Indispensable Reference of International Students

IRIS

To Fundamental Grammar Review

Awni S. Etaywe

Indispensable for Home, Office and Class

For students of all levels

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Etaywe Awni S.
IRIS- Indispensable Reference of International Students 'to Fundamental Grammar'

Awni S. Etaywe-Irbid

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Contacts to place orders:
awnietaywe@yahoo.com
(00962)0777189916
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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.

To my students who taught me as much as I taught them. To them I say, always look for knowledge; yes, it has bitter roots but sweet fruits.
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1. How English Alphabet Sounds

“A bus going from Amman to Petra suddenly stopped. 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 tried their best but they finally gave up. And everyone took a different bus to their destination. When they arrived 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/ best; bus  /v/ van  /t/ tell  /θ/ three  /d/ day; tried  /ð/ this  /k/ cat/kilo  /s/ sell; seats  /g/ good  /z/ zoo; bags  /ʃ/ cheese, culture  /ʃ/ ship  /dʒ/ just  /ʒ/ measure  /n/ next  /h/ house  /ŋ/ song  /m/ Must  /l/ love  /r/ Rest  /j/ you  /w/ Will  /f/ fan

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

/æ/ cat  /e/ bet; men  /ə/ another  /ɪ/ sit  /oʊ/ Top; got  /ɔ/ cut; up  /ʊ/ Book; took  /i/ seem; three  /ʌ/ moon  /eɪ/ gave; say  /ɔɪ/ Die; my  /ɒ/ boy  /ɔʊ/ morning; law  /əʊ/ open; no  /aʊ/ found; now
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 (knock, lock and check).

- 'tian' and 'tion' sound /ʃən/, as in (destination, Egyptian and nation).

- 'sion' is pronounced /ʃən/, as in (television and vision).

- 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
  (seats, hats, books, asks).

- Final 's' is pronounced /z/ after a voiced sound, as in
  (bags, homes, miles, days, agrees).

- Final 'es' or 's' is pronounced /əz/ after (sh, ch, s, z, g),
  as in (wishes, dishes, catches, matches, rises, courses,
  sizes, prizes, edges, judges).

- The final d/ed:

  - Final 'ed' is pronounced /t/ after voiceless sounds, as
    in (stopped, 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.
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. /l/  
5. The underlined letter in the word 'company' is pronounced:
   a. /s/  
   b. /k/  
   c. /l/  
6. The underlined letter in the word 'bag' is pronounced:
   a. /k/  
   b. /g/  
   c. /l/  
7. The underlined letters in the word 'helped' is pronounced:
   a. /t/ 
   b. /d/ 
   c. /θd/

Exercise (2)
According to the sound of the underlined letter(s), write the words in the correct column:

played cheap consumption painted sacked
entangled yan laughed affected sharp
repeat these receive deduction thin

| /t/ | /d/ | /ð/ | /i/ | /θ/ | /ʌ/ | /v/ | /f/ | /θd/ |
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:

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

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:

<table>
<thead>
<tr>
<th>The main parts</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- verb phrase</td>
<td>- can run, is playing, has got</td>
</tr>
<tr>
<td>- noun phrase</td>
<td>- the bed, a man, this book, a glass of milk</td>
</tr>
<tr>
<td>- adjective phrase</td>
<td>- absolutely horrible</td>
</tr>
<tr>
<td>- adverb phrase</td>
<td>- upstairs, outside</td>
</tr>
<tr>
<td>- prepositional phrase</td>
<td>- in the city, on Saturday</td>
</tr>
</tbody>
</table>
- 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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
<th>Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>George</td>
<td>ate</td>
<td>a sandwich</td>
<td>last night</td>
</tr>
</tbody>
</table>

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.
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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A 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:

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

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

Complex sentence
**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, was, were', 'do: do, does, did', and 'have: have, has, had'.

The verb 'to be'

<table>
<thead>
<tr>
<th><strong>Present</strong></th>
<th><strong>Past</strong></th>
<th><strong>Future</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am (I’m)</td>
<td>I was</td>
<td>I will be (I’ll be)</td>
</tr>
<tr>
<td>You are (singular) (You’re)</td>
<td>You were</td>
<td>You will be (You’ll be)</td>
</tr>
<tr>
<td>He is (He’s)</td>
<td>He was</td>
<td>He will be (He’ll be)</td>
</tr>
<tr>
<td>She is (She’s)</td>
<td>She was</td>
<td>She will be (She’ll be)</td>
</tr>
<tr>
<td>It is (It’s)</td>
<td>It was</td>
<td>It will be (It’ll be)</td>
</tr>
<tr>
<td>We are (We’re)</td>
<td>We were</td>
<td>We will be (We’ll be)</td>
</tr>
<tr>
<td>You are (plural) (You’re)</td>
<td>You were</td>
<td>You will be (You’ll be)</td>
</tr>
<tr>
<td>They are (They’re)</td>
<td>They were</td>
<td>They will be (They’ll be)</td>
</tr>
</tbody>
</table>
## The verb 'to have'

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have (I've)</td>
<td>I had</td>
<td>I will have (I’ll have)</td>
</tr>
<tr>
<td>You have (singular) (You’ve)</td>
<td>You had</td>
<td>You will have (You’ll have)</td>
</tr>
<tr>
<td>He has (He’s)</td>
<td>He had</td>
<td>He will have (He’ll have)</td>
</tr>
<tr>
<td>She has (She’s)</td>
<td>She had</td>
<td>She will have (She’ll have)</td>
</tr>
<tr>
<td>It has (It’s)</td>
<td>It had</td>
<td>It will have (It’ll have)</td>
</tr>
<tr>
<td>We have (We’ve)</td>
<td>We had</td>
<td>We will have (We’ll have)</td>
</tr>
<tr>
<td>You have (plural) (You’ve)</td>
<td>You had</td>
<td>You will have (You’ll have)</td>
</tr>
<tr>
<td>They have (They’ve)</td>
<td>They had</td>
<td>They will have (They’ll have)</td>
</tr>
</tbody>
</table>

## The verb 'to do'

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do</td>
<td>I did</td>
<td>I will do (I’ll do)</td>
</tr>
<tr>
<td>You do (singular)</td>
<td>You did</td>
<td>You will do (You’ll do)</td>
</tr>
<tr>
<td>He does</td>
<td>He did</td>
<td>He will do (He’ll do)</td>
</tr>
<tr>
<td>She does</td>
<td>She did</td>
<td>She will do (She’ll do)</td>
</tr>
<tr>
<td>It does</td>
<td>It did</td>
<td>It will do (It’ll do)</td>
</tr>
<tr>
<td>We do</td>
<td>We did</td>
<td>We will do (We’ll do)</td>
</tr>
<tr>
<td>You do (plural)</td>
<td>You did</td>
<td>You will do (You’ll do)</td>
</tr>
<tr>
<td>They do</td>
<td>They did</td>
<td>They will do (They’ll do)</td>
</tr>
</tbody>
</table>

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.
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.
**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':

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Contractions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>'s (is/ has)</td>
<td>he's, she's, it's</td>
<td></td>
</tr>
<tr>
<td>'re</td>
<td>you're, they're, we're</td>
<td></td>
</tr>
<tr>
<td>'m</td>
<td>I'm</td>
<td></td>
</tr>
<tr>
<td>'ve</td>
<td>I've, you've, they've, we've</td>
<td></td>
</tr>
<tr>
<td>'d (had/ would)</td>
<td>I'd, you'd, we'd, they'd, he'd, she'd, it'd</td>
<td></td>
</tr>
<tr>
<td>'ll (will/ shall)</td>
<td>I'll, you'll, we'll, they'll, he'll, she'll, it'll</td>
<td></td>
</tr>
<tr>
<td>'s (us)</td>
<td>let's</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>is not</td>
<td>isn't</td>
</tr>
<tr>
<td>are not</td>
<td>aren't</td>
</tr>
<tr>
<td>cannot</td>
<td>can't</td>
</tr>
<tr>
<td>could not</td>
<td>couldn't</td>
</tr>
<tr>
<td>did not</td>
<td>didn't</td>
</tr>
<tr>
<td>does not</td>
<td>doesn't</td>
</tr>
<tr>
<td>do not</td>
<td>don't</td>
</tr>
<tr>
<td>has not</td>
<td>hasn't</td>
</tr>
<tr>
<td>have not</td>
<td>haven't</td>
</tr>
<tr>
<td>had not</td>
<td>hadn't</td>
</tr>
<tr>
<td>must not</td>
<td>mustn't</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full form</th>
<th>Short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>may not</td>
<td>mayn't</td>
</tr>
<tr>
<td>ought not</td>
<td>oughtn't</td>
</tr>
<tr>
<td>need not</td>
<td>needn't</td>
</tr>
<tr>
<td>dare not</td>
<td>daren't</td>
</tr>
<tr>
<td>shall not</td>
<td>shan't</td>
</tr>
<tr>
<td>would not</td>
<td>wouldn't</td>
</tr>
<tr>
<td>am not</td>
<td>aren't</td>
</tr>
<tr>
<td>should not</td>
<td>shouldn't</td>
</tr>
<tr>
<td>was not</td>
<td>wasn't</td>
</tr>
<tr>
<td>were not</td>
<td>weren't</td>
</tr>
<tr>
<td>will not</td>
<td>won't</td>
</tr>
</tbody>
</table>

**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).

<table>
<thead>
<tr>
<th>Tense</th>
<th>Subject(s)</th>
<th>Verb Form</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present</td>
<td>I, we, you, they</td>
<td>drink</td>
<td>coffee every morning</td>
</tr>
<tr>
<td></td>
<td>He, she, it</td>
<td>drinks</td>
<td>coffee every morning</td>
</tr>
<tr>
<td>Present progressive</td>
<td>I</td>
<td>am</td>
<td>coffee now</td>
</tr>
<tr>
<td></td>
<td>drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We, you, they</td>
<td>are</td>
<td>coffee now</td>
</tr>
<tr>
<td></td>
<td>drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He, she, it</td>
<td>is</td>
<td>coffee now</td>
</tr>
<tr>
<td></td>
<td>drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simple past</td>
<td>I, we, you, they,</td>
<td>drank</td>
<td>coffee yesterday</td>
</tr>
<tr>
<td></td>
<td>he, she, it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past progressive</td>
<td>We, you, they</td>
<td>were</td>
<td>coffee when Ann came back</td>
</tr>
<tr>
<td></td>
<td>drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He, she, it, I</td>
<td>was</td>
<td>coffee when Ann came back</td>
</tr>
<tr>
<td></td>
<td>drinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present perfect</td>
<td>We, you, they, I</td>
<td>have</td>
<td>coffee for ten years</td>
</tr>
<tr>
<td></td>
<td>drunk</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>He, she, it</td>
<td>has</td>
<td>coffee for ten years</td>
</tr>
<tr>
<td></td>
<td>drunk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past perfect</td>
<td>I, we, you, they,</td>
<td>had</td>
<td>coffee before Jeff left</td>
</tr>
<tr>
<td></td>
<td>he, she, it</td>
<td>drunk</td>
<td></td>
</tr>
</tbody>
</table>
**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)

<table>
<thead>
<tr>
<th>Use</th>
<th>Examples</th>
<th>Yes/ No question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To express facts/ general statements</td>
<td>1. The sun <em>rises</em> from the east.</td>
<td>* Does+ he, she, it+ base form+ object/ complement?</td>
</tr>
<tr>
<td>2. To talk about Routine/ actions happen all the time/ habits</td>
<td>2. She <em>washes</em> her face regularly. - We <em>always visit</em> our cousins.</td>
<td>-Does he <em>speak</em> English?</td>
</tr>
<tr>
<td>3. Permanent actions</td>
<td>3. I <em>live</em> in Jordan.</td>
<td>* Do+ I, they, we, you+ base form of verb+ object/ complement?</td>
</tr>
<tr>
<td>4. Arrangements as per a time table</td>
<td>4. The train <em>leaves</em> at 10 am.</td>
<td>-Do you <em>like</em> swimming?</td>
</tr>
<tr>
<td>Use</td>
<td>Examples</td>
<td>Yes/ No question</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>1. To describe an action in progress at the time of speaking</td>
<td>I am writing a letter at the moment. - Look! He’s studying. She is leaving tomorrow morning. They are living in Irbid.</td>
<td>* am+ I/ is+ he, she, it/ are+ they, we, you + verb+ ing? - Is he playing football? - Am I going tonight? - Are you watching T.V now?</td>
</tr>
<tr>
<td>2. Future actions for which arrangements have already been made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To describe temporary actions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

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

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

<table>
<thead>
<tr>
<th>Use</th>
<th>Examples</th>
<th>Yes/ No question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To describe an activity that began in the past and just ended</td>
<td>I've just reviewed my lessons.</td>
<td>Has he reviewed his lessons?</td>
</tr>
<tr>
<td>2. To talk about experiences and achievements</td>
<td>I have written three novels since 1999.</td>
<td>Have you been to Jerash before?</td>
</tr>
<tr>
<td>3. To describe an activity that happened in the past but it has present results/consequences</td>
<td>I have cut my finger.</td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Use</th>
<th>Examples</th>
<th>Yes/ No question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To describe prolonged/repeated actions; to describe incomplete/not finished action</td>
<td>He has been listening to music for a long time.</td>
<td>Has he been listening to music for a long time?</td>
</tr>
<tr>
<td></td>
<td>- They have been sleeping all day.</td>
<td></td>
</tr>
<tr>
<td>2. To deduce the occurrence of actions in the recent past from their present consequences and</td>
<td>I am really tired. I have been running.</td>
<td>Has she been running in the rain?</td>
</tr>
<tr>
<td></td>
<td>- There is an ashtray on the desk. Someone has been</td>
<td></td>
</tr>
</tbody>
</table>
IRIS

results

smoking. - I see a lot of spots on Sam's shirt. He has been painting all day.

stomachache. Has she been eating too many sweets?

