less complex, as in:
 - He has applied to The Guardian in London; The Mail in Toronto; AlRai in Jordan.
3. It is sometimes used before 'however, nevertheless, hence, etc.', as in:
 - It is freezing; *nevertheless*, he'll go out.

The colon (:) is used:

1. Before a list of items. For example,
The car we bought is spacious enough for everything:
suitcases, fishing gear, baskets and clothes.
2. Between the hour and the minutes when writing the time
(7:30).

The dash (-). It is used to mean 'namely, in other words'.

The commandant was authorized to prevent the strike- he could have stopped it.

30.2 Capitalization.

Capitalization is a must in specific cases in English. Thus, special attention should be paid to this when writing a text or, even, a single sentence:

1. Initial letter of proper nouns, for example:
Ahmad, Jordan, Cairo, The Middle East and New York.
2. Initial letter of days of the week, and months, for example: Saturday, Sunday, May, etc.
3. The first word in the sentence, for example:
Ruling a state isn't easy.
4. Initial letter of titles, as in: Mr., Dr., Miss, General, President, etc.

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5. The first word of a quotation:
He says, “**Y**our soldiers are really idle.”
6. The pronoun ‘I’.
I swiftly and carefully reacted to the accident report.
7. Initial letter of names of nationalities, for example:
Egyptian, Portuguese, Iranian, Polish, German, Greek,
Dutch, etc.
8. Organizations, institutions, firms and governmental
bodies, for example:
The General Assembly, United Nations, the Congress,
the Ministry of Health, etc.
9. The first word in the titles of books, poems, movies and
works of art:
Washington Post, the Guardian, War and Peace,
Monaliza, etc.

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31. Redundancy

A redundant part of a sentence is where some information is unnecessarily repeated. It is necessary to learn which word/ or part of the sentence should be crossed out to make a sentence sound correct. The following is a list of words that students usually tend to use making a sentence redundant. Consider the following words:

Reason...because

The reason I want to borrow some money is that because I want to by a new house. (incorrect)

The reason I want to borrow some money is that I want to by a new house. (correct)

Repeat again

Mary repeated the question again. (incorrect)

Mary repeated the question. (correct)

New innovations

We should come up with new innovations to improve our way of living. (incorrect)

We should come up with innovations to improve our way of living. (correct)

Join together

My father asked me to join the team together. (incorrect)

My father asked me to join the team. (correct)

Sufficient enough

We have sufficient enough money. (incorrect)

We have sufficient money. (correct)

We have enough money. (correct)

Return back

I returned back last night. (incorrect)

I returned last night. (correct)

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Progress forward

The Israeli-Palestinian peace talks progressed forward. (incorrect)

The Israeli-Palestinian peace talks progressed. (correct)

Advance forward

The army advanced forward after the main battle. (incorrect)

The army advanced after the main battle. (correct)

Proceed forward

The teacher proceeded forward to discuss the puzzle. (incorrect)

The teacher proceeded to discuss the puzzle. (correct)

Same identical

The twins have the same identical birthmarks. (incorrect)

The twins have identical birthmarks. (correct)

Two twins

My brother wants to play with the two twins. (incorrect)

My brother wants to play with the twins. (correct)

Two halves

I split the group into two halves. (incorrect)

I split the group into halves. (correct)

The time when

It is the time when I'll meet her. (incorrect)

It is the time I'll meet her. (correct)

The place where

This is the place where I dropped her. (incorrect)

This is where I dropped her. (correct)

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32. Guide for Finding Writing Errors

While you are reading any sentence, you had better memorize the following basic hints to determine whether the sentence is correct or not.

i. Subject- verb agreement (singular/ plural agreement)

- *I has* written three short stories. (x)
- I have* written 3 letters. (√)

ii. Word form

- I met a *beauty girl*. (x)
- I met a *beautiful girl*. (√)
- He is *gooder* than Ali. (x)
- He is *better* than Ali. (√)

iii. Verb tense

- Yasar *is play* tennis now. (x)
- Yasar *is playing* tennis now. (√)

iv. Add or omit a word/ article, etc.

- I *want see* you soon. (x)
- I *want to* see you soon. (√)

v. Word order

- I bought a *car black*. (x)
- I bought a *black car*. (√)

vi. Incomplete sentence

- I went home. *Because I felt tried*. (x)
- I went home because I felt tired. (√)

vii. Spelling

- The red car *stoped*. (x)
- The red car *stopped*. (√)

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viii. Punctuation

- Who is that. (x)
- Who is that? (✓)

ix. Capitalization

- she* is going to *japan*. (x)
- She* is going to *Japan*. (✓)

Exercise (70)

Find the errors and then correct them in the following sentences:

1. I have be living in London since 2001.
2. Don't repeat the song again.
3. He have been to Paris twice.
4. Ive three children.
5. I have two son.
6. Sami buyed this house 20 years ago.
7. John didn't attend the class. Because he was sick.
8. ali bought a good van.
9. What is your name.
10. An Earth rotates round the sun.
11. Didn't you saw that sign?
12. If I were a bird , I will fly to Canada.
13. I quit to smoke.
14. Suzan and Julia is coming to dinner

Exercise (71)

Imagine you are an editor in Aljazeera international channel, you are asked to edit the following lines taken from an advertisement. There are six underlined mistakes; correct them.

- Stop look for a new computer.
- your best personal computer is now available.
- Our aim is to provide you with the lateste technology.

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- Your computer was made in england.
- Now it have the best options.
- Dont think twice. You won't regret it.
- Do you still have any doubts.

Exercise (72)

Error analysis (A): Every sentence of the following has one error out of the underlined words/ phrases/ clauses. Find the error and then correct it.

1. He have been to Paris twice.
2. I have study English linguistics for three years.
3. Sam usually wake up at six o'clock.
4. Ive three children.
5. I have two son.
6. I saw a beauty girl.
7. He is been three since 2007.
8. Sami buyed this house 20 years ago.
9. John didn't attend the class. Because he was sick.
10. ali bought a good van.
11. What is your name.
12. An Earth rotates round the sun.
13. Last night I saw a dog. A dog was chasing a cat.
14. You must to write your article.
15. I don't has any money.
16. Too much people use the subway to get their work in time.

Error analysis (B): Find and correct the errors in the following sentences:

1. She don't have any money.
2. That is your pen, aren't they?
3. Everyone took the test , didn't he?
4. Ann doesn't drink coffee, does she.
5. I am supposed to leave now, aren't we?
6. Does your plane left at seven?

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7. Didn't you saw that sign?
8. When did you do last night? I studied.
9. Why can answer the question? Ali
10. Why is she? At home.
11. How much is she? 12
12. Where book should I buy? This one.
13. I is a student.
14. George is carelessly .
15. Ali speaks English good.
16. She asked him an easily question.
17. That house looks perfectly.
18. Birds flies.
19. he has never met her.
20. It is rain now.
21. I have to study hard because of my course is difficult.

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33. Problem Words

Some people fail to distinguish between some words due to their similarity in spelling or pronunciation. The following are some of these words with their meanings:

<u>Word</u>	<u>Meaning in English</u>
acetic	acid used in vinegar, sour
ascetic	self-denying
angel	heavenly being
angle	a figure formed by two lines meeting at a certain point
adverse	hostile, unfavorable
averse (to)	having dislike, unwilling
cite	quote as an example
site	location
sight	view, aiming device
costume	clothing
custom	a traditional practice of a particular group of people
descent	lineage, downward motion
decent	suitable
dessert	pudding, the final course of a meal
desert	abandon, dry place
later	a time in the future
latter	last of two things mentioned
loose	opposite of tight
lose	opposite of win, mislay
peace	opposite of war
piece	part of a whole
principal	main, director of a school
principle	fundamental rule
quiet	serene

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quite	completely
quit	stop
their	possessive adjective
there	opposite of here
they're	contraction of 'they+are'
two	number (2)
too	excessively, also
weather	atmospheric conditions
whether	if
whose	relative pronoun
who's	contraction of 'who+is/ who+has'
accept	take the given
except	excluding
advice (n)	counseling
advise (v)	counsel
affect (v)	to make a change
effect (n)	consequence
device	plan
devise	invent
elicit	draw out
illicit	unlawful
explicit	direct, clear
implicit	implied, unquestioning
formerly	previously
formally	officially
immortal	Incapable of dying
immoral	bad
persecute	torture
prosecute	to bring suit against
precede	to come before
proceed	continue after interruption
beside	next to
besides	in addition to
aside	to one side