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

<table>
<thead>
<tr>
<th>Use</th>
<th>Examples</th>
<th>Yes/No question</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe something which happened before another action in the past</td>
<td>- He had already cooked lunch by the time his father came home. - We had learnt two languages before we went to school.</td>
<td>* Had+ subject+ p.p? - Had you learnt Arabic before you went to school?</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Use</th>
<th>Examples</th>
<th>Yes/No question</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>- I was tired because I had been driving since 7 o'clock.</td>
<td>* Had+ subject+ been+ v+ ing? - Had you been washing your clothes since she left home?</td>
</tr>
</tbody>
</table>
**IRIS**

**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

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

**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:**

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

**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)

<table>
<thead>
<tr>
<th>Use</th>
<th>Examples</th>
<th>Yes/ No question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To describe an</td>
<td>1. At 6:30 tomorrow</td>
<td>*Will subject+ be+</td>
</tr>
</tbody>
</table>
event that will be in progress at a future point
2. To describe something that will happen as a matter of course
3. To describe an event that will happen before a future point of time and continues after that point
evening I will be sleeping.
2. Do you need anything from the post office? I’ll be passing on my way home.
3. I will be reading a novel tomorrow morning.
verb+ ing?
- Will you be reading a novel by 10 a.m?

**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.

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

**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

<table>
<thead>
<tr>
<th>Use</th>
<th>Examples</th>
<th>Yes/No question</th>
</tr>
</thead>
<tbody>
<tr>
<td>To describe an action that will happen in the future (planned event/ intended to be done).</td>
<td>- I am going to see the dentist tomorrow</td>
<td>* Am'/ is / are+ subject +going to+ base verb?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Are you going to see the dentist tomorrow?</td>
</tr>
</tbody>
</table>
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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)
**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, Robert ……for 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?
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.
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.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past simple</th>
<th>Past participle</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
<td>rest, be situated in a place</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
<td>take a seat</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
<td>get up, increase</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past simple</th>
<th>Past participle</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
<td>to put something/ or somebody on a surface</td>
</tr>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
<td>put</td>
</tr>
<tr>
<td>raise</td>
<td>raised</td>
<td>raised</td>
<td>lift, elevate, to increase something</td>
</tr>
</tbody>
</table>

Examples:
- Ahmad laid his clothes on the bed.
- I’ll set my favourite flowers in the sun.
- Raise your hands.
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' or '-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.
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, small, 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)
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.
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.
   - 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.
- 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
- 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.
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.
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):
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.

<table>
<thead>
<tr>
<th></th>
<th>approve of</th>
<th>give up</th>
<th>insist on</th>
<th>succeed in</th>
<th>think about</th>
<th>think of</th>
</tr>
</thead>
<tbody>
<tr>
<td>depend on</td>
<td>rely on</td>
<td>worry about</td>
<td>intend on</td>
<td>count on</td>
<td>object to</td>
<td>object to</td>
</tr>
<tr>
<td>object to</td>
<td>confess to</td>
<td>afraid of</td>
<td>accustomed</td>
<td>successful in</td>
<td>choice of</td>
<td>excuse for</td>
</tr>
<tr>
<td>choice of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>method for</td>
<td>possibility of</td>
</tr>
<tr>
<td>reason for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>reason for</td>
</tr>
</tbody>
</table>

- 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)
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 killing 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 addressing 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 pleased …….from you. (to hearing/ to hear/ hearing)
2. I hope …….you 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 Kerry ……..the ceiling. (to repair/ repair/ repairing)
8. When I was in the countryside, I used …….10 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:

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Gerund</th>
<th>Past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>stopping</td>
<td>stopped</td>
</tr>
<tr>
<td>die</td>
<td></td>
<td></td>
</tr>
<tr>
<td>argue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>enjoy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fix</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Exercise (13)
Correct the verbs in brackets to fit the meaning of the sentences.

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 teacher ……the 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 you ........doing?
   a. been             b. be             c. were
4. My friends could be ........about 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
   a. looks       b. look          c. were looking
7. None of the students ........smart enough to win.
   a. is            b. are            c. were
8. A number of cadets ..........visiting USMA West Point.
   a. is            b. are            c. was
9. Daily exercises ........good 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.

<table>
<thead>
<tr>
<th>become</th>
<th>wasn't</th>
<th>weren't</th>
<th>will use</th>
</tr>
</thead>
</table>

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 a great time.  
   Object
2. Everybody was brilliant. 
   ........
3. I liked your suggestion. 
   ........
4. I’m happy today. 
   ........
5. She visits her grandmother weekly. 
   ........
6. I love Silvia. 
   ........

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 
   ..............................................
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)
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:

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<tr>
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<tbody>
<tr>
<td>aware</td>
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<td>illegitimate</td>
</tr>
<tr>
<td>liberal</td>
<td>illiberal</td>
</tr>
</tbody>
</table>
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.
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.

<table>
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<th>Short form</th>
<th>Full form</th>
<th>Short form</th>
</tr>
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<td>hadn't</td>
<td>were not</td>
<td>weren't</td>
</tr>
<tr>
<td>must not</td>
<td>mustn't</td>
<td>will not</td>
<td>won't</td>
</tr>
</tbody>
</table>

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'.
IRIS

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.
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?
   It ……. milk.
   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. He ……. millions 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.
IRIS

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'?

Exercise (23):
Change the following affirmative sentences into negative.
1. Jack lives in Barcelona.
   
2. Hitler lived in Germany.
   
   
4. Mrs. Obama has two daughters.
   
5. We are close friends.
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), 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)
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.
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:

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<th>Adjectives</th>
<th>Adverbs</th>
<th>Adjectives</th>
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(He jumped high. It’s highly recommended.)
certain certainly late late/ lately
(He came late. He’s been ill lately.)
loud loudly remarkable remarkably
much much quick quickly

The following are derivations of common words:

<table>
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<th>Noun</th>
<th>Adjective</th>
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<td>happy</td>
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<tr>
<td>carelessness</td>
<td>careless</td>
<td>careless</td>
<td>carelessly</td>
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<tr>
<td>confide</td>
<td>confidence</td>
<td>confident</td>
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<tr>
<td>perform</td>
<td>performance</td>
<td>performed</td>
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<tr>
<td>differ</td>
<td>difference</td>
<td>different</td>
<td>differently</td>
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<tr>
<td>annoy</td>
<td>annoyance</td>
<td>annoying</td>
<td>annoyingly</td>
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<tr>
<td>deploy</td>
<td>deployment</td>
<td>deployed</td>
<td>----------</td>
</tr>
<tr>
<td>endanger</td>
<td>danger</td>
<td>dangerous</td>
<td>dangerously</td>
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<tr>
<td>act</td>
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<td>depend</td>
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<tr>
<td>attract</td>
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<tr>
<td>excite</td>
<td>excitement</td>
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<td>excitingly</td>
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<td></td>
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<td>excited</td>
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<td>comprehensive</td>
<td>comprehensively</td>
</tr>
<tr>
<td>signify</td>
<td>significance</td>
<td>significant</td>
<td>significantly</td>
</tr>
<tr>
<td>strengthen</td>
<td>strength</td>
<td>strong</td>
<td>strongly</td>
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<tr>
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<td>education</td>
<td>educational</td>
<td>educationally</td>
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<tr>
<td>vary</td>
<td>variety</td>
<td>various</td>
<td>variously</td>
</tr>
<tr>
<td>produce</td>
<td>production</td>
<td>productive</td>
<td>productively</td>
</tr>
</tbody>
</table>

- Consider the following:
  a. Using the dictionary entry below, choose the correct form of the word to fill in the blanks.
  1. Nadia did ............well 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(adj): 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 good …….in 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 also …….other people.
2. Salam was definitly…….before acting on the stage. She was so thrilled.
3. Workers need……… to carry out their tasks.

*motivate (v): to encourage someone to do somthing*
*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
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 an ……..about it.
2. It isn't cheap to ……on 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 an ……pain. (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 was …..planned. (perfect/ perfectly)

Exercise (27)
A. Identify the underlined word or phrase that is unacceptable in
classical 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)
(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.
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.
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

<table>
<thead>
<tr>
<th></th>
<th>(1) 1st person</th>
<th>(2) 2nd person</th>
<th>(3) 3rd person</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>I</td>
<td>you</td>
<td>he, she, it</td>
</tr>
<tr>
<td>Object</td>
<td>me</td>
<td>you</td>
<td>him, her, it</td>
</tr>
<tr>
<td>Possessive</td>
<td>my/mine</td>
<td>your/yours</td>
<td>his/his/her/hers/its/its</td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>we</td>
<td>you</td>
<td>they</td>
</tr>
<tr>
<td>Object</td>
<td>us</td>
<td>you</td>
<td>them</td>
</tr>
<tr>
<td>Possessive</td>
<td>our/ours</td>
<td>your/yours</td>
<td>their/their</td>
</tr>
</tbody>
</table>

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:
- 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

<table>
<thead>
<tr>
<th>Group A Possessive adjectives</th>
<th>Group B Possessive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>your</td>
<td>yours</td>
</tr>
<tr>
<td>his</td>
<td>his</td>
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<td>her</td>
<td>hers</td>
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<tr>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>their</td>
<td>theirs</td>
</tr>
<tr>
<td>its</td>
<td>its</td>
</tr>
</tbody>
</table>

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*

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>Reflexive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>myself</td>
</tr>
<tr>
<td>you (singular)</td>
<td>yourself</td>
</tr>
<tr>
<td>he/ or singular masculine noun:</td>
<td>himself</td>
</tr>
<tr>
<td>(the man, Ali, etc.)</td>
<td></td>
</tr>
<tr>
<td>she/ or singular feminine noun:</td>
<td>herself</td>
</tr>
<tr>
<td>(the lady, Asma, etc.)</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td>itself</td>
</tr>
<tr>
<td>we</td>
<td>ourselves</td>
</tr>
<tr>
<td>you (plural)</td>
<td>yourselves</td>
</tr>
<tr>
<td>they</td>
<td>themselves</td>
</tr>
<tr>
<td>one</td>
<td>oneself</td>
</tr>
</tbody>
</table>

We use reflexive pronouns in the following situations:
1. When it refers to the subject.
   - I prepared the meal myself.
'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're 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)
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

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
</table>
| somebody, someone | Used in affirmative sentences, and in questions when a yes- answer is expected. | -There is somebody/someone 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 isn't anybody/anyone at home.  
       |                                 | Is there anyone?                                           |
| nobody, no one  | Used after the answer 'No'      | A: Is there anybody/anyone here?  
       |                                 | B: No, there is nobody/no 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
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:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>bats</td>
</tr>
<tr>
<td>table</td>
<td>tables</td>
</tr>
<tr>
<td>pen</td>
<td>pens</td>
</tr>
</tbody>
</table>
And they add 'es' to singular nouns ending in (x,ch,sh,s,ss), as in:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>church</td>
<td>churches</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>louse</td>
<td>lice</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>stimulus</td>
<td>stimuli</td>
</tr>
<tr>
<td>phenomenon</td>
<td>phenomena</td>
</tr>
<tr>
<td>criterion</td>
<td>criteria</td>
</tr>
<tr>
<td>larva</td>
<td>larvae</td>
</tr>
<tr>
<td>formula</td>
<td>formulae</td>
</tr>
<tr>
<td>index</td>
<td>indices/ indexes</td>
</tr>
</tbody>
</table>

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:**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>half</td>
<td>halves</td>
</tr>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>handkerchief</td>
<td>handkerchiefs</td>
</tr>
<tr>
<td>chief</td>
<td>chiefs</td>
</tr>
<tr>
<td>dwarf</td>
<td>dwarfs</td>
</tr>
<tr>
<td>roof</td>
<td>roofs</td>
</tr>
<tr>
<td>safe</td>
<td>safes</td>
</tr>
<tr>
<td>gulf</td>
<td>gulfs</td>
</tr>
</tbody>
</table>

j. Compound nouns: In two-word nouns we pluralize the last word. **Examples:**

'travel agent'= 'travel agents',

- 89 -
'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,
vulcano = 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.

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>crisis</td>
<td>crises</td>
</tr>
<tr>
<td>axis</td>
<td>axes</td>
</tr>
<tr>
<td>basis</td>
<td>bases</td>
</tr>
<tr>
<td>thesis</td>
<td>theses</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>noun</th>
<th>possessive noun</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>tea</td>
<td>a cup of tea</td>
<td>lemon a slice of lemon</td>
</tr>
<tr>
<td>water</td>
<td>a glass of water</td>
<td>bread a loaf of bread</td>
</tr>
<tr>
<td>chips</td>
<td>a bag of chips</td>
<td>chocolate a bar of chocolate</td>
</tr>
<tr>
<td>paper</td>
<td>a sheet of paper</td>
<td>tooth paste a tube of tooth paste</td>
</tr>
<tr>
<td>rice</td>
<td>a kilo of rice</td>
<td>jam a jar of jam</td>
</tr>
<tr>
<td>coke</td>
<td>a can of coke</td>
<td>soup a tin of soup</td>
</tr>
<tr>
<td>cheese</td>
<td>a piece of cheese</td>
<td>ice cream a scoop of ice cream</td>
</tr>
<tr>
<td>biscuits</td>
<td>a packet of biscuits</td>
<td>lettuce a head of lettuce</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>noun</th>
<th>possessive noun</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>boy's</td>
<td>this is the boy's ball.</td>
</tr>
<tr>
<td>girl</td>
<td>girl's</td>
<td>that is the little girl's bag.</td>
</tr>
<tr>
<td>husband</td>
<td>husband's</td>
<td>my husband's house is in amman.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>noun</th>
<th>possessive noun</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>thomas</td>
<td>thomas's/</td>
<td>'thomas's house is spectacular', or</td>
</tr>
<tr>
<td></td>
<td>thomas'</td>
<td>'thomas' house is spectacular'.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Possessive noun</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td>boys'</td>
<td>The <em>boys' school</em> is over there.</td>
</tr>
<tr>
<td>wives</td>
<td>wives'</td>
<td>The <em>wives' ball</em> is blue.</td>
</tr>
<tr>
<td>husbands</td>
<td>husbands'</td>
<td>The <em>husbands' best perfume</em> is Dunhill'.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Possessive noun</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>women</td>
<td>women's</td>
<td>Those are the women's shirts.</td>
</tr>
<tr>
<td>men</td>
<td>men's</td>
<td>These are the men’s neck ties.</td>
</tr>
</tbody>
</table>
**IRIS**

**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) leg.
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?

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Mass nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>television</td>
<td>car</td>
</tr>
<tr>
<td>car</td>
<td>news</td>
</tr>
<tr>
<td>news</td>
<td>furniture</td>
</tr>
<tr>
<td>furniture</td>
<td>person</td>
</tr>
<tr>
<td>person</td>
<td>water</td>
</tr>
<tr>
<td>water</td>
<td>tooth</td>
</tr>
<tr>
<td>tooth</td>
<td>money</td>
</tr>
<tr>
<td>money</td>
<td>minute</td>
</tr>
<tr>
<td>minute</td>
<td>cup</td>
</tr>
<tr>
<td>cup</td>
<td>information</td>
</tr>
<tr>
<td>information</td>
<td>economics</td>
</tr>
</tbody>
</table>

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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.