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considerable	rather large amount
considerate	polite, thoughtful
credible	believable
creditable	worthy of praise
hard	difficult
hardly	barely
liquefy	change to a liquid state
liquidate	eliminate, change to cash
amiable	friendly, agreeable (people/moods)
amicable	characterized by goodwill (relationships/documents)
biannual	twice a year
biennial	every two years
cannon	a large gun
canon	a ruling
cancel	to examine publications
censure	to blame, criticize severely
defective	having a fault
deficient	having a lack
discomfit	to embarrass
discomfort	lack of comfort
exercise	physical exertion, a piece of school work
exorcise	to rid of evil spirits
extant	still in existence
extinct	no longer in existence
fatal	causing death
fateful	important and decisive
hail	frozen rain
hale	healthy and strong
hyper-	above (hypertension)
hypo-	under (hypothermia)
illegible	impossible to read
eligible	qualified, suitable

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literal	word for word
literate	able to read and write
luxuriant	profuse, growing thickly and strongly
luxurious	referring to luxury
momentary	lasting for a very short time
momentous	very important
moral	concerning the principles of right and wrong
morale	state of confidence
noticeable	obvious
notable	remarkable
perpetrate	to commit
perpetuate	to cause to continue
personal	of a person
personnel	the people employed in a work place
plain	easy to see, frank, simple, not beautiful
plane	aeroplane
pray	to speak to god
prey	to hunt and kill
reign	the time during which the king reigns
rein	one of the leather straps that control a horse
stationary	standing still
stationery	writing materials
wet	to cover with moisture
whet	to sharpen, to stimulate

More problem words for practice:

1. Old cars are not as they
 - a. seam (closure)

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b. seem (appear)

2. On the, she is a kind person.
a. whole (entire)
b. hole (gap)
3. Ia lot better but I did it anyway.
a. knew (past of know)
b. new (fresh)
4. Good traders buy low andhigh.
a. sell (trade)
b. cell (unit)
5. Didn't Samiyou when you called him?
a. hear (perceive sound)
b. here (opposite of there)
6. Do notin others' affairs.
a. medal (award)
b. meddle (interfere)
7. Do you reallya new van?
a. knead (message)
b. need (require)
8. During weekends I work as a tour
a. guide (lead)
b. gayed
9. I toldnot to call her but he would not listen.
a. him
b. hymn (chant)

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10. My car broke down last night, so I called for atruck.
a. toe (of the foot)
b. tow (pull)
11. Every time I sleep withhair I catch a cold.
a. wet (damp)
b. whet (sharpen)
12. I want toyou for your achievements.
a. complement (balance)
b. compliment (praise)
13. You are notto stay up later than 12 p.m.
a. allowed (permitted)
b. aloud (audibly)
14. My nephew has15 centimeters since last winter.
a. groan (moan)
b. grown (past participle of grow)
15. Mary.....flowers to her father on Fathers' Day.
a. scent (smell)
b. sent (send)
16. Are those cakesor artificial?
a. real (actual)
b. reel (roll)
17. You need to read the text carefully to detect a hidden
- a. clause (part)**
b. claws (claw)
18. The rope you gave me was
- a. taught (teach)

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b. taut (tight)

19. The animal has mud all over its
- a. pause (gap)
 - b. paws (paw)**
20. Is it possible tominerals from Jordan valley?
- a. leach (filter)**
 - b. leech (tick; vampire)
21. I served in abase for two years.
- a. naval (marine)**
 - b. navel (part of the body)
22. She traveled forwith a lot of money.
- a. days (day)**
 - b. daze (astonish)
23. The manager is planning toout the project in three main stages.
- a. faze (put off)
 - b. phase (stage)**
24. You mustin that wild horse.
- a. reign (time in power)
 - b. rein (control)**
25. I've got a new rod and
- a. real (actual)
 - b. reel (roll)**
26. Jolie served in the armoured
- a. corpse (dead body)

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b. corps (unit)

27. The dessert was a sliced ____ on a bar of chocolate.

a. pair (couple)

b. pare (peel)

28. We plannedvacation carefully

a. hour (60 minutes)

b. our (adjective pronoun)

29. Thewaited for ten hours.

a. patience (endurance)

b. patients (sick)

30. I learned towhen I was six.

a. sew (stitch)

b. so (thus)

31. An egg has the white part and the

a. yoke (repression)

b. yolk (inner yellow part of an egg)

32. Many people believe that passengers should have the exact

..... ready. a. fair (pale)

b. fare (charge)

33. Do youthe way to the British Council?

a. know

b. no

34. A wedding party is a beautiful

a. right (correct)

b. rite (ritual)

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35. Do youthe money for dinner?
a. halve (devide)
b. have (possess)
36. There is a worldwideon ivory trade.
a. ban (forbid)
b. van (front)
37. Ais the short way of referring to an animal doctor.
a. bet (gamble)
b. vet (animal doctor)
38. The judge decided that Samir could be released on a 200 J.D
.....
a. bail (surety; payment)
b. veil (covering)
39. The ship had a leak, so we had to out the water.
a. bail (remove out)
b. veil (covering)
40. This computer is the of my work! It keeps logging off.
a. vain (ineffective)
b. bane (nuisance)
41. He likes tohis wife with gifts and flowers.
a. lavish (to make something bountiful)
b. ravish (of rape)
42. The president wasfrom his country and forced to live
in Spain.
a. vanished (missing)
b. banished (expel)

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43. Najeeb Mahfouz received theprize for literature.
a. Novel (work of fiction)
b. Nobel (name of an award)
44. Sending printed-false information could result in a charge of
a. rival (competitor)
b. libel (defamation)
45. The winner has time toin his success party.
a. rebel (revolt)
b. revel (drink)
46. One symptom of measles is having a red
a. rash (reaction)
b. lash (tie)
47. Cats are preferred as pets because they have a strong sense of
a. loyalty (faithfulness)
b. royalty (monarchs)
48. The painfulin my neck was caused by hunching over the TV for long time.
a. click (tick)
b. crick (spasm)
50. I think it's hard to concentrate while hearing the sharp, loudof the typewriters.
a. clack (click)
b. crack (break)

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Exercise (73)

Select the correct word in parentheses to complete the meaning of the sentence.

1. A beautiful (angel/ angle) visited me.
2. I have (your/ you're) notes in my notebook.
3. It is a (costume/ custom) in Jordan to eat lamb on wedding parties.
4. (Weather/ Whether) we run or walk depends on the roads conditions.
5. Although my brother doesn't like (dessert/desert), I prefer something sweet.
6. James and Fredrick teach kindergarten; the (latter/ later) works in Nepal.
7. King Abdullah II is of the Hashemite (decent/descent).
8. You need to (site/sight/cite) your references when you write an essay.
9. My shirt came (lose/loose) and it needed to be tightened.
10. Asma had to (quit/quiet/quite) eating sweets to be healthier.
11. Your remarks greatly (effected/affected) Kaite.
12. After declaring bankruptcy, General Motors was forced to (liquefy/liquidate) its assets.

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Progress Tests

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Test (1)

Q1. Choose the best answer.

1. Have you to Paris?
a. be ever b. been c. were
2. Dave has already the meeting.
a. inaugurated b. inaugurate c. inaugurating
3. Niss my glasses.
a. broken b. broke c. break
4. Sali this portrait by herself.
a. do b. did c. done
5. Ali enter this theatre. It's forbidden.
a. mustn't b. don't have c. might
6. I have a toothache. You see the dentist.
a. should b. can c. ought
7. I'm not familiar this teacher's way of testing.
a. with b. to c. from
8. I graduated..... Mu'tah university.
a. from b. of c. on
9. my opinion, she is ugly.
a. In b. At c. On
10. My father is named his grandfather
a. before b. after c. about
11. I was born Tokyo.
a. in b. on c. at
12. Miss Ruby always comes late. She's never time.
a. on b. at c. by
13. I came foot. I didn't catch the train.
a. on b. in c. by
14. I for you for 3 hours.
a. have been b. has being waited c. wait waiting
15. Seldom Dr. Khattab.
a. have I met b. I have met c. met

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16. Killing animals is unlawful. You hunt dogs.
a. mustn't b. don't have to c. can't
17. Could I have a of Jam?
a. Jar b. slice c. loaf
18. Can I have a of tea?
a. cup b. bottle c. dozen
19. Can I have aof chocolate?
a. bar b. head c. dozen
20. When I came in, I saw her..... football.
a. play b. playing c. is playing
21. He in 2001.
a. died b. has died c. was dying
22. I to leave now.
a. have b. can c. must
23. None of my friends a good friend.
a. are b. is c. am
24. One of the students in trouble.
a. was b. were c. are
25. The number of males..... more than the females.
a. is b. are c. were
26. A number of my friends flying tonight.
a. is b. are c. was
27. I have pure water, so I should buy some more.
a. little b. a little c. few
28. I got up 7: 30 .
a. in b. on c. at
29. She looks than I do.
a. happier b. more happy c. happyer
30. Did you tennis yesterday ?
a. played b. play c. playing
- 31 . I a dream.
a. has b. am c. have

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32. If you take advantage of Rami's experience, you.....
a. are going to succeed b. would succeed c. could have succeeded.

Q2. Study the following pair of sentences and answer the questions below.

- a. I'm going to have the walls painted.
 - b. I'm going to paint the walls.
- Which sentence means that the speaker will not do the painting himself.

Q3. Correct the underlined mistakes in the following sentences:

- 1. I'm interesting in Salim's idea.
- 2. How many peoples have you invited?
- 3. When I came back, everything is fine.

Q4. The following is incomplete sentence. Beneath the sentence you will see three words or phrases. Choose the one word or phrase that best completes the sentence.

- During the early period of ocean navigation,.....any need for sophisticated instruments of techniques.

- a. so that hardly
- b. hardly was
- c. there was hardly

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Test (2)

Q1. Complete the sentences with the correct form of verbs in brackets.

1. The teacher made the student.....the class. (leave)
2. Mr. Robert had his wife.....the food. (prepare)
3. My father had his house..... His elder son painted the house. (paint)
4. I made my students.....the classroom's windows. (wash)
5. George got some children.....his garage (clean)
6. I the car boot after I hit a truck. (damage)
7. Itheavily in Mumbai in June and July. (rain)

Q2. Give the correct 'ing' form/ gerund and the past form of the following words:

- stop: *stopping* / *stopped*.
open: /.....
control: /.....
try: /.....
lie: /.....

Q3. Give the correct past form of the following words:

- argue: *argued*
destroy:.....
prefer:
study:
play:

Q4. Use either the present simple or the present progressive of the verbs in brackets to fill in the blanks.

1. Diana can't help you right now. She (take) a shower.
2. Dove..... (wash) his hair every weekend .
3. The sun..... (rise) from the east.
4. Please be quiet. I (try) to write a letter.

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7. I bought a pen a book and a table.

Q9. Put the words in the correct order to make sentences.

1. shining/ The/ yesterday/
was/ sun
2. You/ last night/ were/ jeans/ wearing
3. bought/ scarf/ She/ cotton/ a/pretty

Q10. According to the subject-verb agreement, decide whether the sentences are correct or incorrect?

1. People from the south of Cork is so friendly. ()
2. You and I am supposed to live together in Geneva. ()

Q11. Choose the correct preposition.

1. Chuck lives21 Piccadilly Street, doesn't he?
a. in b. at c. on
2. Adiga will be able to leave Albania10 minutes.
a. in b. on c. at
3. Angela doesn't get madyou unless you
interrupt her.
a. in b. on c. at

Q12. The following is incomplete sentence. Beneath the sentence you will see three words or phrases. Choose the one word or phrase that best completes the sentence.

- Simple photographic lenses cannot.....sharp, undistorted images over a wide field.

- a. to form
- b. are formed
- c. form
- d. forming

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Test (3)

Q1. Use the past simple or the past progressive to correct the verbs in brackets.

1. I..... (have) an accident last week.
2. While I (drive) down King's Street, a red car (hit)mine.
3. Three years ago, the Sudanese government..... (decide) to build ten dams. At that time, many farmers in the country side..... (starve) because of the drought.
4. I (fall) down as I (run)in the corridor barefoot.
5. What (wear/ Asmahan) at last night's party?

Q2. Fill in the gaps with the correct form of verbs by using the past simple or the present perfect.

1. Suha..... (not / attend) any meetings since January.
2. Bill..... (go) to Spain last night.
3. He.....just (return) from Honolulu.
4. In her whole lifetime, Helena..... (never/ see) snow.
5. Up to now, William (finish) four exams.
6. I (have) this car for ten years.
7. Inever (win) a lottery.
8. How long you..... (stay) in Grand Tulip Hotel?
9.Sam (feed) his dog before he came in? Yes, he did.
10. The weather..... (be) nice lately.
11. I (release) three thieves so far this week.

Q3. Use the past perfect or past simple for sentences (1-3).

1. Bush (make) an apple pie after we got home.
2. My little son (fall) asleep before we got home.
3. He (become) a businessman after he..... (become) a T.V reporter.

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9. He had lung cancer he was a heavy smoker.
a. since b. despite c. but
10. the cold weather, he is sitting outside.
a. In spite of b. Although c. Because

Q7. Write the following sentences in reported speech.

1. Rasha says, 'My relatives are coming to visit Petra this week.'
Rasha said (that).....
2. Ahmad says, 'I think Jerash is the most beautiful city in Jordan.'
Ahmad said (that).....
3. Josef says, 'My parents have moved their house.'
Josef said (that).....

Q8. Select the best answer.

1. A: I am sick.
B: You..... see the doctor
a. can't b. must c. don't have to
2. Sámi..... at 7:00 every morning .
a. wake up b. wakes up c. woke up
3. You can't drive quickly in this street. It is not wide enough.
a. It is too narrow b. it is narrow too c. too it is narrow
4. There are..... people outside.
a. too many b. too much c. too far
5. He ate..... the biscuits. The box is empty.
a. all b. some c. any
6. It is peaceful there. There aren't cars.
a. any b. many c. all
7. Do you want water?
a. some b. many c. a few
8. I live in the countryside.
a. used to b. would c. am

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Test (4)

Q1. Find and correct the errors in the form of modals or the verbs they precede in the following sentences:

1. Rose can to play well.
2. Rose wills play well.
3. Rose should had played better.
4. Can Rose to behave well?
5. Do you can run faster than Jim?
6. They don't can go to Amman by bus.
7. I must going now.
8. I don't have depart now.
9. I have to playing basketball.
10. You ought study tonight.
11. The driver shoulds slow down.
12. You had better got a visa.
13. I was able reach the mountain top.

Q2. Change the following sentences from active into passive:

1. Sam opens the red window every other morning.
..... by Sam .
2. Sam is painting the brown barrels.
The brown barrels
3. The policemen have smashed the gate.
The gate.....by the policemen.
4. The taxi driver shook the red wine bottle.
The red wine bottle.....
5. Lee was washing the cars.
.....by Lee.
6. Tom and Jeff had served the old women.
..... by Tom and Jeff.
7. Jeffery will set up a new plan.
..... by Jeffery.
8. The government is going to establish a new hospital.

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..... by the government

Q3. Rewrite the following sentences so that they give the same meaning:

1. The English company made 20,000 pairs of trousers last week.
.....
2. My father built our house in 1990.
.....
3. My mother will complete my rug tomorrow.
.....
4. I have dropped a large vase.
.....
5. You should teach your son how to behave.
.....

Q4. Complete the following sentences using either a gerund or to- infinitive.

1. Jim avoided looking / to look at her.
2. Do you enjoy playing / to play soccer?
3. Keep taking/ to talk . I'm listening to you.
4. I suggest visiting/ to visit Jordan next week.
5. I'd like talking/ to take a shower.
6. Mary planned build/ to build a new house.
7. Do you mind closing/ to close the door? Thank you.

Q5. Choose the correct answer.

1. She is----- chemist.
a. a b. the c. an d. x
2. I visited -----USA twice.
a. a b. the c. an d. x
3. It is usually warm in ----- south of Jordan.
a. the b. a c. an d. x
4. ----- hotel seems nasty place.
a. These b. Those c. This d. that is

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5. -----are Alison's pamphlets.

- a. This b. That c. These d. which

6. The underlined letter in the word *looks* is pronounced:

- a. /s/ b. /z/ c. /ez/ d. /iz/

7. The underlined letter in the word '*cite*' is pronounced:

- a. /s/ b. /k/ c. /ng/ d. /si/

8. The underlined letter in the word '*helped*' is pronounced:

- a. /t/ b. /d/ c. /ed/ d. /id/

Q6. Select the meaning of the underlined modals/ phrases in the following sentences:

1. **It is possible** that David comes tonight.

- a. May b. Must c. Will

2. She **should** call her husband.

- a. Ought to b. Have to c. Could

3. I **can** lift this luggage.

- a. I am able to b. Should c. Had better

4. **Would you mind** calling you after midnight?

- a. Ability b. Request c. Obligation

5. You **must** pull over your car right now.

- a. necessity b. Strong obligation c. Prohibition

Q7. Correct the words in brackets to fit the meaning of each sentence.

1. I was thinking about my English homework when the phone.....(ring).

2. When I..... in the town, I used to spend my free time with my friends.(live)

3. What..... you usually..... when you get home from school? (do)

4. A: What..... your father usually..... (do)

B: He a newspaper reporter. (be)

5. Sue used to..... when she was a child. (smoke)

6. She..... her tea yet. (not drink)

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Test (5)

Q1. The underlined letters in the following words are pronounced:

- | | | |
|-----------------|--------|--------|
| 1. <u>l</u> ift | a. /l/ | b. /e/ |
| 2. <u>c</u> old | a. /g/ | b. /k/ |
| 3. <u>g</u> ood | a. /g/ | b. /k/ |

Q2. Select the correct answer.