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

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.
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).

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

   The sun sets in the west.
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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).
4. Continents, as in (Europe, Asia, Africa).
6. Countries with only one word (France, Jordan).
8. Time of day/night (at night, at dawn, at noon).
10. Fields of study, or areas of subject matter as in mathematics.

* 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 Khaldoon 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.'
'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.
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 have ....... knowledge 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 you ....... advice.
    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
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. somebody  b. anybody  c.  d. 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 crossed ……Atlantic Ocean.
    a. a/an  b. an/the  c. x/the  d. x/x
14. Rita plays ……violin and her sister plays ….guitar.
    a. a/the  b. an/a  c. the/the  d. x/x
    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 gabs.

2. Mount Rum is one of……. highest mountains in Jordan.
3. ……. Alps lies in…….Europe.
4. The shepard gave me …….animal.
5. You need …….pen and …….exercise 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 (hims/ your/ theirs)?
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:

<table>
<thead>
<tr>
<th>Auxiliary</th>
<th>Uses</th>
<th>Examples</th>
</tr>
</thead>
</table>
| May       | (1) polite request          | A: *May* I use your car?  
B: Yes, certainly. |
|           | (2) formal permission       | You *may* leave the office.                                             |
|           | (3) 50% certainty           | Where's Timor?  
He *may* be at the library.  
('may' gives the meaning of being slightly more certain than what 'might' does) |
| Might     | (1) less than 50% certainty | -Where's Timor?  
He *might* be at the library.  
-Pigs *might* fly. |
|           | "might is less definite or  
more hesitant form of  
*may- suggesting a smaller chance" |                    |
|           | (2) polite request          | *Might I* borrow your pencil?  
*Yes, of course.* |
| Should    | (1) advisability            | You *should* see the dentist.  
Your gum is bleeding. |
<table>
<thead>
<tr>
<th><strong>IRIS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ought to</strong></td>
</tr>
<tr>
<td>(2) 90 % certainty</td>
</tr>
<tr>
<td>(3) internal motive to do something- personal</td>
</tr>
<tr>
<td>(1) advisability</td>
</tr>
<tr>
<td>(2) 90 % certainty</td>
</tr>
<tr>
<td>(3) external motive to do something- impersonal</td>
</tr>
<tr>
<td><strong>Must</strong></td>
</tr>
<tr>
<td>(1) strong obligation</td>
</tr>
<tr>
<td>(2) prohibition (negative)</td>
</tr>
<tr>
<td>(3) certain/ or strong deduction</td>
</tr>
<tr>
<td>(4) external obligation (by the law, etc…)</td>
</tr>
<tr>
<td><strong>Will</strong></td>
</tr>
<tr>
<td>(1) to express intention</td>
</tr>
<tr>
<td>(2) willingness</td>
</tr>
<tr>
<td>(3) decision or offer made at this moment</td>
</tr>
<tr>
<td>(4) polite request</td>
</tr>
<tr>
<td>(5) for prediction</td>
</tr>
<tr>
<td>(6) to express promise</td>
</tr>
<tr>
<td><strong>Shall</strong></td>
</tr>
<tr>
<td>(1) polite question to make a suggestion</td>
</tr>
<tr>
<td><strong>IRIS</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Can</strong></td>
</tr>
</tbody>
</table>
| (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. |
**IRIS**

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

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

| Must not | - You *must not* smoke in the office.  
| - You *must not* kill wild animals.  
| - It is *prohibited* to smoke in the office.  
| - Killing wild animal is *unlawful*. |
| Not have to (not modal) | - You *don't have to* 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?

<table>
<thead>
<tr>
<th>Modals</th>
<th>Degree of Certainty</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 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. |
* 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.

<table>
<thead>
<tr>
<th>Present negative:</th>
<th>Why isn't Ali drinking water?</th>
<th>Degree of Certainty</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modals</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May not be, might not be</td>
<td>- less than 50% sure (to mention possibilities)</td>
<td>- He may/ might not be thirsty. Maybe he doesn't see the water bottle. Or perhaps, he drank earlier.</td>
<td></td>
</tr>
<tr>
<td><strong>Must not be</strong></td>
<td>- 95% sure</td>
<td>- He mustn’t be thirsty.</td>
<td></td>
</tr>
<tr>
<td>Can't be/ couldn't be</td>
<td>- sure</td>
<td>- He can't/ couldn't be thirsty. That is impossible. I just saw him drinking water.</td>
<td></td>
</tr>
</tbody>
</table>

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.
IRIS

- Past positive
  Why was Ali absent?

<table>
<thead>
<tr>
<th>Modals</th>
<th>Degree of certainty/past time</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>May/might/could have been</td>
<td>- less than 50% sure</td>
<td>- He may/might/could have been sick.</td>
</tr>
<tr>
<td>Must have been</td>
<td>- sure</td>
<td>- He must have been sick.</td>
</tr>
<tr>
<td>Was, were</td>
<td>- 100% sure</td>
<td>- He was sick.</td>
</tr>
</tbody>
</table>

(not modals)

16.3 Past forms of modals:

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

**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.
IRIS

- 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 be a verb.
- Suha would rather eat apples than carrots.
- Suha prefers eating apples to eating carrots.

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

<table>
<thead>
<tr>
<th>Uses</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had better</td>
<td>To mean advisability with threat of bad result</td>
</tr>
<tr>
<td>Be supposed to</td>
<td>For expectation</td>
</tr>
<tr>
<td>Be to</td>
<td>For formal order</td>
</tr>
<tr>
<td>Have to</td>
<td>To express the necessity</td>
</tr>
<tr>
<td></td>
<td>lack of necessity (in negative)</td>
</tr>
<tr>
<td>Have got to</td>
<td>For necessity</td>
</tr>
<tr>
<td>IRIS</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Be going to</strong></td>
<td>For planned, and pre-intended action/ or with future results of a present situation</td>
</tr>
<tr>
<td><strong>Be able to</strong></td>
<td>To express the ability</td>
</tr>
<tr>
<td><strong>Used to= accustomed to</strong></td>
<td>To refer to repeated action in the past.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be supposed to</th>
<th>Past forms</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be supposed to</strong></td>
<td>Was/ were supposed to</td>
<td>-I <em>was supposed to</em> join you.</td>
</tr>
<tr>
<td><strong>Be to</strong></td>
<td>Was/ were to</td>
<td>-He <em>was to</em> listen carefully.</td>
</tr>
<tr>
<td><strong>Has to/ have to</strong></td>
<td>Had to</td>
<td>-I <em>had to</em> run fast to catch the train.</td>
</tr>
<tr>
<td><strong>Have got to</strong></td>
<td>Had got to</td>
<td>-I <em>had got to</em> run fast to catch the train.</td>
</tr>
<tr>
<td><strong>Be going to</strong></td>
<td>Was/ were going to</td>
<td>-She <em>was going to</em> kill her husband.</td>
</tr>
<tr>
<td><strong>Would rather</strong></td>
<td>Would rather+ have+ p.p (contrary to the fact)</td>
<td>- I <em>would rather</em> have prepared myself for the party.</td>
</tr>
</tbody>
</table>
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.
6. You don't have to work till midnight.
   a. Necessity     b. Lack of necessity  c. Prohibition
IRIS

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 thinking 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)
- 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:**

<table>
<thead>
<tr>
<th>call up</th>
<th>make out</th>
<th>get back</th>
<th>get over</th>
<th>figure out</th>
</tr>
</thead>
<tbody>
<tr>
<td>hand in</td>
<td>put off</td>
<td>get down</td>
<td>pass on</td>
<td>count in</td>
</tr>
<tr>
<td>hold back</td>
<td>write down</td>
<td>bring back</td>
<td>back up</td>
<td>bring down</td>
</tr>
<tr>
<td>set back</td>
<td>break down</td>
<td>set out</td>
<td>switch off</td>
<td>cut down</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cut off</td>
<td>cut out</td>
<td>leave out</td>
<td>blow up</td>
<td></td>
</tr>
<tr>
<td>let in</td>
<td>get out</td>
<td>turn on</td>
<td>mix up</td>
<td></td>
</tr>
<tr>
<td>make up</td>
<td>put up</td>
<td>break up</td>
<td>throw away</td>
<td></td>
</tr>
<tr>
<td>turn down</td>
<td>ring up</td>
<td>bring up</td>
<td>carry out</td>
<td></td>
</tr>
<tr>
<td>run down</td>
<td>Set up</td>
<td>cross out</td>
<td>hand over</td>
<td></td>
</tr>
<tr>
<td>turn over</td>
<td>Do over</td>
<td>turn off</td>
<td>try on</td>
<td></td>
</tr>
<tr>
<td>let out</td>
<td>look over</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following is a list of inseparable phrasal verbs:

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

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
IRIS

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'll ...........my coat ........It is too hot here.
   (turn on/ take off)

4. I will ............over 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’.
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:

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Size</th>
<th>Age</th>
<th>Shape</th>
<th>Color</th>
<th>Origin Nationality</th>
<th>Material</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>large</td>
<td>old</td>
<td>rounded</td>
<td>green</td>
<td>Egyptian</td>
<td>wooden</td>
<td>villa</td>
</tr>
</tbody>
</table>

**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.
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 below):
  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.
More examples of present and past participle adjectives include:

<table>
<thead>
<tr>
<th>Present participle adjectives</th>
<th>Past participle adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>producing</td>
<td>produced</td>
</tr>
<tr>
<td>arresting</td>
<td>arrested</td>
</tr>
<tr>
<td>carrying</td>
<td>carried</td>
</tr>
<tr>
<td>exporting</td>
<td>exported</td>
</tr>
<tr>
<td>warning</td>
<td>warned</td>
</tr>
</tbody>
</table>

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'

<table>
<thead>
<tr>
<th>Compound adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>a company that publishes Irish novels</td>
</tr>
<tr>
<td>a woman who looks good</td>
</tr>
<tr>
<td>a teacher who speaks Spanish</td>
</tr>
<tr>
<td>a country which produces gas</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Compound adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>a girl with blue eyes</td>
</tr>
<tr>
<td>a man with a good temper</td>
</tr>
<tr>
<td>a shirt with long sleeves</td>
</tr>
<tr>
<td>a man who has a red face</td>
</tr>
</tbody>
</table>
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 two meters high man'.

<table>
<thead>
<tr>
<th>Compound adj.</th>
<th>Compound adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>a hotel that is a hundred feet high</td>
<td>a hundred-foot high hotel</td>
</tr>
<tr>
<td>a man who is 20 years old</td>
<td>a twenty-year-old man</td>
</tr>
<tr>
<td>a building with 15 stories</td>
<td>a 15-storey building</td>
</tr>
<tr>
<td>a woman who is 30 years old</td>
<td>a 30-year-old woman</td>
</tr>
<tr>
<td>a ring that costs 30 dollars</td>
<td>a 30-dollar ring</td>
</tr>
</tbody>
</table>

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:
better 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
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.
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.
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
**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-browned

Exercise (40)
Correct the adjectives in brackets to fit the sentences.
1. This film is the ………I have ever seen. (interesting)
2. This test is………..than the previous one. (easy)
3. What is ………. river in Europe? (long)
4. This case is ……….that one. (bad)
5. My earache is………..than it was yesterday. (painful)
6. Cairo is………..than Amman. (large)
7. This armchair is ……….than mine. (comfortable)
8. This is ………….. hotel in Jordan. (high)
9. My vase is………..(not/ good) yours. Your vase is well decorated.
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':

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine</td>
<td></td>
<td>the finest</td>
</tr>
<tr>
<td>short</td>
<td></td>
<td>the shortest</td>
</tr>
<tr>
<td>few</td>
<td></td>
<td></td>
</tr>
<tr>
<td>exciting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nice</td>
<td>nicer</td>
<td></td>
</tr>
<tr>
<td>fat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficult</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dim</td>
<td>dimmer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>uglier</td>
<td></td>
</tr>
<tr>
<td>early</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise (43)
Complete each sentence with the correct form of the adjective:
1. I feel ......today. (a bit, good)
2. The shop is ........than 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.
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.
- 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).
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.

<table>
<thead>
<tr>
<th>Type</th>
<th>Meaning</th>
<th>Forms and Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Used to mean that the action:</td>
<td><em>(If+ present simple, will/ shall/ can/may/must/should/have to+ bare infinitive):</em></td>
</tr>
<tr>
<td>conditional</td>
<td>is probable, possible or likely to happen in the future.</td>
<td>1. If you <em>run</em> fast, you <em>will catch</em> the train.</td>
</tr>
<tr>
<td>(Type 1)</td>
<td></td>
<td>2. If you <em>obey</em> the orders, you <em>can succeed</em>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. If you <em>want</em> to do well in the IELTS test, you <em>should work</em> hard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The verb in the 'if clause' could be in 'present progressive' tense, as in:</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- If you <em>are studying</em> hard, you <em>may find</em> it easy to pass.</td>
</tr>
<tr>
<td>2nd</td>
<td>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.</td>
<td><em>(If+ past simple, would/ could/ might + bare infinitive)</em></td>
</tr>
<tr>
<td>conditional</td>
<td></td>
<td>1. If I <em>were</em> the president, <em>I’d lower</em> taxes.</td>
</tr>
<tr>
<td>(Type 2)</td>
<td></td>
<td>2. If I <em>found</em> a wallet wit $5000 in it, <em>I’d report</em> it to the nearest police station.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. If you <em>solved</em> the puzzle, you <em>would win</em> the game. (You probably won't</td>
</tr>
</tbody>
</table>
solve the puzzle, so it is unlikely to win the game)
4. If you *played* well, you *would win*.
   (You probably won't play well)
* "We usually use ‘were’ with all nouns and pronouns in type 2; and we use this pattern to give advice, as in:
  - If I *were* you, I *would go* to the dentist.