- There are two in our town.
a. travel agents b. travels agent c. travels agents
- I have five.....
a. sister- in- laws b. sisters- in- law c. sisters- in- laws
- I have ten.....
a. childs b. childrens c. children
- I met seven
a. police mans b. polices man c. policemen
- I divided the class into
a. haves b. halves c. halfes
- We had few..... we need to square them away.
a. crises b. crises c. crisis
- I have 300
a. aircrafts b. aircraftes c. aircraft
- The committee changing their plans.
a. is b. was c. are
- Physics..... the most interesting subject.
a. is b. are c. be
- students passed the test.
a. Few b. Little c. Too much
- This amount of coffee is not enough for five people.
There is..... left.
a. little b. a little c. few

Q3. Select the appropriate answer.

- The food smells.....

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- a. deliciously b. delicious c. deliciousness
2. Ann is..... than Sal.
a. taller b. tallest c. more tall
3. This exam is the ever.
a. bad b. worse c. worst
4. She is the..... girl in the village.
a. pretty b. prettiest c. prettiest
5. This house has..... tables than ours.
a. less b. least c. the least
6. The movie was..... I almost slept.
a. bored b. boring c. boringly
7. Luna is as as Sylvia.
a. pretty b. prettier c. more pretty
8. Ma'an is than Amman.
a. far b. further c. furthest
9. Ali walks
- a. slow b. slowly c. slower
10. He drive
- a. fast b. fastingly c. fastly
11. He drives
- a. careful b. carefully c. carfulness
12. did you wake up? At 7o'clock.
a. Where b. When c. Which
13. did you meet him? In Asab.
a. Where b. When c. Who
14. car do you prefer? The Mercedes .
a. Whom b. Why c. Which
15. didn't you attend the class? I was sick.
a. Why b. Who c. Where
16. is it to Amman ? 80 km .
a. How much b. How far c. How many

Q4. Select the best preposition.

1. I am fond adventure films.
a. of b. in c. on

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2. My students are accustomed my way of tackling issues.
a. to b. in c. about
3. David is good physics.
a. to b. from c. at
4. You are my best friend. I can really rely you.
a. on b. of c. from
5. He went Washington by train.
a. to b. in c. by
6. I live 10 Jones Street.
a. in b. at c. on
7. I will wait you the second circle.
a. at b. in c. on

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Test (6)

Q1. Adding 'ed' or 'ing' to the words in brackets, make adjectives so that they fit the meaning of the sentences.

1. Last night I had a very (excite) day. That is why I'm still a little bit (please).
2. You made fun of Conrad. He is really (embarrass).
3. The test was (disappoint). No one passed it.
4. You look (tire). Was your job (exhaust).
5. Can you turn the T.V down? It is (annoy).

Q2. Correct the verbs in brackets. Use present simple, present progressive, past simple or past progressive:

2. Farah never..... as sad as today. (sound)
3. Dan his grandfather regularly. (visit)
4. Rick to London, this winter, to meet wife. (fly)
5. Look, Sal to solve the problem (try)
6. My roommate me..... every day. (wake up)
7. It last night when the power went off. (snow)
8. Al TV as his mother was cooking. (watch)
9. Ricky his radio set this time yesterday. (fix)
10. Jessie to the school after she had breakfast. (go)
11. I my wallet while I was looking for my keys. (lose).

Q3. Use the present perfect or the past perfect of the verbs in brackets:

1. Kirby his calculator. He is looking for it right now. (lose)
2. Jones was sad. He the test (fail).

Q4. Circle the correct answer:

1. The rate of crime in the USA this year.
a. decrease b. is decreasing c. decreased
2. Lucy often letters to her ex-husband.
a. was sending b. sends c. is sending

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3. Suzy and I when my father came in.
a. was fighting b. were fighting c. fight
4. The food we ate yesterdaywell.
a. tastes b. tasted c. was tasting
5. What a good day! The sun and the sea is calm.
a. shines b. is shining c. is shinning
6. Rula is a good teacher. She for 5 years
a. teaches b. has been teaching c. is teaching

7. My neighbor in Washington for 10 years. Then he moved to New York.
a. lives b. is living c. lived
8. The sun..... in the west.
a. set b. sets c. is setting
9. The driver was talking on phone while he
a. was driving b. drove c. is driving
10. Sumaya quit dancing two years ago. Shefor 10 years.
a.had been dancing b. has danced c. will dance
11. I cashed my cheque. I my sister tonight.
a. will visit b. am going to visit c. had visited
12. My family Tokyo before the volcano erupted.
a. have left b. has left c. had left
13. If you want to meet Samia tomorrow morning, she you at Guildford pub main gate.
a. will be waiting b. will have waited c. was waiting

Q5. Select the correct answer.

1. He said he a good villa.
a. had b. has c. is having
2. He asked
a. where did she go b. where she went c. where is gone
3. The waitress..... won the lottery is Mrs. Bartlett.
a. who b. whom c. which
4. The coach I cheated was clumsy.
a. whom b. which c. where

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5. The apartment I live is attractive.
a. when b. where c. whom
6. January month is I met Mrs. Tyre.
a. where b. which c. when
7. The cat fur is disgusting is his.
a. whose b. which c. who
8. having the authority, he can fire you.
a. because of b. so c. despite
9. Seldom.....such a dre.g.
a. I have talked to b. have I talked to
10. Look how slippery the road is! Itlast night.
a. must have rained b. could have rained

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Test (7)

Q1: Choose the appropriate answer for the following situations:

Situation (1): Hemingway is a good person, but he didn't call for help because he didn't see the accident.

- ❖ If Hemingwaythe accident, he would have phoned for help.
- a. saw b. had seen c. sees

Situation (2): Alma has good computer skills, so that she can do her searches.

- ❖ Itpossible for Alma to do her searches if she didn't have good computer skills.
- a. wouldn't be b. hadn't been c. won't be

Q2: Read the following pairs of sentences and answer the questions.

Pair (1):

- a. John has been reading a book about the history of English language
b. John has read a book about the history of English language.

- Which sentence indicates that *reading is in progress*?

Pair (2):

- a. Who's that man? He must be my boss.
b. I must go now.

- In which sentence does '*must*' express necessity?

Pair (3):

- a. I have been studying English literature since 1999.
b. I am interested in this article since I like literature.

- In which sentence can '*since*' be replaced by 'because'?

Pair (4):

- a. My lady had already eaten the meal before I got the house
b. My lady was eating when I got the house.

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- Write the sentence which expresses that the eating was completed when I arrived.

Pair (5):

- a. I will be writing a letter at 7:30 tomorrow morning.
- b. I will have written a letter by 7:30 tomorrow morning.
- Which sentence means that writing a letter will be finished at 7:30?

Q3 : Select the correct answer.

1. This is a Christmas holiday plan.
a. complete b. completely c. completion
2. Mr. Brown is That is why he can't go to school.
a. sick b. sickness c. sickly
3. Your skin feels
4. Don't press the 'ok' button before.....the possible consequences.
a. hot b. hotly c. hotness
5. You can leave if youfinished the writing section of the test.
a. complete b. completely c. completion
6. Have youyour project?
a. final b. finalized c. finally
7. Mr. Dove didn't talk toin his group. I think he is upset.
a. anybody b. nobody c. somebody
8. Give meopportunity, please.
a. another b. the other c. any body
9. Can you turn the light off? It isIt hurts my eyes.
a. too bright b. bright enough c. very bright
10. She decided to buyapartment.
a. a five- room b. five- a room c. a five rooms
11. She gave me aproject.
a. well planed b. well- planned c. planned well
12. Qatar is a..... country.
a. gas- producing b. gas- produced c. producing gas

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13. Sam hasn't finished the mission and my brother hasn't.....
a. either b. neither c. too
14.them regularly takes a lot of time.
a. Monitor b. Monitoring c. To monitor
15. No newsgood news
a. is b. are c. were

Q4: Circle the appropriate answer.

1. I used toa lot when I was 20 years old.
a. smoke b. smoking c. smoked
2. He told herhim again.
a. not to visit b. to not visit c. not visit
3. I can't tellmy dad was upset or not.
a. weather b. whether c. we there
4.going with me?
a. Whose b. Who's c. How
5. Reading Shakespeare's novels had a greaton Jiff.
a. effect b. affect c. affects
6. It is not easy to.....your terms.
a. accept b. except c. except
7. My elephant is eatingfood
a. it's b. its c. it was
8. You have to control your employees and I have to supervise.....
a. my b. mine c. meen
9. They may find a goodfor a new national college in Bella.
a. site b. sight c. cite
10. The lake seems
a. quite b. quiet c. quietly
11. Jim received his letter and Rania gotletter too.
a. hers b. her c. mine
12.rooms are in the Sultan of Brunei's palace?
a. How many b. How much c. How far

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13. Sali doesn't have about opium.
a. much knowledge b. many knowledge c. a few knowledge
14.are too many options to select.
a. They're b. There c. Their

Q5. Select the appropriate answer.

1. Have you..... Fairouz's new CD?
a. bought b. buying c. buy
2. The word for someone who produces TV programmes is
a.....
a. producer b. producer c. product
3. He has been a teacher..... 2002.
a. for b. since c. ago
4. My brother has a shirt with long sleeves. He's got a.....
a. long-sleeved shirt b. longed- sleeve shirt
5. I am of spiders.
a. terrified b. terrifying c. terrify
6. Fairouz is a..... person.
a. popular b. popularity c. popularize
7. players are there in a football team?
Eleven.
a. How many b. When c. Who
8. did the Derby race start? In 1989
a. Where b. When c. How

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Test (8)

Choose the correct answer a, b, c, or d.

1. They have lived in Dubai six years.
a. since b. between c. for d. among
2. Hosam would have called the security if he the accident.
a. sees b. had seen c. saw d. have seen
3. Did Mr. Mobaidina lot of homework yesterday.
a. has b. have c. had d. having
4. Mustafawhen I called her.
a. is eating b. has eaten c. was eating d. ate
5. Bill and Johnsince 7 o'clock.
a. are waiting here b. wait here
c. had waited here d. have waited here
6. The cabinet is straight ahead. It is
a. close to you b. in back of you
c. opposite to you d. in front of you
7. Al-Khattab enjoyedmy biographical essay.
a. to read b. read c. be read d. reading
8. I'm interestedmeeting your sister.
a. for b. in c. to d. with
9. Please,all the gates.
a. open b. opens c. opened d. opening
10. The rain prevented us from.....for the port.
a. leave b. to leave c. leaving d. left
11. Why don't you wait until Sali?
a. come b. comes c. came d. had come
12.is a very important skill.
a. Speak b. To speak c. Spoke d. Speaking
13. I would help you with your test if Itime.
a. has b. had c. have had d. having
14. The professor said, "can you tell me"
a. where he is from b. where is he from
c. if he is from d. whether is he from

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28. All philosophers must..... before his majesty the king arrives.
a. sign in b. signed in c. signing d. signature
29. Banks don't workChristmas.
a. in b. on c. at d. in front of
30. Before he became broke, hebuy anything.
a. has to b. could c. should d. ought to
31. We replaced thetables.
a. break b. breaking c. broke d. broken
32. The headmaster didn't meet me, andI.
a. didn't too b. either did c. neither did d. so did I
33. Do you know how much?
a. a car costs b. costing a car c. a car does cost d. is a car costing

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APPENDICES

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Appendix (1) Irregular verbs

<u>Infinitive</u>	<u>Past</u>	<u>Past participle</u>
arise	arose	arisen
awake	awoke	awoke
be	was; were	been
beat	beat	beaten
become	became	become
befall	befell	befallen
behold	beheld	beheld
bend	bent	bent
bereave	bereft	bereft
beseech	besought	besought
beset	beset	beset
bet	bet	bet
bid	bid	bid; bidden
bind	bound	bound
bite	bit	bit; bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept

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cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got; gotten
go	went	gone
grind	ground	ground
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden; hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid

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lead	led	led
lean	leant	leant
leap	leapt	leapt
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
misunderstand	misunderstood	misunderstood
mow	mowed	mown
overcast	overcast	overcast
pay	paid	paid
put	put	put
read	read	read
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed

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shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
sling	slung	slung
smell	smelt	smelt
speak	spoke	spoken
spent	spent	spent
spin	span	spun
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought

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throw	threw	thrown
thrust	thrust	thrust
understand	understood	understood
upset	upset	upset
wake	woke	waken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
withdraw	withdrew	withdrawn
write	wrote	written

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Appendix (2) Regular & Irregular verbs

The past form of a verb could have either regular or irregular form.

⇒ The regular form ends in 'd/' 'ed' in past and past participle form, as in:

Infinitive	Past	Past participle
act	acted	acted
walk	walked	walked
hope	hoped	hoped

⇒ Whereas the irregular verbs are written differently, as in:

Infinitive	Past	Past participle
arise	arose	arisen
cut	cut	cut
catch	caught	caught

- Some irregular verbs have two past tenses and two past participles which are the same (one ends in (e)d whereas the other does not), as in:

Infinitive	Past	Past participle
burn	burned/ burnt	burned/ burnt
hang	hanged/ hung	hanged/ hung
kneel	kneeled/ knelt	kneeled/ knelt
leap	leaped/ leapt	leaped/ leapt
learn	learned/ learnt	learned/ learnt

- Some irregular verbs have past tenses that don't end in (e)d and have the same form of the past participles, as in:

Infinitive	Past	Past participle
bend	bent	bent
sit	sat	sat
stick	stuck	stuck
flee	fled	fled
lose	lost	lost

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- Some irregular verbs have regular past tense forms but two possible past participles, one of which is regular, as in:

Infinitive	Past	Past participle
mow	mowed	mowed/ mown
prove	proved	proved/ proven
sew	sewed	sewed/ sewn
show	showed	show/ showed
swell	swelled	swelled/ swollen

- Some irregular verbs have past tense and past participle that are different from each other, as in:

Infinitive	Past	Past participle
arise	arose	arisen
begin	began	begun
freeze	froze	frozen
go	went	gone
give	gave	given

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Appendix (3)

British English and American English equivalent

<u>British English</u>	<u>American English</u>
mobile phone	cell phone
biscuit	cookie
chemist's/ chemistry	drugstore
pavement	sidewalk
autumn	fall
cupboard	closet
lorry	truck
holiday	vacation
underground	subway
lift	elevator
windscreen	windshield
trousers	pants
cooker	stove
aborigine	eggplant
sweets	candy
bonnet (on car)	hood
boot (on car)	trunk
rubbish	garbage
dressing gown	bathrobe
cinema	movie theatre
angry	mean (of mood)
mean	cheap
clever/ intelligent	smart
smart	well dressed

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Appendix (4): Numbers

Cardinals

1 one	2 two	3 three	4 four
5 five	6 six	7 seven	8 eight
9 nine	10 ten	11 eleven	12 twelve
13 thirteen	14 fourteen	15 fifteen	16 sixteen
17 seventeen	18 eighteen	19 nineteen	20 twenty
21 twenty one...	30 thirty	31 thirty one...	40 forty
50 fifty	60 sixty	70 seventy	80 eighty
90 ninety	100 one hundred	101 one hundred and one	1000 one thousand
1000000 million	1000000000 billion		

Ordinals

1 st first	2 nd second	3 rd third	4 th fourth
5 th fifth	6 th sixth	7 th seventh	8 th eighth
9 th ninth	10 th tenth	11 th eleventh	12 th twelfth
13 th thirteenth	14 th fourteenth	15 th fifteenth	16 th sixteenth
17 th seventeenth	18 th eighteenth	19 th nineteenth	20 th twentieth
21 st twenty first...	30 th thirtieth	40 th fortieth	50 th fiftieth
60 th sixtieth	70 th seventieth	80 th eightieth	90 th ninetieth
	100 th hundredth		

Dates

Examples (written)	Read
3/4/1989 (or) 3 April 1989	The third of April, nineteen eighty-nine (or) April the third, nineteen eighty-nine
2000	Two thousand
2009	Two thousand and nine
1500	Fifteen hundred
1510	Fifteen hundred and ten

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Fractions

Examples (written)	Read	Examples (written)	Read
1/4	A quarter (or) fourth	4/10	Four tenths
1/2	A half	2/3	Two thirds
3/4	Three quarters	2 .2/3	Two and two thirds
3/6	Three sixths	2/5	Two fifths

Decimals and Percentages

Decimals		Percentage	
Examples (written)	Read	Examples (written)	Read
0.2	Point two	30%	Thirty percent
2.4	Two point four	30.5%	Thirty point five percent
3.5	Three point five	26%	Twenty six percent

Timing

Examples (written)	Read	Examples (written)	Read
10:00	Ten o'clock	10:10	Ten past ten
10:15	Quarter past ten (or) ten, fifteen	10:35	Thirty five past ten (or) Ten, thirty five
10:30	Half past ten (or) ten, thirty	10:25	Twenty five past ten (or) Ten, twenty five
10:45	Quarter to eleven	10:55	Five to eleven

IRIS**Appendix (5):
Nationalities**

Country	Nationality
Egypt	Egyptian
Portugal	Portuguese
Iran	Iranian
Poland	Polish
Germany	German
Greece	Greek
Holland	Dutch
Japan	Japanese
Switzerland	Swiss
China	Chinese
France	French
Spain	Spanish
Syria	Syrian
Lebanon	Lebanese
Jordan	Jordanian
America	American
England	English
Turkey	Turkish
Iraq	Iraqi
Palestine	Palestinian
Russia	Russian
Canada	Canadian
Italy	Italian
Sweden	Swedish
Denmark	Danish
Pakistan	Pakistani
Thailand	Thai
Scotland	Scottish
Djibouti	Djiboutian
Timor	Timorese
Europe	European