(If+ past perfect, would/ could/ might + have + p.p.)

1. If she *had married* early, she *would have had* a baby. (She didn’t marry early. She didn’t have a baby.)
2. If he *had had* enough time, he *could have visited* you.

In zero conditional we don’t use modals.

1. If I *feel* thirsty, I *drink* water.
2. If you *boil* water, it *evaporates*.
3. If you *stop* smoking, you *save* 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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**IRIS**

**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.
- 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.
IRIS

(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)
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……………………………………………………..
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 seafood 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)
IRIS

- 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 I've done my job*, I'm going to take a leave.
- *As he made fun of Jim*, he had a problem with Jim's dad.
- *Due to the windy weather*, I didn't leave my camp.

Now that
- Now that I've done my job, I'm going to take a leave.

As
- As it is slippery, I have to drive carefully.

Due to
- Due to the need to book my flight soon, please let me know if you are coming with me.

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.

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
IRIS

(means the same as although)

In spite of/ despite
- 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.

<table>
<thead>
<tr>
<th>Words</th>
<th>Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>to connect two affirmative clauses (used to add information)</td>
<td>- I went shopping <strong>and</strong> I bought some fruit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ahmad <strong>and</strong> Ali are staying home today.</td>
</tr>
<tr>
<td>And...too</td>
<td>to connect two affirmative sentences but of different subjects.</td>
<td>(1) I like fish, <strong>and</strong> my wife likes fish, <strong>too</strong>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) I will go to Finland, and Fahad, too.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(3) I can play football, and basketball, too.</td>
</tr>
<tr>
<td>But</td>
<td>- to connect an affirmative sentence and a negative sentence</td>
<td>- Ali is fat <strong>but</strong> his father is thin.</td>
</tr>
<tr>
<td></td>
<td>- to connect a positive adjective/ adverb with a negative adjective/ adverb.</td>
<td>- Ali likes playing football <strong>but</strong> he doesn’t like to play basketball.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ali is fat <strong>but</strong> handsome.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ali works hard <strong>but</strong> carefully.</td>
</tr>
<tr>
<td>Whereas/while</td>
<td>to compare two things/ or people showing opposition</td>
<td>- Jeffrey is rich <strong>whereas</strong> Janet is poor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Qasim is polite <strong>while</strong> Sari is impolite.</td>
</tr>
<tr>
<td>Also= too</td>
<td>to add information: it comes after auxiliaries and before the main verb</td>
<td>- Husam is a great teacher. <strong>He is also</strong> a good father.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Husam teaches the poor children English language. <strong>He also helps</strong> the elderly.</td>
</tr>
<tr>
<td>As well= too</td>
<td>to add some information</td>
<td>- Elizabeth studies French and English, <strong>as well</strong>.</td>
</tr>
<tr>
<td>Both...and</td>
<td>to connect two subjects</td>
<td>- <strong>Both Ahmad and</strong> Sami are leaving tomorrow.</td>
</tr>
</tbody>
</table>
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And not either to connect two negative clauses - I don’t like milk and Ali doesn’t either.

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:

<table>
<thead>
<tr>
<th>Words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>After</td>
<td>- <em>After she arrived</em>, she joined the NY Police Department (NYPD).&lt;br&gt;- <em>After I had read the story</em>, I went to bed.</td>
</tr>
<tr>
<td>Before</td>
<td>- <em>Before you arrive</em>, I will leave.&lt;br&gt;- You should be there <em>before the crowds arrive</em>.</td>
</tr>
<tr>
<td>When</td>
<td>- <em>When I was in Paris</em>, I met Sam.&lt;br&gt;- Can you tell me <em>when lunch is ready</em>?</td>
</tr>
<tr>
<td>While</td>
<td>- <em>While I was watching T.V, my wife entered</em>.</td>
</tr>
<tr>
<td>As</td>
<td>- <em>As I was talking to Mary</em>, her father came in.</td>
</tr>
<tr>
<td>Since</td>
<td>- I haven’t seen Suzan <em>since I left the town</em>.</td>
</tr>
<tr>
<td>Until</td>
<td>- I stayed at home <em>until I did my homework</em>.</td>
</tr>
<tr>
<td>As soon as</td>
<td>- <em>As soon as the train stops</em>, I will give you a call.&lt;br&gt;- <em>As soon as I saw the advertisement</em>, I called my mother.</td>
</tr>
<tr>
<td>As long as</td>
<td>- I will never talk to Fahed again <em>as long as I live</em>.</td>
</tr>
<tr>
<td>Whenever</td>
<td>- <em>Whenever Rana sees her boss</em>, he shouts at him.</td>
</tr>
<tr>
<td>The first time</td>
<td>- <em>The first time I saw her</em>, we went for a walk.</td>
</tr>
<tr>
<td>The last time</td>
<td>- <em>The last time I studied French</em>, I really liked it.</td>
</tr>
</tbody>
</table>

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.’
'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:

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To</strong></td>
<td>- Sam works to earn more money.</td>
</tr>
<tr>
<td></td>
<td>- I went to the shop to buy some food.</td>
</tr>
<tr>
<td><strong>In order to</strong></td>
<td>- The staff is working hard in order to complete the project early.</td>
</tr>
<tr>
<td><strong>So that</strong></td>
<td>- I will give you a map so that you can get there easily.</td>
</tr>
<tr>
<td><strong>For + noun phrase</strong></td>
<td>- My wife went for a bike ride.</td>
</tr>
<tr>
<td></td>
<td>- Sa'ad plays for fun.</td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>So</strong></td>
<td>The T.V didn't work, so I took it back to the shop.</td>
</tr>
<tr>
<td><strong>Therefore/ consequently/ as a result</strong></td>
<td>She didn’t exercise regularly. Therefore/ consequently/ as a result, she had a sprained ankle.</td>
</tr>
</tbody>
</table>

**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.
- 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 is ……….. keeping 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 team ……his 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 shining ……brightly that I have to put on my sunglasses.
2. Deema is ……a 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 villas ……..in 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.

<table>
<thead>
<tr>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Put a comma before the tag phrase.</td>
</tr>
<tr>
<td>2. Place the auxiliary verb to be/ to have/ to do/ or modal verb if</td>
</tr>
<tr>
<td>Available in the statement. If the statement is affirmative, the tag</td>
</tr>
<tr>
<td>is negative and vice versa.</td>
</tr>
<tr>
<td>(When there is no auxiliary in the statement)</td>
</tr>
<tr>
<td>3. If the verb in the statement is in present simple tense, use 'does'</td>
</tr>
<tr>
<td>(when the subject is singular- its verb ends in s/es), or 'do' (when</td>
</tr>
<tr>
<td>the verb is plural). Use 'did' if the verb is past simple.</td>
</tr>
<tr>
<td>4. Use a pronoun, not a name, that refers to the subject.</td>
</tr>
<tr>
<td>5. With 'someone', 'somebody', 'everyone' and 'everybody' use</td>
</tr>
<tr>
<td>'they'.</td>
</tr>
<tr>
<td>6. With imperative, use 'will (not)+ you'.</td>
</tr>
<tr>
<td>7. (I'm) becomes (aren't I) in tag question.</td>
</tr>
</tbody>
</table>

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
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.
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: \((\text{if/ whether+ subject+ verb+ complement})\) 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 \((\text{what/ when…+ subject+ verb+ complement})\), 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. \((\text{Subject+ verb (phrase)+ I/ whether+ subject+ verb})\)
   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?
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:

<table>
<thead>
<tr>
<th>Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who</strong></td>
<td>To ask about a subject (it refers to people)</td>
</tr>
<tr>
<td>- Who is that?</td>
<td>That is Ahmad.</td>
</tr>
<tr>
<td>- Who broke the vase?</td>
<td>Ahmad broke the vase.</td>
</tr>
<tr>
<td><strong>Where</strong></td>
<td>To ask about places</td>
</tr>
<tr>
<td>- Where is John?</td>
<td>At home</td>
</tr>
<tr>
<td>- Where are you?</td>
<td>In Amman.</td>
</tr>
<tr>
<td><strong>What</strong></td>
<td>To ask about subject/object of the question</td>
</tr>
<tr>
<td>- What did he say?</td>
<td>He said nothing.</td>
</tr>
<tr>
<td>- What caused the disturbance?</td>
<td>The explosion caused it.</td>
</tr>
</tbody>
</table>
**IRIS**

| **Which** | Selection, or pinpointing | - *Which* driver came last? *The red car's* driver.  
|           |                           | - *Which* pen is mine? *The big one*.  
| **Whose** | Possession, or relationship | - *Whose* house is that?  
|           |                            | It is *mine*.  
| **When**  | To ask about time          | - *When* did you go to school? At 7 o'clock.  
| **Why**   | To ask about reasons       | - *Why* does he wake up early?  
|           |                            | *Because* he respects timing.  
| **Whom**  | To ask about the object of the verb | - *Whom* did you give it to?  
|           |                            | I gave it to *Jeff*.  
| **How**   | To ask about state/condition/ the how | - *How* are you? *I'm fine*.  
|           |                            | *A: How* do you get your homework done quickly?  
|           |                            | *B: My father helps me*.  
| **How many** | To ask about countable nouns | - *How many* students answered the question? *Twenty one*.  
|           |                            | *How many* sugar *bags* do you need? *Three bags* of sugar.  
| **How much** | To ask about mass nouns and money | - *How much* money do you have?  
|           |                            | I have a lot of money.  
|           |                            | *How much* salt do you need?  
|           |                            | *Bags* of salt.  
| **How far** | To ask about distance | - *How far* is it from Masawa to Asmara? *20 miles*.  
| **How often** | To ask about frequency | - How often do you visit your grand parents? *Once* a month.  

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**IRIS**

| **How long** | To ask about length/ or duration | - How long does the trip take? 25 minutes.  
- How long have you been in England? For 20 years. |
| **How old** | To ask about age | - How old is Ali?  
He is 30 years old. |
| **How tall** | To ask about the height of a person | - How tall are you?  
I'm 177 centimeters tall. |
| **How wide** | To ask about width | - How wide is this road?  
It is 10 m wide. |
| **How high** | To ask about height | - How high is that mountain?  
It is 400 meters high. |
| **How deep** | To ask about the depth | - How deep is the Suez canal?  
It's not less than 30 meters deep. |

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 (?)
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.
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?
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:

<table>
<thead>
<tr>
<th>Yes/ No questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has Hani built a new house?</td>
<td>Yes, he has.</td>
</tr>
<tr>
<td></td>
<td>No, he hasn't.</td>
</tr>
<tr>
<td>Can Ali speak English well?</td>
<td>Yes, he can.</td>
</tr>
<tr>
<td></td>
<td>No, he can't.</td>
</tr>
<tr>
<td>Is Ali calling his dad on the phone?</td>
<td>Yes, he is.</td>
</tr>
<tr>
<td></td>
<td>No, he isn't.</td>
</tr>
<tr>
<td>Does Rami play football?</td>
<td>Yes, he does.</td>
</tr>
<tr>
<td></td>
<td>No, he doesn't.</td>
</tr>
<tr>
<td>Do the company employees rarely agree on proposals?</td>
<td>Yes, they do.</td>
</tr>
<tr>
<td></td>
<td>No, they don't.</td>
</tr>
<tr>
<td>Did the player compose new songs?</td>
<td>Yes, he did.</td>
</tr>
<tr>
<td></td>
<td>No, he didn't.</td>
</tr>
<tr>
<td>Would you go with me?</td>
<td>Yes, I would.</td>
</tr>
<tr>
<td></td>
<td>No, I wouldn’t.</td>
</tr>
<tr>
<td>Will you turn the tap off?</td>
<td>Yes, I will.</td>
</tr>
<tr>
<td></td>
<td>No, I won’t.</td>
</tr>
</tbody>
</table>

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.
IRIS

- 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: 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.
**Exercise (53)**
Fill in the blanks with the correct form of either or neither.

1. The boys shouldn't take the medicine, and …..should the girls.
2. We don't plan to join the team, and …..do 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 they …..either.
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 ………………………………?
IRIS

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?
   ...........
IRIS

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
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,………?
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 meet. 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.
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.
IRIS

- 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
IRIS

* 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
- Salma can freeze two chickens.
  s    v          o

(modals perfect)

(modal+ have+ been+ p.p)
- You should have called the boss.
  s    v          o
- 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
- We are to take some notes.
  s    to-inf     o

(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
- Riyad has offered a job for Sam.
  s    v     DO    IO
- Ali gave a gift to Sami.
  s    v     DO    IO

- Sami was given a gift.
- A job has been offered for Sam.
- A gift was given to Sami.