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Korea	Korean
Kuwait	Kuwaiti
Morocco	Moroccan
Yemen	Yemeni
Zimbabwe	Zimbabwean

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Exercises (1-73) Answer Keys

Exercise (1)

Select the appropriate answer:

1. a. /s/
2. b. /z/
3. a. /n/
4. a. /s/
5. b. /k/
6. b. /g/
7. c. /et/

Exercise (2)

/t/	/d/	/ð/	/i/	/ʌ/	/v/	/θ/	/ʃ/	/ed/
sack <u>ed</u> laugh <u>ed</u>	play <u>ed</u> entangl <u>ed</u>	<u>th</u> ese	ch <u>ea</u> p re <u>pea</u> t rece <u>i</u> ve	cons <u>u</u> mption ded <u>u</u> ction	<u>y</u> an	<u>th</u> in	<u>sh</u> arp	paint <u>ed</u> affect <u>ed</u>

Exercise (3)

A:

noun	<u>R</u> obert
verb	<u>h</u> elped
adjective	<u>r</u> ich
adverb	<u>v</u> ery
preposition	<u>a</u> t

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B:

1. floats
2. is
3. has
4. dissolves
5. inhale
6. freezes
7. lay
8. has
9. have
10. is

C: I had already eaten the meal before Asma got the house

D: I will have written a letter by 7:30.

Exercise (7)

1. has seen
2. swam
3. has read
4. I have not begun
5. has traveled

Exercise (8)

1. had read, met
2. had washed
3. joined

Exercise (9)

1. leaves
2. go
3. gets
4. rises
5. am working
6. is buying

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Exercise (10)

A:

1. leave
2. repair
3. to type
4. write
5. sign
6. to play
7. to swim

B: a. I've taken my shirt to be shortened.

C:

- | | | |
|------------------|---------------|---------------|
| 1. raised | 2. sat | 3. set |
| 4. lay | 5. lie | |

Exercise (11)

1. to hear
2. to see
3. smoking
4. boring
5. leave
6. to fetch
7. repair
8. to walk
9. looking
10. playing
11. talking
12. to visit
13. to come
14. our
15. Fadi's

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Exercise (12)

Verbs	Gerund	Past form
stop	stopping	stopped
die	dying	died
argue	arguing	argued
agree	agreeing	agreed
enjoy	enjoying	enjoyed
fix	fixing	fixed

Exercise (13)

1. have not visited
2. are presenting
3. had called
4. have been driving
5. A: have you been teaching
6. was figuring out
7. drinks
8. were studying
9. watch
10. were having
11. is
12. am running
13. walk
14. swimming
15. are....wearing
16. Have....seen
17. have been observing

Exercise (14)

1	a. to keep
2	a. Eating
3	a. been

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4	b. thinking
5	a. He's
6	a. looks
7	a. is
8	b. are
9	b. are
10	a. is
11	a. is
12	c. am

Exercise (15)

Next year, our college tennis team **will use** new fields and courts for training. They **weren't** that professional last year; but now they've **become** more and more well trained and organized.

Exercise (16)

1. Mrs. Bartlett has read a poem of Blake.

Exercise (17)

1. Jim had a great time. object
2. Everybody was brilliant. subject
3. I liked your suggestion. verb
4. I'm happy today. complement (adjective)
5. She visits her grandmother weekly. adverb
6. I love Silvia. object

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Exercise (18)

Make sentences by putting the following words in the correct order. You can refer to the simple sentence forms.

1. Ali is going to meet some people.
2. I have 15 buildings.
3. Aaron was sick yesterday.
4. He is looking at Gabriel.
5. They gave him a Swiss watch.

Exercise (19)

A:

1	c. was born
2	c. drinks
3	b. will study
4	c. take
5	b. went
6	c. am
7	a. has
8	a. do

Exercise (20)

1. I'm not going to see my friend.
2. My father will not/ won't come back soon.
3. I don't/ do not want to sell my apartment.
4. These shirts don't/ do not cost too much.
5. My T-shirt didn't/ did not cost a lot of money.
6. She didn't/ did not shake hands with me.
7. Don't/ Do not put this letter in the envelope.
8. He couldn't/ could not leave early.
9. She doesn't have two daughters.
10. You didn't have to come by ship.

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11. Rice isn't/ is not grown in Egypt.

Exercise (21)

1. bought
2. will leave
3. is
4. are
5. has already bought
6. had
7. left
8. eat

Exercise (22)

1. Ali lives in Amman.

Exercise (23):

1. Jack doesn't/ does not live in Barcelona.
2. Hitler didn't/ did not live in Germany.
3. Steve and Ross don't/ do not prefer pop music.
4. Mrs. Obama doesn't/ does not have two daughters.
6. We aren't/ are not close friends.

Exercise (24)

- (1) The project we have is very **successful**.
- (2) The boss told me that it was so important to **succeed** in the test.
- (3) What a great **success**!

Exercise (25)

- (1) Henry decided to visit Petra after reading an **advertisement** about it.

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- (2) It isn't cheap to **advertise** on TV.

Exercise (26)

1. quiet
2. care
3. easily
4. certainty
5. immediate
6. fast
7. wonderful
8. perfectly

Exercise (27)

A:

1. **are (incorrect). It must be is.**
2. **are (incorrect). It must be is.**
3. **too many (incorrect). It must be too much..**
4. **I (incorrect). It must be me..**
5. **to take (incorrect). It must be taking.**

B: Change the following sentences so that they are parallel.

1. Melissa is a scholar, an athlete, and ***artist***.
2. Children love playing in the mud, running in streets, and ***getting*** very dirty.

Exercise (28)

1. is
2. brings
3. aren't
4. are
5. are
6. is
7. are

Exercise (29)

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A:

1. **I** will visit Abdelrahman tomorrow.
2. They called **us** on the phone.
3. Johnson told **her** a story.
4. Alfred will make his presentation after **he** finishes his exercise.
5. Mugabi is eating **his** dinner.
6. **My** sitting room is freezing.
7. I go to the school with **him** every day.
8. She speaks to **us** every day.
9. I hurt **my** le.g.
10. John **himself** went to the meeting.
11. Hussein and **I** would go to Essex.
12. **Her** car didn't go as fast as **ours**.

B:

Countable nouns	Mass nouns
television	news
car	furniture
person	water
tooth	money
minute	information
cup	economics

Exercise (30)

1	c. few	2	a. a lot of
3	B. boys'	4	a. mens'
5	b. children	6	a. stories
7	b. loaves	8	a. too much

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9	a. enough	10	a. is
11	b. some	12	a. traffic
13	b. myself		

Exercise (31)

1	a. an	2	a. the
3	a. a	4	d. x
5	c. the	6	c. the
7	b. the	8	c. This
9	c. These	10	a. somebody
11	b. him	12	a. we
13	c. x/the	14	c. the/the
15	d. x		

Exercise (32)

1. Ali crossed **the** Mississippi.
2. Mount Rum is one of **the** highest mountains in Jordan.
3. **The** Alps lies in (**nothing**) Europe.
4. The shepard gave me **an** animal.
5. You need **a** pen and **an** exercise book to practice well.
6. **A** million people received my text message at Christmas Eve.
7. **A** few people were fortunate to escape the fire.
8. French is **an** easy language to learn.
9. My father is **an** honorable man.
10. (**nothing**) Gold is very precious metal.

Exercise (33)

1. The old man was sick.
2. I finished my task three years ago.
3. My parents moved into a new apartment.
4. Alia speaks English well.
5. Did I tell you about the new job?

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6. I met a few people in the school.
7. Prevention is better than cure.

Exercise (34)

1. Mary hurt **herself**.
2. We helped the old woman **ourselves**.
3. Did you see Alison **yourself**?
4. Alia's coat is red; **mine** is brown.
5. Lucy is preparing **her** clothes.
6. Is that **your** motor cycle?

Exercise (35)

1. can dance
2. will
3. should have
4. play
5. I'm able to

Exercise (36)

1. **Beethoven may be English.**
- It is possible that Beethoven is English.
Or - Beethoven is possibly English.
2. **Mills will probably leave this summer.**
- It is probable that Mills will leave this summer
3. **It is likely that Rashid flies tomorrow morning.**
- Rashid may fly tomorrow morning.

Exercise (37) A:

1	a. Ability
2	a. Ought to
3	a. Be able to
4	b. Request
5	c. Prohibition

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6	b. Lack of necessity
7	a. Internal obligation
	a. it is probable she is thinking about her test

B: must have failed.

Exercise (38)

1	b. holds back 30 cubic meters of water.
2	give it up
3	I think I'll take my coat off . It is too hot here.
4	a. put up the picture you bought to me
5	c. mix me up
6	d. look after your child
7	e. get over them

Exercise (39)

1	b. delicious
2	a. fitter
3	b. best
4	b. most gorgeous
5	b. more
6	b. interesting
7	a. healthy
8	b. slowly
9	a. fast
10	b. brown-eyed

Exercise (40)

1. most interesting
2. easier

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3. the longest
4. worse than
5. more painful
6. larger
7. more comfortable
8. highest
9. not as good as
10. as strong as

Exercise (41)

1	a. a seven-star hotel
2	b. a five-bedroom house
3	b. a ten-letter word
4	a. a dark-haired mother
5	a. a 110-year-old man

Exercise (42)

Adjective	Comparative	Superlative
fine	finer	the finest
short	shorter	the shortest
few	fewer	the fewest
exciting	more exciting	the most exciting
nice	nicer	the nicest
fat	fatter	the fattest
difficult	more difficult	the most difficult
dim	dimmer	the dimmest
ugly	uglier	the ugliest
early	earlier	the earliest
dry	drier	the driest
young	younger	the youngest
narrow	narrower	the narrowest
much/ many	more	the most
little	less	the least
far	further/ farther	the furthest/ the farthest

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Exercise (43)

1. I feel **a bit better** today.
2. The shop is **much more expensive** than the mall.
3. The missile went **higher and higher** into the sky.

Exercise (44)

1. Dove is **more talented** than Maccaine.
2. This month is **as hot as** last month.
3. A new apartment is **much more expensive** than an old one.
4. A new apartment is **much better** than an old one.
5. My dog runs **faster** than yours.

Exercise (45)

1. Salma is **the happiest** person we know.
2. Ben's car is **faster** than Dan's.
3. This picture is **more colourful** than the old one.
4. Hamad is **the least** athletic of all men.
5. Ahmad has **few** opportunities to join the team.

Exercise (46)

1. would travel
2. will break
3. would have finished
4. keep
5. expands
6. would tell
7. will be
8. had listened
9. will not get
10. didn't marry
11. will give
12. would have lived
13. would buy
14. can eat

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- 15. are
- 16. studied
- 17. had seen
- 18. would have gone
- 19. would ride
- 20. had

Exercise (47)

- 1. Unless I was sick, I would attend the session.
- 2. Unless you call her, she will not be grateful.
- 3. I wish Shadi was telling me the truth.
- 4. I wish I could pay attention.
- 5. I wish I had woken up early this morning.

Exercise (48)

1	a. Provided	2	c. although
3	a. Because	4	a. While
5	a. are	6	a. are
7	a. nor	8	b. although
9	a. for	10	a. so am I
11	a. as soon as	12	a. so
13	b. However	14	a. nevertheless
15	c. carefully	16	a. clever

Exercise (49)

- 1. In spite of sleeping early, I couldn't wake up on time.
- 2. Because of the war in Iraq, Ahmad postponed his flight.

Exercise (50)

1	because	2	because
3	because of	4	because of
5	because of		

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Exercise (51)

1. The sun is shining **so** brightly that I have to put on my sunglasses.
2. Deema is **such** a powerful runner that she always wins the races.

Exercise (52)

A:

1. Mr. Eyad speaks **not only** Spanish **but also** English.
2. I have villas **both** in the country **and** in the city.

B:

1. We had **such** a bad night that we couldn't sleep.
2. She gave me **so** good a stereo that I was very grateful to her.
3. The day was **so** hot that everyone went to the sea.
4. The motel has **such** a comfortable room that I don't want to leave.
5. It was **so** dark that I couldn't see my finger.
6. That restaurant has **such** delicious food that I can't stop eating.

Exercise (53)

1. The boys shouldn't take the medicine, and **neither** should the girls.
2. We don't plan to join the team, and **neither** do they.
3. They won't have to work on weekends, and she won't **either**.
4. I can't stand listening to pop music, and she can't **either**.

Exercise (54)

1. The boys aren't happy with the programme, and **neither do** the girls.

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2. We can't study in the library, and they **can't** either.
3. He didn't know the answer and neither **did** I.

Exercise (55)

1. does
2. Who
3. Where
4. How much

Exercise (56)

1. Who wants some food to eat?
2. What did McCain give me?
3. What fell on the floor?
4. When did she see me?
5. Where do you live in?
6. How old is Hashim?
7. Whom did you meet in Manchester?
8. Where was Mohammad born ?
9. What do you have in your luggage?
10. Why can't Ahmad leave?
11. Whose purse is this?
12. Which chapter can't you figure out?

Exercise (57):

1. Mohammad came yesterday, didn't he?
Yes, he did.
2. I don't live in a palace, do I?
No, you don't.
3. Ahmad would like to have some coffee, wouldn't he?
Yes, he would.
4. This is Anne's purse, isn't it?
Yes, it is.

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5. You have scanned the letter, haven't you?
Yes, I have.
6. They couldn't do the exercise, could they?
No, they couldn't

Exercise (58)

1	a. don't you	2	b. won't you
3	a. Where	4	a. So am I
5	a. Neither am I		

Exercise (59)

1	b. Are	2	b. Were
3	a. Has	4	a. call
5	a. Didn't	6	c. isn't he
7	a. Yes, she did	8	a. What

Exercise (60)

1. You're going to Paris next year, aren't you?
2. Harry signed the petition, didn't he?
3. There is a final test, isn't it?
4. She's been studying French for 3 years,
hasn't she?
5. He should see the dentist, shouldn't he?
6. You can play tennis today, can't you?

Exercise (61)

1. The book will have been read by noon time tomorrow
by my students.
2. The wagon was being pulled by two horses.
3. Three windows have been smashed by Asma.
4. 2000 boxes of clothes are sent a month by Aramex.
5. Macbeth was written by Shakespeare.
6. This book had better be returned before Sunday by her.

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7. This package should have been sent by them.
8. The project has been performed successfully by the engineer.
9. The trees are being cut by the old man.
10. Coffee isn't grown in Jordan by farmers.
11. The new house was provided with furniture by them.
12. This document ought to be signed by you.
13. Wells are dug by them to get fresh water.
14. I was let in by her.
15. All the salary was spent by her on clothes.
16. Ali is called 'the smuggler'.

Exercise (62)

A:

- b. I must have this study translated into Arabic.

B:

- a. I've taken my shirt to be shortened.

C:

1. must be delivered
2. was written
3. is cooked

D:

1. are seen
2. have been thrown away

Exercise (63)

1. The lecturer said that they had a meeting the following week.
2. My mum ordered me to lock the door.
3. She asked me if I had married.
4. I asked Ali how many copies he sold.
5. Rabab told Majeda (that) her story was very good.
6. Alia told Ziad (that) she liked his camera.

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7. Ibrahim said (that) his parents were taking them to India.
8. My friend asked me where his jacket was.
9. My parents told me that they were working there to pay for their new car.
10. He said that yesterday he had been in bed with temperature.
11. Ahmad advised Sami not to leave school.
12. My brother asked me to recommend him a good book on physics.

Exercise (64)

1. Adjective clause: **which I held**
2. Adjective clause: **whose bike is stolen**
3. Adjective clause: **who told me the truth**
4. Adjective clause: **where I live**

Exercise (65)

1. when. 2. where 3. whose
4. whom 5. which 6. who

Exercise (66)

1. Do you know the man who lives in the blue building?
2. The coach whom I called gave me enough support.
3. The building where we lived was hit by missile.

Exercise (67)

1. Gallagher's room is on the third floor.
2. I saw Julia Robert holding a parrot in her hand.
3. I'll meet you at the airport.
4. There are 23 seats in the classroom.

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Exercise (68)

1. I'm **afraid of** parachuting. I hate to jump from high places.
2. Orange is **rich in** vitamin (c).
3. People in Congo **suffer from** civil war.
4. Don't write **in pen**.
5. When you decide to participate in the parliamentary elections, please tell me **in advance**.
6. My firm-report will be declared **on the radio**.
7. Water **consists of** oxygen and hydrogen.
8. You are well-trained. That is why I can **rely on** you.
9. I'll be out for few hours. Could you **take care of** my baby?
10. I've run my website **since** 2001.(since/ for)
11. He's been there **for** over half an hour. (since/ for)
12. He was sitting **at the table**. (in/ at)
13. We went to the station **by taxi**. (on/ by)
14. I was **born in** Holland. (in/on)
15. I'm **proud of** my king. (of/ at)
16. The child is **afraid of** the dark room. (of/ by)
17. You're **accused of** smuggling. (of/ by)
18. He speaks French **with confidence**. (with/ from)
19. He spent a lot of money **on** cassettes. (on/ at)
20. Are you **good at** physics? (at/ on)

Exercise (69)

1. Love **does change** the course of your life.
2. She **does** always **disagree** with me.
3. I **do admire** Arthur's courage./ **It is Arthur's courage** what I admire./ **What I admire is** Arthur's courage.
4. **Never have I** been humiliated in my life.