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.
IRIS

The following changes happen to the pronouns preceded by 'by':

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

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)
IRIS

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.
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.
   ………………………………………………..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…………………………………
IRIS

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 food ……well. (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.
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:

<table>
<thead>
<tr>
<th>Changing pronouns</th>
<th>Changing verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>From</strong></td>
<td><strong>To</strong></td>
</tr>
<tr>
<td>I</td>
<td>he/she/it</td>
</tr>
<tr>
<td>...................</td>
<td>...............</td>
</tr>
<tr>
<td>we</td>
<td>they</td>
</tr>
<tr>
<td>...................</td>
<td>...............</td>
</tr>
<tr>
<td>you</td>
<td>I/we</td>
</tr>
<tr>
<td>...................</td>
<td>................</td>
</tr>
<tr>
<td>my</td>
<td>his/her</td>
</tr>
<tr>
<td>...................</td>
<td>their</td>
</tr>
<tr>
<td>our</td>
<td>it</td>
</tr>
<tr>
<td>...................</td>
<td>................</td>
</tr>
<tr>
<td>it</td>
<td>me/us</td>
</tr>
<tr>
<td>...................</td>
<td>...............</td>
</tr>
<tr>
<td>you (obj)</td>
<td>him/her</td>
</tr>
<tr>
<td>...................</td>
<td>them</td>
</tr>
<tr>
<td>me</td>
<td></td>
</tr>
<tr>
<td>...................</td>
<td></td>
</tr>
<tr>
<td>us</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Changing adverbs and adjectives

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>today</td>
<td>that day</td>
</tr>
<tr>
<td>tomorrow</td>
<td>the next day</td>
</tr>
<tr>
<td>yesterday</td>
<td>the day before</td>
</tr>
<tr>
<td>next (week)</td>
<td>the following (week)</td>
</tr>
<tr>
<td>this (month)</td>
<td>that (month)</td>
</tr>
<tr>
<td>these</td>
<td>those</td>
</tr>
</tbody>
</table>
**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.
26.2.2 Changing questions. Follow the steps below to change a question into indirect speech:

<table>
<thead>
<tr>
<th>Yes/ no questions</th>
<th>Wh- questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the introductory verb (<em>asked</em> for example).</td>
<td>1. Use the introductory verb, <em>e.g. asked</em>.</td>
</tr>
<tr>
<td>2. Add: <em>whether</em> or <em>if</em>.</td>
<td>2. Write the <em>wh</em>- question word, <em>e.g. What/where, etc.</em></td>
</tr>
<tr>
<td>3. Write the <em>subject</em>.</td>
<td>3. Do the statement changes after the rearrangement of the words order to become as it was in the statement order (S+ V).</td>
</tr>
<tr>
<td>4. Do the statement changes.</td>
<td>4. Omit the question mark (?).</td>
</tr>
</tbody>
</table>

- 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:

<table>
<thead>
<tr>
<th>Changes in commands</th>
<th>Changes when 'Let's' is used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use the introductory verb, <em>e.g. ordered</em></td>
<td>Use either of the following forms:</td>
</tr>
<tr>
<td>2. Add (<em>to</em>) before the imperative verb.</td>
<td>- <em>suggested+ verb+ ing</em></td>
</tr>
<tr>
<td>3. When 'don't' is used, add 'not' before 'to'.</td>
<td>- <em>suggested+ that+ S+ should+ verb (base form)</em></td>
</tr>
</tbody>
</table>
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 The army." Sami advised me to leave 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.
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.
10. 'Yesterday I was in bed with a temperature.'
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…………………………
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:

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>(1) Examples</th>
<th>(2) The base sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>I met the lady <em>who</em> supported me.</td>
<td>I met the lady. The lady supported me.</td>
</tr>
<tr>
<td>Which</td>
<td>The pen <em>which is there</em> is mine.</td>
<td>The pen is mine. It is there</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>(1) Examples</th>
<th>(2) The base sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whom</td>
<td>The lady <em>whom I met</em> was Rana.</td>
<td>I met the lady. The lady was Rana.</td>
</tr>
<tr>
<td>Which</td>
<td>The pen <em>which I bought</em> was good.</td>
<td>I bought a pen. The pen was good.</td>
</tr>
<tr>
<td>Whom</td>
<td>She is the lady <em>whom I told you about</em>.</td>
<td>She is the lady. I told you about her.</td>
</tr>
<tr>
<td>Which</td>
<td>The music <em>which we listened to</em> yesterday wasn't good.</td>
<td>We listened to music yesterday. It wasn't good.</td>
</tr>
</tbody>
</table>
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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
Whose       I met the lady whose van was damaged.     I met the lady. Her van was damaged.
Where       - The villa where I live is nice.       I live in that villa. The villa is nice.
When        - I will never forget the time when you left me behind. 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:
Shadi, who is my best friend, was rebuked by the teacher.

More examples:
- Objects that don't float to the surface should be sold.
  
- My van, which is very large, consumes too much gas.

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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 town .......he 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 girl ........dropped 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.

<table>
<thead>
<tr>
<th>Enclosed space; Something around you</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Streets</td>
<td>in Dallas street, in Oxford street</td>
</tr>
<tr>
<td>Countries, cities, towns and villages</td>
<td>in Paris, in Moscow, in New York in Jordan</td>
</tr>
<tr>
<td>With 'arrive'</td>
<td>arrive in London</td>
</tr>
<tr>
<td>Miscellaneous common phrases</td>
<td>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</td>
</tr>
</tbody>
</table>

At: It is used with points of place, street numbers and specific places.

<table>
<thead>
<tr>
<th>Points</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
**IRIS**

<table>
<thead>
<tr>
<th>Street numbers</th>
<th>at 17 oxford street</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed</td>
<td>at a speed of 50 k/h</td>
</tr>
<tr>
<td>Specific place</td>
<td>at Heathrow airport, at the cinema, at the pub, at Fred's house</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Surface/ touching part of something</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directions</th>
<th>on the left, on the right, on the far side</th>
</tr>
</thead>
</table>

**To mean 'by means of something'**
on the phone, on the T.V

<table>
<thead>
<tr>
<th>Levels of a building/ On+ floor</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>on the first floor, on the top floor</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parts of the body</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>on my foot, on his leg, on my left arm</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Some types of transport</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>on a bus, on a horse</td>
<td></td>
</tr>
</tbody>
</table>

**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:**

<table>
<thead>
<tr>
<th>Precise time</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>at 5 o'clock, at noon, at midnight</td>
<td></td>
</tr>
<tr>
<td>at night, at dawn, at lunch time</td>
<td></td>
</tr>
</tbody>
</table>
### IRIS

<table>
<thead>
<tr>
<th>at sunrise, at sunset, at bed time at the moment, at the weekend at the start of June, at present at the same time</th>
</tr>
</thead>
<tbody>
<tr>
<td>With age</td>
</tr>
<tr>
<td>Hours</td>
</tr>
<tr>
<td>Calendar seasons</td>
</tr>
<tr>
<td>With meals</td>
</tr>
</tbody>
</table>

**In:**

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Months</td>
</tr>
<tr>
<td>Years</td>
</tr>
<tr>
<td>Parts of the day</td>
</tr>
<tr>
<td>Seasons</td>
</tr>
<tr>
<td>Long periods</td>
</tr>
<tr>
<td>Centuries</td>
</tr>
</tbody>
</table>
| 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**. |
IRIS

On:

<table>
<thead>
<tr>
<th>Days</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days of the month</td>
<td>on Monday/ Saturday/ Friday, etc.</td>
</tr>
<tr>
<td>A day of the month</td>
<td>on 17 February, on 21 march 1968</td>
</tr>
<tr>
<td>Days of holiday</td>
<td>on your birthday, on independence day, on Christmas day</td>
</tr>
<tr>
<td>Particular time of a day</td>
<td>on Saturday evening, on Thursday morning</td>
</tr>
</tbody>
</table>

Miscellaneous of common phrases: 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:

<table>
<thead>
<tr>
<th>Meaning</th>
<th>behind</th>
<th>chase</th>
<th>to have the same name of another's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples</td>
<td>Ahmad, lock the gate after you, please.</td>
<td>The bear was after Asma.</td>
<td>Alia is named after his grandmother.</td>
</tr>
</tbody>
</table>

✓ '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:
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
- pleased 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.
'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
- by cheque
- for sale
- on purpose
- at a high speed
- in honor of

28.5 Verb+ Preposition (prepositional verbs), as in: 'graduate from', 'spend on' and 'supply with'. Here are some common prepositional verbs:

- wait for
- apologize for
- concentrate on
- blame for
- hide from
- rely on
- look forward to
- participate in
- count on
- furnish with
- prevent from
- decide on

28.6 Adjectives+ prepositions (e.g. mad at).

- accustomed to
- expert in
- rich in
- afraid of
- different from
- guilty of
- interested in
- capable of
- detrimental to
- fond of
- partial to
<table>
<thead>
<tr>
<th>IRIS</th>
<th>tired of/ from</th>
<th>finished with</th>
<th>absent from</th>
<th>dull of</th>
</tr>
</thead>
<tbody>
<tr>
<td>acquainted with</td>
<td></td>
<td>accused of</td>
<td>innocent of</td>
<td>angry at</td>
</tr>
<tr>
<td>jealous of</td>
<td></td>
<td>aware of</td>
<td>bored with</td>
<td>known for</td>
</tr>
<tr>
<td>committed to</td>
<td></td>
<td>upset with</td>
<td>dedicated to</td>
<td>discriminated against</td>
</tr>
<tr>
<td>content with</td>
<td></td>
<td>proud of</td>
<td>married to</td>
<td>different from</td>
</tr>
<tr>
<td>composed of</td>
<td></td>
<td>dressed in</td>
<td>easy for</td>
<td>empty of</td>
</tr>
<tr>
<td>full of</td>
<td></td>
<td>superior to</td>
<td>born in</td>
<td>kind to</td>
</tr>
</tbody>
</table>
IRIS

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 you ………the airport.
4. There are 23 seats ………the 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 there ……..over 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 accused ……..smuggling. (of/ by)
18. He speaks French ……..confidence. (with/ from)
19. He spent a lot of money …….. cassettes. (on/ at)
20. Are you good ……..physics? (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)

   What
   The thing
   Something
   I love about Jolie is her personality.

   b. Cleft sentence, for example: It is Jolie's personality that I love.

   c. He criticizes Bernard constantly. (base sentence)

   What
   The thing
   Something
   he does is criticize (ing) Bernard constantly.

   d. He criticized Bernard constantly. (base sentence)

   What
   The thing
   Something
   he did is criticize(ing) Bernard constantly.
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
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:
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.
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.
5. The first word of a quotation:
   He says, “Your 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.
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)
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 st*oped*. (x)
   The red car *stopped*. (√)
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. I've 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.
Your computer was made in **England**.
- Now it **have** the best options.
- **Don't** 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. I **ve 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?
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 .
16. She asked him an easily question.
17. That house looks perfectly.
19. he has never met her.
20. It is rain now.
21. I have to study hard because of my course is difficult.
### 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:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>acetic</td>
<td>acid used in vinegar, sour</td>
</tr>
<tr>
<td>ascetic</td>
<td>self-denying</td>
</tr>
<tr>
<td>angel</td>
<td>heavenly being</td>
</tr>
<tr>
<td>angle</td>
<td>a figure formed by two lines meeting at a certain point</td>
</tr>
<tr>
<td>adverse</td>
<td>hostile, unfavorable</td>
</tr>
<tr>
<td>averse (to)</td>
<td>having dislike, unwilling</td>
</tr>
<tr>
<td>cite</td>
<td>quote as an example</td>
</tr>
<tr>
<td>site</td>
<td>location</td>
</tr>
<tr>
<td>sight</td>
<td>view, aiming device</td>
</tr>
<tr>
<td>costume</td>
<td>clothing</td>
</tr>
<tr>
<td>custom</td>
<td>a traditional practice of a particular group of people</td>
</tr>
<tr>
<td>descent</td>
<td>lineage, downward motion</td>
</tr>
<tr>
<td>decent</td>
<td>suitable</td>
</tr>
<tr>
<td>dessert</td>
<td>pudding, the final course of a meal</td>
</tr>
<tr>
<td>desert</td>
<td>abandon, dry place</td>
</tr>
<tr>
<td>later</td>
<td>a time in the future</td>
</tr>
<tr>
<td>latter</td>
<td>last of two things mentioned</td>
</tr>
<tr>
<td>loose</td>
<td>opposite of tight</td>
</tr>
<tr>
<td>lose</td>
<td>opposite of win, mislay</td>
</tr>
<tr>
<td>peace</td>
<td>opposite of war</td>
</tr>
<tr>
<td>piece</td>
<td>part of a whole</td>
</tr>
<tr>
<td>principal</td>
<td>main, director of a school</td>
</tr>
<tr>
<td>principle</td>
<td>fundamental rule</td>
</tr>
<tr>
<td>quiet</td>
<td>serene</td>
</tr>
</tbody>
</table>
IRIS

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
device 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
**IRIS**

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
censor: 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
IRIS
literate
luxuriant
luxurious
momentary
momentous
moral
morale
noticeable
notable
perpetrate
perpetuate
personal
personnel
plain
plane
pray
prey
reign
rein
stationary
stationery
wet
whet

word for word
able to read and write
profuse, growing thickly
and strongly
referring to luxury
lasting for a very short time
very important
concerning the principles of
right and wrong
state of confidence
obvious
remarkable
to commit
to cause to continue
of a person
the people employed in a
work place
easy to see, frank, simple,
not beautiful
aeroplane
to speak to god
to hunt and kill
the time during which the
king reigns
one of the leather straps that
control a horse
standing still
writing materials
to cover with moisture
to sharpen, to stimulate

More problem words for practice:

1. Old cars are not as they ........
a. seam (closure)
2. On the .........., she is a kind person.
   a. whole (entire)
   b. hole (gap)

3. I ..........a lot better but I did it anyway.
   a. knew (past of know)
   b. new (fresh)

   a. sell (trade)
   b. cell (unit)

5. Didn't Sami ..........you when you called him?
   a. hear (perceive sound)
   b. here (opposite of there)

6. Do not ..........in others' affairs.
   a. medal (award)
   b. meddle (interfere)

7. Do you really ..........a new van?
   a. knead (message)
   b. need (require)

8. During weekends I work as a tour .......... 
   a. guide (lead)
   b. guyed

9. I told ..........not to call her but he would not listen. 
   a. him
   b. hymn (chant)
IRIS

10. My car broke down last night, so I called for a …….truck.
   a. toe (of the foot)
   b. tow (pull)

11. Every time I sleep with …….hair I catch a cold.
   a. wet (damp)
   b. whet (sharpen)

12. I want to …….you for your achievements.
   a. complement (balance)
   b. compliment (praise)

13. You are not …….to stay up later than 12 p.m.
   a. allowed (permitted)
   b. aloud (audibly)

14. My nephew has …….15 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 cakes …….or artificial?
   a. real (actual)
   b. reel (roll)

17. You need to read the text carefully to detect a hidden ………
   a. clause (part)
   b. claws (clawl)

18. The rope you gave me was ………
   a. taught (teach)
IRIS

b. taut (tight)

19. The animal has mud all over its ………
   a. pause (gap)
   b. paws (paw)

20. Is it possible to ………minerals from Jordan valley?
   a. leach (filter)
   b. leech (tick; vampire)

21. I served in a ………base for two years.
   a. naval (marine)
   b. navel (part of the body)

22. She traveled for ………with a lot of money.
   a. days (day)
   b. daze (astonish)

23. The manager is planning to ………out the project in three main stages.
   a. faze (put off)
   b. phase (stage)

24. You must ………in 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)
IRIS

b. corps (unit)

27. The dessert was a sliced ___ on a bar of chocolate.
   a. pair (couple)
   b. pare (peel)

28. We planned ………vacation carefully
   a. hour (60 minutes)
   b. our (adjective pronoun)

29. The ………waited for ten hours.
   a. patience (endurance)
   b. patients (sick)

30. I learned to ………when 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 you ………the way to the British Council?
    a. know
    b. no

34. A wedding party is a beautiful ………
    a. right (correct)
    b. rite (ritual)
35. Do you …….the money for dinner?
   a. halve (devide)
   b. have (possess)

36. There is a worldwide ……..on ivory trade.
   a. ban (forbid)
   b. van (front)

37. A ……..is 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 to ……..his wife with gifts and flowers.
   a. lavish (to make something bountiful)
   b. ravish (of rape)

42. The president was ……..from his country and forced to live in Spain.
   a. vanished (missing)
   b. banished (expel)
43. Najeeb Mahfouz received the ..........prize 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 to ........in 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 painful ........in 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, loud ........of the typewriters.
   a. clack (click)
   b. crack (break)
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.
12. After declaring bankruptcy, General Motors was forced to (liquefy/liquidate) its assets.
Progress Tests
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’lah 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
   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 a .......... of chocolate?
   a. bar                      b. head                      c. dozen
20. When I came in, I saw her ........ football.
   a. play                      b. playing                   c. is playing
   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
   a. is                      b. are                       c. was
27. I have .......... pure water, so I should buy some more.
   a. little                   b. a little                   c. few
   a. in                      b. on                         c. at
29. She looks .......... than I do.
   a. happier                   b. more happy                 c. happier
30. Did you .......... tennis yesterday ?
   a. played                   b. play                        c. playing
   a. has                      b. am                         c. have
IRIS

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
IRIS

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. It ……….heavily 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.
I'm glad that you……………. (visit) Petra this month.
6. She can't afford that car. It …………. (cost) a lot of money.
7. Right now I ……….. (check) the student's exercise books.
8. That pen………….. (not/ belong) to me.
9. This evening Laura……….. (help) Jim with his homework.
10. I ………. (not / love) Jerry. I really ……… (hate) him.
11. She………… (need) you to help her husband now.
12. I ……….. (want) to check in right now or I'll miss the flight.

Q5. Choose the correct word in brackets.
1. The boy ……………. (raised/ rose) his hands.
2. Water …………. (boils/ boiles) at 100 degrees.
3. Brown …………. (set/ sat) in a chair because he was exhausted.
4. I …………….. (set/ sat) you pen over there an hour ago.
5. Johnson …………. (laid/ lay) on his bed.
6. If I were you, I would ……….. (lie/ lay ) down and sleep.
7. Yesterday I ………… (sleeped/ slept) at 10. p.m.
8. I usually …………. (deal/ deals) with honest people.
9. The plane …………. (flew/ flied) a few hours ago.
10. The police …………. (catched/ caught) the thief last week.

Q6. Select the appropriate preposition to complete the sentences.
1. Are you interested ………….. teaching English?
   a. to b. in c. of
2. Can you visit me ………….. noon time?
   a. at b. in c. on
3. Would you mind calling me ………… 7 o'clock?
   a. at b. on c. in
4. Iran was ………….. war with Iraq for 10 years.
   a. in b. at c. on
5. He learnt French ………… 5 weeks.
   a. in                        b. at                           c. on
6. It is usually hot ………… summer.
   a. in                        b. at                           c. on
7. He was walking …………. the snow.
   a. in                        b. at                           c. on
8. She hasn't seen me …………. last year.
   a. for                      b. since                       c. at
9. She stayed at home ………… 7 o'clock to 10 o'clock.
   a. from                   b. on                          c. about

Q7: Using the dictionary entry below, choose the correct form to fill in the blanks.

- Magic (n): mysterious charm
- Magical (adj): charming
- Magician (n): a person skilled in magic

1. The tricks of the……….. astonished the viewers.
2. I'm touched by the ………….. of Shakespeare's novels.

Q8: Rewrite the following sentences avoiding the errors where necessary.

1. dr ali is the english teacher at amman private university.
2. A: Are you a teacher?
   B: no, I'm not
3. the womens' 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 Tims car.
IRIS

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 lives ………21 Piccadilly Street, doesn't he?
      a. in       b. at       c. on
   2. Adiga will be able to leave Albania ………10 minutes.
      a. in       b. on       c. at
   3. Angela doesn't get mad ………you 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
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 countryside ……… (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. I ……… never ……… (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.
Q4. Find and correct the errors in the following sentences.
1. I visit my son in law three times when I was in Paris.
2. She is living at 37 Pennsylvanian Avenue since last June.
3. Amman have changed its name four times.
4. While I am writing my poem last night, Ali knocked the door.

Q5. Use (in, on, or at) to supply an appropriate preposition for each of the following sentences.
1. I'll meet Sam …………..the evening.
2. Sue always stays home ……….night .
3. I'll call you…………10:30.
4. I was born…………August 6th, 1980.
5. ………….. the moment I'm reading a short story.
6. I don't like to go swimming…………the winter.

Q6. Use (a, b, or c) to fill in the gaps with the appropriate answer.
1. Neither Sami ………….. Ahmad attended the class.
   a. nor           b. but also       c. never
2. ………….. Ahmad or the teacher is at risk.
   a. Either       b. Not only        c. Although
3. Not only did she drop the basket ………….. lost her keys.
   a. but also     b. neither         c. but
4. Layth works as a physician ………….. funds many poor people.
   a. but          b. and            c. when
5. He is rich ………….. he has no car.
   a. but          b. if             c. because
6. Both Sami and Rashid ………….. broke.
   a. is           b. are            c. was
   a. is           b. are            c. be
8. ………….. she is sick, she works hard.
   a. Although      b. Unless         c. Because of
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
9. Do you know how people live in…… city? 
   a. a                 b. the               c. x
10. ……. people in Switzerland can speak French, but not many. 
   a. some             b. many              c. all
11. Mr. Hayek, ……. is a teacher at my school, is leaving soon. 
   a. who              b. which              c. where
12. Thank you for taking me to the exhibition, ……. I enjoyed a lot. 
   a. who              b. which              c. when
13. Fredrick wishes he ……. younger so he could play basketball. 
   a. were             b. had been          c. is
14. Could I have a……..of ice cream? 
   a. jar              b. container         c. scoop

Q9. 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. 
- …….of tissues is known as histology. 
   a. Studying scientific 
   b. The scientific study 
   c. To study scientifically

Q10. The following sentence has four underlined words or phrases. Identify the one word or phrase that must be changed in order for the sentence to be correct. 
- Of the much factors that contributed to the growth of international tourism in 1990s, one of the most important was the advent of Internet in 1990.
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.
Q3. Rewrite the following sentences so that they give the same meaning:

1. The English company made 20,000 pairs of trousers last week.


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
IRIS

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)
IRIS

7. Fatima……. Just…….her lunch. (eat)
8. ….…. you ever ….…. to London?( be)
9. I ….…. my ankle once, in a basketball match.(sprain)
10. A tourist stopped to ask me for directions. He…. (lose) his map.
11. I had already cooked the dinner by the time my mother……. (come) home.

Q8. In the following questions each sentence has four underlined words or phrases. Identify the one word or phrase that must be changed in order for the sentence to be correct.

1. Mohammad studied many different cultures, and he
   a                        b
   was one of the first anthropologists to photograph him
   c                        d
   subjects.
2. A food additive is any chemical that food manufactures
   a                        b
   intentional add to their products.
   c                        d
Q1. The underlined letters in the following words are pronounced:
1. lift  a. /l/   b. /e/
2. cold  a. /g/   b. /k/
3. good  a. /g/   b. /k/

Q2. Select the correct answer.
1. There are two ………… in our town.
   a. travel agents   b. travels agent   c. travels agents
2. I have five…………
   a. sister- in- laws  b. sisters- in- law  c. sisters- in- laws
3. I have ten…………
   a. childs    b. childrens   c. children
4. I met seven …………
   a. police mans   b. polices man  c. policemen
5. I divided the class into …………..
   a. haves   b. halves   c. halfes
6. We had few………… we need to square them away.
   a. crises   b. crises  c. crisis
7. I have 300 ………….  
   a. aircrafts   b. aircraftes  c. airscraft
8. The committee …………. changing their plans.
   a. is   b. was  c. are
9. Physics………… the most interesting subject.
   a. is   b. are   c. be
10. ………….. students passed the test.
    a. Few   b. Little   c. Too much
11. 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.
1. The food smells…………..
IRIS

1. 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. prettyest    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.  

Q4. Select the best preposition.
1. I am fond …………. adventure films.  
   a. of          b. in           c. on
IRIS

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
IRIS

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 ….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
IRIS

3. Suzy and I ……….. when my father came in.
   a. was fighting       b. were fighting       c. fight
4. The food we ate yesterday ………..well.
   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. She ………..for 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
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! It ……..last night.
    a. must have rained b. could have rained
IRIS

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 Hemingway ...............the 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.
   - It ...............possible 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.
IRIS

- 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 ............
   a. hot        b. hotly       c. hotness
4. Don't press the 'ok' button before............the possible consequences.
   a. know       b. knowledge   c. knowing
5. You can leave if you ............ finished the writing section of the test.
   a. complete  b. completely  c. completion
6. Have you ............ your project?
   a. final      b. finalized    c. finally
7. Mr. Dove didn't talk to ............ in his group. I think he is upset.
   a. anybody    b. nobody      c. somebody
8. Give me ............ opportunity, please.
   a. another    b. the other   c. any body
9. Can you turn the light off? It is ............ It hurts my eyes.
   a. too bright b. bright enough c. very bright
10. She decided to buy ............ apartment.
    a. a five-room  b. five-a-room   c. a five rooms
11. She gave me a ............ project.
    a. well planed b. well-planned  c. planned well
12. Qatar is a ............ country.
    a. gas-producing  b. gas-produced   c. producing gas
IRIS

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 news …………good news
   a. is b. are c. were

Q4: Circle the appropriate answer.
1. I used to …………a lot when I was 20 years old.
   a. smoke b. smoking c. smoked
2. He told her …………him again.
   a. not to visit b. to not visit c. not visit
3. I can't tell …………my 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 great …………on 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 eating …………food
   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 good …………for 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 got …………letter too.
    a. hers b. her c. mine
12. …………..rooms are in the Sultan of Brunei’s palace?
IRIS

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

- 254 -
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. Mobaidin ………a lot of homework yesterday.
   a. has 
   b. have 
   c. had 
   d. having

4. Mustafa ……when I called her.
   a. is eating 
   b. has eaten 
   c. was eating 
   d. ate

5. Bill and John ……..since 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 enjoyed ……..my biographical essay.
   a. to read 
   b. read 
   c. be read 
   d. reading

8. I'm interested ……..meeting 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 I ……..time.
    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
IRIS

15. Is the preparatory test …by the P.T. Instructor?
   a. given b. to give c. gives d. be given
16. You can't run that fast, …?
   a. can you b. could you c. can't you d. do you
17. Heat can be …through iron.
   a. transmitted b. is c. transmits d. transmitting
18. That is the train …to Sharm Al-Sheikh.
   a. which goes b. that go c. go d. has gone
19. Fred's park is not as attractive as Jane's. Jane's garden is…..than Fred's.
   a. much attractive b. more attractive c. the most attractive d. less attractive
20. She had come across a woman …name was so strange.
   a. whose b. who c. whom d. where
   a. is taught b. teaching c. taught d. were taught
22. There are many villages similar …mine.
   a. to b. for c. at d. of
23. Rasmi weighs 200 pounds. His son weighs 210 pounds.
   a. Rasmi is lighter than his son b. Rasmi's son is heavier than his dad
c. They are alike d. They weigh the same
24. They aren't going to Salvador next week, …?
   a. are they b. aren't they c. They aren't d. they are
25. Choose the correct sentence:
   a. Her necklace is as valuable as yours.
   b. Her necklace valuable as is yours.
   c. Her necklace is more valuable as yours.
   d. Her necklace is your as valuable as.
26. I haven't got used to……this amount of dessert.
   a. eat b. eating c. eaten d. ate
27. A few men came to the ceremony. …came.
   a. Not many b. Not much c. None d. plenty
IRIS

28. All philosophers must……. before his majesty the king arrives.
   a. sign in     b. signed in     c. signing    d. signature
29. Banks don't work ……Christmas.
   a. in         b. on          c. at        d. in front of
30. Before he became broke, he …….buy anything.
   a. has to     b. could       c. should    d. ought to
31. We replaced the ……tables.
   a. break      b. breaking    c. broke     d. broken
32. The headmaster didn't meet me, and ………I.
   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
APPENDICES
## Appendix (1) Irregular verbs

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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:

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<td>walked</td>
<td>walked</td>
</tr>
<tr>
<td>hope</td>
<td>hoped</td>
<td>hoped</td>
</tr>
</tbody>
</table>

⇒ Whereas the irregular verbs are written differently, as in:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
</tr>
</tbody>
</table>

- 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:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>burn</td>
<td>burned/ burnt</td>
<td>burned/ burnt</td>
</tr>
<tr>
<td>hang</td>
<td>hanged/ hung</td>
<td>hanged/ hung</td>
</tr>
<tr>
<td>kneel</td>
<td>kneeled/ knelt</td>
<td>kneeled/ knelt</td>
</tr>
<tr>
<td>leap</td>
<td>leaped/ leapt</td>
<td>leaped/ leapt</td>
</tr>
<tr>
<td>learn</td>
<td>learned/ learnt</td>
<td>learned/ learnt</td>
</tr>
</tbody>
</table>