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Exercise (70)

1. I have **been** living in London since 2001.
2. Don't **repeat** the song.
3. He **has** been to Paris twice.
4. **I've** three children.
5. I have two **sons**.
6. Sami **bought** this house 20 years ago.
7. John didn't attend the **class because** he was sick.
8. **Ali** bought a good van.
9. What is your name?
10. **The** Earth rotates round the sun.
11. Didn't you **see** that sign?
12. If I were a bird, I **would** fly to Canada.
13. I quit **smoking**.
14. Suzan and Julia **are** coming to dinner.

Exercise (71)

- Stop **looking** for a new computer.
- **Your** best personal computer is now available.
- Our aim is to provide you with the **latest** technology.
- Your computer was made in **England**.
- Now it **has** the best options.
- **Don't** think twice. You won't regret it.
- Do you still have any doubts?

Exercise (72)

A		
1. have= has	2. study= studied	3. wake up= wakes up
4. Ive= I've	5. son= sons	6. beauty= beautiful
7. is= has	8. buyed= bought	9. .Because he was sick= because he was sick (omit the full stop)
10. ali= Ali	11. (.)= ?	12. an= the
13. A=The	14. to write= write	15. has= have
16. Too much = Too many		

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B		
1. don't= doesn't	2. aren't they= isn't it	3. didn't he= didn't they
4. does she.= does she?	5. aren't we= aren't I	6. left= leave
7. saw= see	8. when= what	9. why= who
10. why= where	11. How much= How old	12. where= which
13. is= am	14. carelessly= careless	15. good= well
16. easily= easy	17. perfectly= perfect	18. flies= fly
19. he= He	20. rain= raining	21. because of= because

Exercise (73)

1. A beautiful **angel** visited me.
2. I have **your** notes in my notebook.
3. It is a **custom** in Jordan to eat lamb on wedding parties.
4. **Whether** we run or walk depends on the roads conditions.
5. Although my brother doesn't like **dessert**, I prefer something sweet.
6. James and Fredrick teach kindergarten; the **latter** works in Nepal.
7. King Abdullah II is of the Hashemite **descent**.
8. You need to **cite** your references when you write an essay.
9. My shirt came **loose** and it needed to be tightened.
10. Asma had to **quit** eating sweets to be healthier.
11. Your remarks greatly **affected** Kaite.
12. After declaring bankruptcy, General Motors was forced to **liquidate** its assets.

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Progress Tests' Answer Keys
Test (1)

Q1	1. b	2. a	3. b
	4. b	5. a	6. a
	7. a	8. a	9. a
	10. b	11. a	12. a
	13. a	14. a	15. a
	16. a	17. a	18. a
	19. a	20. b	21. a
	22. a	23. b	24. a
	25. a	26. b	27. a
	28. c	29. a	30. b
	31. c	32.	
Q2	a		
Q3	1. interested	2. people	3. was
Q4	c.		

Test (2)

Q1	1. leave	2. prepare	3. painted
	4. wash	5. to clean	6. damaged
	7. rains		
Q2	stopping/ stopped	opening/ opened	controlling/ controlled
	trying/ tried	lying/lay	
Q3	argued	destroyed	preferred
	studied	played	
Q4	1. is taking	2. washes	3. rises
	4. am trying	5. are visiting	6. costs
	7. am checking	8. doesn't belong	9. is helping
	10. don't love...hate	11. needs	12. want
Q5	1. raised	2. boils	3. sat
	4. set	5. lay	6. lie
	7. slept	8. deal	9. flew
Q6	1. b	2. a	3. a
	4. b	5. a	6. a

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	7. a	8. b	9. a
Q7	1. magician	2. magic	
Q8	1. Dr. Ali is the English teacher at Amman private school.		
	2. B: No, I'm not.		
	3. The women's mosque is to your left.		
	4. Are you happy to join the team?		
	5. Because I'm optimistic, I won the championship		
	6. I bought Tim's car.		
	7. I bought a pen, a book and a table.		
Q9	1. The sun was shining yesterday.	2. You were wearing jeans last night.	3. She bought a pretty cotton scarf.
Q10	1. incorrect	2. incorrect	
Q11	1. a	2. a	3. c
Q12	c		

Test (3)

Q1	1. had	2. was driving...hit	3. decided...were starving
	4. fell...was running	5. was Asmahan wearing	
Q2	1. hasn't attended	2. went	3. has...returned
	4. has...seen	5. has finished	6. has had
	7. has never won	8. have you stayed	9. Has Sam fed
	10. has been	11. have released	
Q3	1. made	2. had fallen	3. became...had become
Q4	1. visit= visited	2. is living= has been living	3. have= has
	4. am= was		
Q5	1. in	2. at	3. at
	4. on	5. at	6. in
Q6	1. a	2. a	3. a
	4. b	5. a	4. b
	7. b	8. a	9. a
	10. a		
Q7	1. her relatives were coming to visit Petra that week.		
	2. he thought Jerash was the most beautiful city in Jordan.		

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	3. his parents had changed their house.		
Q8	1. a	2. b	3. a
	4. a	5. a	6. a
	7. a	8. a	9. b
	10. a	11. a	12. b
	13. a	14. c	
Q9	a		

IRIS**Test (4)**

Q1	1. to play= play	2. wills= will	3. had= have
	4. to behave= behave	5. Do you can run...= Can you run...	6. don't can= can't
	7. going= go	8. don't have= don't have to	9. playing= play
	10. ought= ought to	11. shoulds= should	12. got= get
	13. was able= was able to		
Q2	1. The red window is opened by Sam every other morning.		
	2. The brown barrels are being painted by Sam.		
	3. The gate has been smashed by the policemen.		
	4. The red wine bottle was shaken by the taxi driver.		
	5. The cars were being washed by Lee.		
	6. The old women had been served by Tom and Jeff.		
	7. Anew plan will be set up be Jeffery		
	8. A new hospital is going to be established by the government.		
Q3	1. 20,000 pairs of trousers were made by the English company last week.		
	2. Our house was built by my father in 1999.		
	3. My rug will be completed by my mother tomorrow.		
	4. A large vase has been dropped by me.		
	5. Your son should be taught how to behave.		
Q4	1. looking	2. playing	3. talking
	4. to visit/ visiting	5. to take	6. to build
	7. closing		
Q5	1. a	2. b	3. a
	4. c	5. c	6. a
	7. a	8. a	
Q6	1. a	2. a	3. a
	4. b	5. b	
Q7	1. rang	2. was living	3. do...do
	4. A: does...do B: is	5. smoke	6. hasn't drunk
	7. has...eaten	8. Have...been	9. sprained

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	10. had lost	11. came	
Q8	1. d	2. c	

IRIS**Test (5)**

Q1	1. a	2. b	3. a
Q2	1. a	2. b	3. c
	4. c	5. b	6. b
	7. a	8. c	9. a
	10. a	11. a	
Q3	1. b	2. a	3. c
	4. c	5. a	6. b
	7. a	8. b	9. b
	10. a	11. b	12. b
	13. a	14. c	15. a
	16. b		
Q4	1. a	2. a	3. c
	4. a	5. a	6. a
	7. a		

Test (6)

Q1	1. exciting...pleased	2. embarrassed	3. disappointing
	4. tired	5. annoying	
Q2	1. sounded	2. visits	3. is flying
	4. is trying	5. wakes...up	6. had snowed
	7. was watching	8. was fixing	9. went
	10. lost		
Q3	1. has dropped	2. has failed	
Q4	1. b	2. b	3. b
	4. b	5. b	6. b
	7. c	8. b	9. a
	10. a	11. b	12. c
	13. a		
Q5	1. a	2. b	3. a
	4. a	5. b	6. c
	7. a	8. a	9. b
	10. a		

IRIS**Test (7)**

Q1	Situation (1): b	Situation (2): b	
Q2	Pair 1: a	Pair 2: b	Pair 3: b
	Pair 4: a	Pair 5: b	
Q3	1. a	2. a	3. a
	4. c	5. b	6. b
	7. a	8. a	9. a
	10. a	11. b	12. a
	13. a	14. b	15. a
Q4	1. a	2. b	3. b
	4. a	5. a	6. a
	7. b	8. b	9. a
	10. b	11. b	12. a
	13. a	14. b	
Q5	1. a	2. a	3. b
	4. a	5. a	6. a
	7. a	8. b	

Test (8)

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
C	B	B	C	D	D	D	B	A	C	B	D	B
Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26
A	A	A	A	A	B	A	A	A	B	A	A	A
Q27	Q28	Q29	Q30	Q31	Q32	Q33						
A	A	C	B	D	C	A						

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**But that to come shall all be
done by the rule.**

Shakespeare, Antony and Cleopatra

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