- Some irregular verbs have past tenses that don't end in (e)d and have the same form of the past participles, as in:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
</tr>
<tr>
<td>stick</td>
<td>stuck</td>
<td>stuck</td>
</tr>
<tr>
<td>flee</td>
<td>fled</td>
<td>fled</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
</tbody>
</table>
Some irregular verbs have regular past tense forms but two possible past participles, one of which is regular, as in:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>mow</td>
<td>mowed</td>
<td>mowed/ mown</td>
</tr>
<tr>
<td>prove</td>
<td>proved</td>
<td>proved/ proven</td>
</tr>
<tr>
<td>sew</td>
<td>sewed</td>
<td>sewed/ sewn</td>
</tr>
<tr>
<td>show</td>
<td>showed</td>
<td>show/ showed</td>
</tr>
<tr>
<td>swell</td>
<td>swelled</td>
<td>swelled/ swollen</td>
</tr>
</tbody>
</table>

Some irregular verbs have past tense and past participle that are different from each other, as in:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
<td>arose</td>
<td>arisen</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
</tr>
<tr>
<td>freeze</td>
<td>froze</td>
<td>frozen</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
<td>given</td>
</tr>
</tbody>
</table>
**Appendix (3)**

**British English and American English equivalent**

<table>
<thead>
<tr>
<th>British English</th>
<th>American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>mobile phone</td>
<td>cell phone</td>
</tr>
<tr>
<td>biscuit</td>
<td>cookie</td>
</tr>
<tr>
<td>chemist's/ chemistry</td>
<td>drugstore</td>
</tr>
<tr>
<td>pavement</td>
<td>sidewalk</td>
</tr>
<tr>
<td>autumn</td>
<td>fall</td>
</tr>
<tr>
<td>cupboard</td>
<td>closet</td>
</tr>
<tr>
<td>lorry</td>
<td>truck</td>
</tr>
<tr>
<td>holiday</td>
<td>vacation</td>
</tr>
<tr>
<td>underground</td>
<td>subway</td>
</tr>
<tr>
<td>lift</td>
<td>elevator</td>
</tr>
<tr>
<td>windscreen</td>
<td>windshield</td>
</tr>
<tr>
<td>trousers</td>
<td>pants</td>
</tr>
<tr>
<td>cooker</td>
<td>stove</td>
</tr>
<tr>
<td>aborigine</td>
<td>eggplant</td>
</tr>
<tr>
<td>sweets</td>
<td>candy</td>
</tr>
<tr>
<td>bonnet (on car)</td>
<td>hood</td>
</tr>
<tr>
<td>boot (on car)</td>
<td>trunk</td>
</tr>
<tr>
<td>rubbish</td>
<td>garbage</td>
</tr>
<tr>
<td>dressing gown</td>
<td>bathrobe</td>
</tr>
<tr>
<td>cinema</td>
<td>movie theatre</td>
</tr>
<tr>
<td>angry</td>
<td>mean (of mood)</td>
</tr>
<tr>
<td>mean</td>
<td>cheap</td>
</tr>
<tr>
<td>clever/ intelligent</td>
<td>smart</td>
</tr>
<tr>
<td>smart</td>
<td>well dressed</td>
</tr>
</tbody>
</table>
Appendix (4): Numbers

Cardinals

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>two</td>
<td>three</td>
<td>four</td>
</tr>
<tr>
<td>five</td>
<td>six</td>
<td>seven</td>
<td>eight</td>
</tr>
<tr>
<td>nine</td>
<td>ten</td>
<td>eleven</td>
<td>twelve</td>
</tr>
<tr>
<td>thirteen</td>
<td>fourteen</td>
<td>fifteen</td>
<td>sixteen</td>
</tr>
<tr>
<td>seventeen</td>
<td>eighteen</td>
<td>nineteen</td>
<td>twenty</td>
</tr>
<tr>
<td>twenty one...</td>
<td>thirty</td>
<td>thirty one...</td>
<td>forty</td>
</tr>
<tr>
<td>fifty</td>
<td>sixty</td>
<td>seventy</td>
<td>eighty</td>
</tr>
<tr>
<td>ninety</td>
<td>one hundred</td>
<td>one hundred and one</td>
<td>one thousand</td>
</tr>
<tr>
<td>1000000</td>
<td>million</td>
<td>1000000000</td>
<td>billion</td>
</tr>
</tbody>
</table>

Ordinals

<table>
<thead>
<tr>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>second</td>
<td>third</td>
<td>fourth</td>
</tr>
<tr>
<td>5th</td>
<td>6th</td>
<td>7th</td>
<td>8th</td>
</tr>
<tr>
<td>fifth</td>
<td>sixth</td>
<td>seventh</td>
<td>eighth</td>
</tr>
<tr>
<td>9th</td>
<td>10th</td>
<td>11th</td>
<td>12th</td>
</tr>
<tr>
<td>ninth</td>
<td>tenth</td>
<td>eleventh</td>
<td>twelfth</td>
</tr>
<tr>
<td>13th</td>
<td>14th</td>
<td>15th</td>
<td>16th</td>
</tr>
<tr>
<td>thirteenth</td>
<td>fourteenth</td>
<td>fifteenth</td>
<td>sixteenth</td>
</tr>
<tr>
<td>17th</td>
<td>18th</td>
<td>19th</td>
<td>20th</td>
</tr>
<tr>
<td>seventeenth</td>
<td>eighteenth</td>
<td>nineteenth</td>
<td>twentieth</td>
</tr>
<tr>
<td>21st</td>
<td>30th</td>
<td>40th</td>
<td>50th</td>
</tr>
<tr>
<td>twenty first...</td>
<td>thirtieth</td>
<td>fortieth</td>
<td>fiftieth</td>
</tr>
<tr>
<td>60th</td>
<td>70th</td>
<td>80th</td>
<td>90th</td>
</tr>
<tr>
<td>sixtieth</td>
<td>seventieth</td>
<td>eightieth</td>
<td>ninetieth</td>
</tr>
<tr>
<td>100th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hundredth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dates

<table>
<thead>
<tr>
<th>Examples (written)</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/4/1989 (or) 3 April 1989</td>
<td>The third of April, nineteen eighty-nine (or) April the third, nineteen eighty-nine</td>
</tr>
<tr>
<td>2000</td>
<td>Two thousand</td>
</tr>
<tr>
<td>2009</td>
<td>Two thousand and nine</td>
</tr>
<tr>
<td>1500</td>
<td>Fifteen hundred</td>
</tr>
<tr>
<td>1510</td>
<td>Fifteen hundred and ten</td>
</tr>
</tbody>
</table>
**Fractions**

<table>
<thead>
<tr>
<th>Examples (written)</th>
<th>Read</th>
<th>Examples (written)</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/4</td>
<td>A quarter (or) fourth</td>
<td>4/10</td>
<td>Four tenths</td>
</tr>
<tr>
<td>1/2</td>
<td>A half</td>
<td>2/3</td>
<td>Two thirds</td>
</tr>
<tr>
<td>3/4</td>
<td>Three quarters</td>
<td>2.2/3</td>
<td>Two and two thirds</td>
</tr>
<tr>
<td>3/6</td>
<td>Three sixths</td>
<td>2/5</td>
<td>Two fifths</td>
</tr>
</tbody>
</table>

**Decimals and Percentages**

<table>
<thead>
<tr>
<th>Examples (written)</th>
<th>Decimals</th>
<th>Examples (written)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read</td>
<td></td>
<td>Read</td>
</tr>
<tr>
<td>0.2</td>
<td>Point two</td>
<td>30%</td>
<td>Thirty percent</td>
</tr>
<tr>
<td>2.4</td>
<td>Two point four</td>
<td>30.5%</td>
<td>Thirty point five percent</td>
</tr>
<tr>
<td>3.5</td>
<td>Three point five</td>
<td>26%</td>
<td>Twenty six percent</td>
</tr>
</tbody>
</table>

**Timing**

<table>
<thead>
<tr>
<th>Examples (written)</th>
<th>Read</th>
<th>Examples (written)</th>
<th>Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>Ten o'clock</td>
<td>10:10</td>
<td>Ten past ten</td>
</tr>
<tr>
<td>10:15</td>
<td>Quarter past ten</td>
<td>10:35</td>
<td>Thirty five past ten (or) Ten, thirty five</td>
</tr>
<tr>
<td></td>
<td>(or) ten, fifteen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Half past ten (or) ten, thirty</td>
<td>10:25</td>
<td>Twenty five past ten (or) Ten, twenty five</td>
</tr>
<tr>
<td>10:45</td>
<td>Quarter to eleven</td>
<td>10:55</td>
<td>Five to eleven</td>
</tr>
</tbody>
</table>
### Appendix (5):
### Nationalities

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Egypt</td>
<td>Egyptian</td>
</tr>
<tr>
<td>Portugal</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Iran</td>
<td>Iranian</td>
</tr>
<tr>
<td>Poland</td>
<td>Polish</td>
</tr>
<tr>
<td>Germany</td>
<td>German</td>
</tr>
<tr>
<td>Greece</td>
<td>Greek</td>
</tr>
<tr>
<td>Holland</td>
<td>Dutch</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Swiss</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
</tr>
<tr>
<td>Syria</td>
<td>Syrian</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Lebanese</td>
</tr>
<tr>
<td>Jordan</td>
<td>Jordanian</td>
</tr>
<tr>
<td>America</td>
<td>American</td>
</tr>
<tr>
<td>England</td>
<td>English</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turkish</td>
</tr>
<tr>
<td>Iraq</td>
<td>Iraqi</td>
</tr>
<tr>
<td>Palestine</td>
<td>Palestinian</td>
</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
</tr>
<tr>
<td>Canada</td>
<td>Canadian</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
</tr>
<tr>
<td>Sweden</td>
<td>Swedish</td>
</tr>
<tr>
<td>Denmark</td>
<td>Danish</td>
</tr>
<tr>
<td>Pakistan</td>
<td>Pakistani</td>
</tr>
<tr>
<td>Thailand</td>
<td>Thai</td>
</tr>
<tr>
<td>Scotland</td>
<td>Scottish</td>
</tr>
<tr>
<td>Djibouti</td>
<td>Djiboutian</td>
</tr>
<tr>
<td>Timor</td>
<td>Timorese</td>
</tr>
<tr>
<td>Europe</td>
<td>European</td>
</tr>
<tr>
<td>Country</td>
<td>Language</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Korea</td>
<td>Korean</td>
</tr>
<tr>
<td>Kuwait</td>
<td>Kuwaiti</td>
</tr>
<tr>
<td>Morocco</td>
<td>Moroccan</td>
</tr>
<tr>
<td>Yemen</td>
<td>Yemeni</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>Zimbabwean</td>
</tr>
</tbody>
</table>
IRIS

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)

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/ð/</th>
<th>/l/</th>
<th>/ŋ/</th>
<th>/v/</th>
<th>/θ/</th>
<th>/ʃ/</th>
<th>/ed/</th>
</tr>
</thead>
<tbody>
<tr>
<td>sacked</td>
<td>played</td>
<td>these</td>
<td>cheap</td>
<td>consumption</td>
<td>van</td>
<td>thin</td>
<td>sharp</td>
<td>painted</td>
</tr>
<tr>
<td>laughed</td>
<td>entangled</td>
<td>repeat</td>
<td>receive</td>
<td>deduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise (3)
A:

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
<th>adjective</th>
<th>adverb</th>
<th>preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert</td>
<td>helped</td>
<td>rich</td>
<td>very</td>
<td>at</td>
</tr>
</tbody>
</table>
**IRIS**

<table>
<thead>
<tr>
<th>determiner</th>
<th>a few</th>
</tr>
</thead>
<tbody>
<tr>
<td>pronoun</td>
<td>She</td>
</tr>
<tr>
<td>conjunction</td>
<td>If</td>
</tr>
</tbody>
</table>

B:

1. Fadi is buying a new house in Amman. (subject verb complement modifier)
2. Eddi has been shopping downtown. (subject verb modifier)

**Exercise (4)**

1. *was playing* (verb phrase)
2. *Macbeth* (noun phrase)
3. *absolutely idle* (adjective phrase)
4. *in the pool* (prepositional phrase)
5. *before you arrive* (adverbial phrase)

**Exercise (5)**

1. (simple)
2. (complex)
3. (compound)
4. (complex)
5. (simple)
6. (simple)
7. (compound)
8. (complex)

**Exercise (6)**

A:

1. was eating
2. was sleeping
3. was studying
4. went
5. was looking

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**IRIS**

**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
IRIS

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
IRIS

Exercise (12)

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Gerund</th>
<th>Past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>stopping</td>
<td>stopped</td>
</tr>
<tr>
<td>die</td>
<td>dying</td>
<td>died</td>
</tr>
<tr>
<td>argue</td>
<td>arguing</td>
<td>argued</td>
</tr>
<tr>
<td>agree</td>
<td>agreeing</td>
<td>agreed</td>
</tr>
<tr>
<td>enjoy</td>
<td>enjoying</td>
<td>enjoyed</td>
</tr>
<tr>
<td>fix</td>
<td>fixing</td>
<td>fixed</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>a.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to keep</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Eating</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>been</td>
<td></td>
</tr>
</tbody>
</table>
IRIS

<table>
<thead>
<tr>
<th></th>
<th>b. thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>a. He's</td>
</tr>
<tr>
<td>6</td>
<td>a. looks</td>
</tr>
<tr>
<td>7</td>
<td>a. is</td>
</tr>
<tr>
<td>8</td>
<td>b. are</td>
</tr>
<tr>
<td>9</td>
<td>b. are</td>
</tr>
<tr>
<td>10</td>
<td>a. is</td>
</tr>
<tr>
<td>11</td>
<td>a. is</td>
</tr>
<tr>
<td>12</td>
<td>c. am</td>
</tr>
</tbody>
</table>

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
**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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>c. was born</td>
</tr>
<tr>
<td>2</td>
<td>c. drinks</td>
</tr>
<tr>
<td>3</td>
<td>b. will study</td>
</tr>
<tr>
<td>4</td>
<td>c. take</td>
</tr>
<tr>
<td>5</td>
<td>b. went</td>
</tr>
<tr>
<td>6</td>
<td>c. am</td>
</tr>
<tr>
<td>7</td>
<td>a. has</td>
</tr>
<tr>
<td>8</td>
<td>a. do</td>
</tr>
</tbody>
</table>

**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.
IRIS

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)

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.
5. 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.
IRIS

(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)
IRIS

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 leg.
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:

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Mass nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>television</td>
<td>news, furniture</td>
</tr>
<tr>
<td>car</td>
<td>water, money</td>
</tr>
<tr>
<td>person</td>
<td>information, economics</td>
</tr>
<tr>
<td>tooth</td>
<td></td>
</tr>
<tr>
<td>minute</td>
<td></td>
</tr>
<tr>
<td>cup</td>
<td></td>
</tr>
</tbody>
</table>

Exercise (30)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>c. few</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>B. boys'</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>b. children</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>b. loaves</td>
<td>8</td>
</tr>
</tbody>
</table>
IRIS

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>a. enough</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>b. some</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>b. myself</td>
<td></td>
</tr>
</tbody>
</table>

Exercise (31)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. an</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>a. a</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>c. the</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>b. the</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>c. These</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>b. him</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>c. x/the</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>d. x</td>
<td></td>
</tr>
</tbody>
</table>

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?
IRIS

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. Ali'a'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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. Ability</td>
</tr>
<tr>
<td>2</td>
<td>a. Ought to</td>
</tr>
<tr>
<td>3</td>
<td>a. Be able to</td>
</tr>
<tr>
<td>4</td>
<td>b. Request</td>
</tr>
<tr>
<td>5</td>
<td>c. Prohibition</td>
</tr>
</tbody>
</table>
IRIS

<table>
<thead>
<tr>
<th></th>
<th>b. Lack of necessity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>a. Internal obligation</td>
</tr>
<tr>
<td>7</td>
<td>a. it is probable she is thinking about her test</td>
</tr>
</tbody>
</table>

B: must have failed.

Exercise (38)

<table>
<thead>
<tr>
<th></th>
<th>b. holds back 30 cubic meters of water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>give it up</td>
</tr>
<tr>
<td>3</td>
<td>I think I'll take my coat off. It is too hot here.</td>
</tr>
<tr>
<td>4</td>
<td>a. put up the picture you bought to me</td>
</tr>
<tr>
<td>5</td>
<td>c. mix me up</td>
</tr>
<tr>
<td>6</td>
<td>d. look after your child</td>
</tr>
<tr>
<td>7</td>
<td>e. get over them</td>
</tr>
</tbody>
</table>

Exercise (39)

<table>
<thead>
<tr>
<th></th>
<th>b. delicious</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. fitter</td>
</tr>
<tr>
<td>2</td>
<td>b. best</td>
</tr>
<tr>
<td>3</td>
<td>b. most gorgeous</td>
</tr>
<tr>
<td>4</td>
<td>b. more</td>
</tr>
<tr>
<td>5</td>
<td>b. interesting</td>
</tr>
<tr>
<td>6</td>
<td>a. healthy</td>
</tr>
<tr>
<td>7</td>
<td>b. slowly</td>
</tr>
<tr>
<td>8</td>
<td>a. fast</td>
</tr>
<tr>
<td>10</td>
<td>b. brown-eyed</td>
</tr>
</tbody>
</table>

Exercise (40)

1. most interesting
2. easier
IRIS

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)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. a seven-star hotel</td>
</tr>
<tr>
<td>2</td>
<td>b. a five-bedroom house</td>
</tr>
<tr>
<td>3</td>
<td>b. a ten-letter word</td>
</tr>
<tr>
<td>4</td>
<td>a. a dark-haired mother</td>
</tr>
<tr>
<td>5</td>
<td>a. a 110-year-old man</td>
</tr>
</tbody>
</table>

Exercise (42)

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>fine</td>
<td>finer</td>
<td>the finest</td>
</tr>
<tr>
<td>short</td>
<td>shorter</td>
<td>the shortest</td>
</tr>
<tr>
<td>few</td>
<td>fewer</td>
<td>the fewest</td>
</tr>
<tr>
<td>exciting</td>
<td>more exciting</td>
<td>the most exciting</td>
</tr>
<tr>
<td>nice</td>
<td>nicer</td>
<td>the nicest</td>
</tr>
<tr>
<td>fat</td>
<td>fatter</td>
<td>the fattest</td>
</tr>
<tr>
<td>difficult</td>
<td>more difficult</td>
<td>the most difficult</td>
</tr>
<tr>
<td>dim</td>
<td>dimmer</td>
<td>the dimmest</td>
</tr>
<tr>
<td>ugly</td>
<td>uglier</td>
<td>the ugliest</td>
</tr>
<tr>
<td>early</td>
<td>earlier</td>
<td>the earliest</td>
</tr>
<tr>
<td>dry</td>
<td>drier</td>
<td>the driest</td>
</tr>
<tr>
<td>young</td>
<td>younger</td>
<td>the youngest</td>
</tr>
<tr>
<td>narrow</td>
<td>narrower</td>
<td>the narrowest</td>
</tr>
<tr>
<td>much/ many</td>
<td>more</td>
<td>the most</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>the least</td>
</tr>
<tr>
<td>far</td>
<td>further/ farther</td>
<td>the furthest/ the farthest</td>
</tr>
</tbody>
</table>
**IRIS**

**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 Macaine.
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
IRIS

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)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. Provided</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>a. Because</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>a. are</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>a. nor</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>a. for</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>a. as soon as</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>b. However</td>
<td>14</td>
</tr>
<tr>
<td>15</td>
<td>c. carefully</td>
<td>16</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>because</th>
<th>2</th>
<th>because</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>because of</td>
<td>4</td>
<td>because of</td>
</tr>
<tr>
<td>5</td>
<td>because of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
IRIS

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?
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.
IRIS

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)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. don't you</td>
<td>2</td>
<td>b. won't you</td>
</tr>
<tr>
<td>3</td>
<td>a. Where</td>
<td>4</td>
<td>a. So am I</td>
</tr>
<tr>
<td>5</td>
<td>a. Neither am I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise (59)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b. Are</td>
<td>2</td>
<td>b. Were</td>
</tr>
<tr>
<td>3</td>
<td>a. Has</td>
<td>4</td>
<td>a. call</td>
</tr>
<tr>
<td>5</td>
<td>a. Didn't</td>
<td>6</td>
<td>c. isn't he</td>
</tr>
<tr>
<td>7</td>
<td>a. Yes, she did</td>
<td>8</td>
<td>a. What</td>
</tr>
</tbody>
</table>

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.
IRIS

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.
IRIS

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.
IRIS

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.
IRIS

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)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>have= has</td>
</tr>
<tr>
<td>2.</td>
<td>study= studied</td>
</tr>
<tr>
<td>3.</td>
<td>wake up= wakes up</td>
</tr>
<tr>
<td>4.</td>
<td>I've= I've</td>
</tr>
<tr>
<td>5.</td>
<td>son= sons</td>
</tr>
<tr>
<td>6.</td>
<td>beauty= beautiful</td>
</tr>
<tr>
<td>7.</td>
<td>is= has</td>
</tr>
<tr>
<td>8.</td>
<td>buyed= bought</td>
</tr>
<tr>
<td>9.</td>
<td>.Because he was sick= because he was sick (omit the full stop)</td>
</tr>
<tr>
<td>10.</td>
<td>ali= Ali</td>
</tr>
<tr>
<td>11.</td>
<td>(.)= ?</td>
</tr>
<tr>
<td>12.</td>
<td>an= the</td>
</tr>
<tr>
<td>13.</td>
<td>A=The</td>
</tr>
<tr>
<td>14.</td>
<td>to write= write</td>
</tr>
<tr>
<td>15.</td>
<td>has= have</td>
</tr>
<tr>
<td>16.</td>
<td>Too much = Too many</td>
</tr>
</tbody>
</table>
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.
**Progress Tests' Answer Keys**

**Test (1)**

<table>
<thead>
<tr>
<th>Q1</th>
<th>1. b</th>
<th>2. a</th>
<th>3. b</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. b</td>
<td>5. a</td>
<td>6. a</td>
</tr>
<tr>
<td></td>
<td>7. a</td>
<td>8. a</td>
<td>9. a</td>
</tr>
<tr>
<td></td>
<td>10. b</td>
<td>11. a</td>
<td>12. a</td>
</tr>
<tr>
<td></td>
<td>13. a</td>
<td>14. a</td>
<td>15. a</td>
</tr>
<tr>
<td></td>
<td>16. a</td>
<td>17. a</td>
<td>18. a</td>
</tr>
<tr>
<td></td>
<td>19. a</td>
<td>20. b</td>
<td>21. a</td>
</tr>
<tr>
<td></td>
<td>22. a</td>
<td>23. b</td>
<td>24. a</td>
</tr>
<tr>
<td></td>
<td>25. a</td>
<td>26. b</td>
<td>27. a</td>
</tr>
<tr>
<td></td>
<td>28. c</td>
<td>29. a</td>
<td>30. b</td>
</tr>
<tr>
<td></td>
<td>31. c</td>
<td>32.</td>
<td></td>
</tr>
</tbody>
</table>

**Q2**

a

**Q3**

1. interested  2. people  3. was

**Q4**

c.

**Test (2)**

<table>
<thead>
<tr>
<th>Q1</th>
<th>1. leave</th>
<th>2. prepare</th>
<th>3. painted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. wash</td>
<td>5. to clean</td>
<td>6. damaged</td>
</tr>
<tr>
<td></td>
<td>7. rains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td>stopping/ stopped</td>
<td>opening/ opened</td>
<td>controlling/ controlled</td>
</tr>
<tr>
<td></td>
<td>trying/ tried</td>
<td>lying/lay</td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>argued</td>
<td>destroyed</td>
<td>preferred</td>
</tr>
<tr>
<td></td>
<td>studied</td>
<td>played</td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td>1. is taking</td>
<td>2. washes</td>
<td>3. rises</td>
</tr>
<tr>
<td></td>
<td>4. am trying</td>
<td>5. are visiting</td>
<td>6. costs</td>
</tr>
<tr>
<td></td>
<td>7. am checking</td>
<td>8. doesn't belong</td>
<td>9. is helping</td>
</tr>
<tr>
<td></td>
<td>10. don't love...hate</td>
<td>11. needs</td>
<td>12. want</td>
</tr>
<tr>
<td>Q5</td>
<td>1. raised</td>
<td>2. boils</td>
<td>3. sat</td>
</tr>
<tr>
<td></td>
<td>4. set</td>
<td>5. lay</td>
<td>6. lie</td>
</tr>
<tr>
<td></td>
<td>7. slept</td>
<td>8. deal</td>
<td>9. flew</td>
</tr>
<tr>
<td>Q6</td>
<td>1. b</td>
<td>2. a</td>
<td>3. a</td>
</tr>
<tr>
<td></td>
<td>4. b</td>
<td>5. a</td>
<td>6. a</td>
</tr>
<tr>
<td>Q7</td>
<td>7. a</td>
<td>8. b</td>
<td>9. a</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1.</td>
<td>magician</td>
<td>2. magic</td>
<td></td>
</tr>
</tbody>
</table>

| 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. |

<table>
<thead>
<tr>
<th>Q9</th>
<th>1. The sun was shining yesterday.</th>
<th>2. You were wearing jeans last night.</th>
<th>3. She bought a pretty cotton scarf.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Q10</th>
<th>1. incorrect</th>
<th>2. incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q11</td>
<td>1. a</td>
<td>2. a</td>
</tr>
<tr>
<td>Q12</td>
<td>c</td>
<td></td>
</tr>
</tbody>
</table>

**Test (3)**

<table>
<thead>
<tr>
<th>Q1</th>
<th>1. had</th>
<th>2. was driving...hit</th>
<th>3. decided...were starving</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>fell...was running</td>
<td>5. was Asmahan wearing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2</th>
<th>1. hasn't attended</th>
<th>2. went</th>
<th>3. has...returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>has...seen</td>
<td>5. has finished</td>
<td>6. has had</td>
</tr>
<tr>
<td>7.</td>
<td>has never won</td>
<td>8. have you stayed</td>
<td>9. Has Sam fed</td>
</tr>
<tr>
<td>10.</td>
<td>has been</td>
<td>11. have released</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3</th>
<th>1. made</th>
<th>2. had fallen</th>
<th>3. became...had become</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Q4</th>
<th>1. visit= visited</th>
<th>2. is living= has been living</th>
<th>3. have= has</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>am= was</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q5</th>
<th>1. in</th>
<th>2. at</th>
<th>3. at</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>on</td>
<td>5. at</td>
<td>6. in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q6</th>
<th>1. a</th>
<th>2. a</th>
<th>3. a</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>b</td>
<td>5. a</td>
<td>4. b</td>
</tr>
<tr>
<td>7.</td>
<td>b</td>
<td>8. a</td>
<td>9. a</td>
</tr>
<tr>
<td>10.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q7</th>
<th>1. her relatives were coming to visit Petra that week.</th>
<th>2. he thought Jerash was the most beautiful city in Jordan.</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Q8</th>
<th>1. a</th>
<th>2. b</th>
<th>3. a</th>
<th>4. a</th>
<th>5. a</th>
<th>6. a</th>
<th>7. a</th>
<th>8. a</th>
<th>9. b</th>
<th>10. a</th>
<th>11. a</th>
<th>12. b</th>
<th>13. a</th>
<th>14. c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q9</td>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. his parents had changed their house.
### Test (4)

<table>
<thead>
<tr>
<th>Q1</th>
<th>1. to play= play</th>
<th>2. wills= will</th>
<th>3. had= have</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. to behave= behave</td>
<td>5. Do you can run…= Can you run…</td>
<td>6. don’t can= can’t</td>
</tr>
<tr>
<td></td>
<td>7. going= go</td>
<td>8. don't have= don't have to</td>
<td>9. playing= play</td>
</tr>
<tr>
<td></td>
<td>10. ought= ought to</td>
<td>11. shoulds= should</td>
<td>12. got= get</td>
</tr>
<tr>
<td></td>
<td>13. was able= was able to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2</th>
<th>1. The red window is opened by Sam every other morning.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. The brown barrels are being painted by Sam.</td>
</tr>
<tr>
<td></td>
<td>3. The gate has been smashed by the policemen.</td>
</tr>
<tr>
<td></td>
<td>4. The red wine bottle was shaken by the taxi driver.</td>
</tr>
<tr>
<td></td>
<td>5. The cars were being washed by Lee.</td>
</tr>
<tr>
<td></td>
<td>6. The old women had been served by Tom and Jeff.</td>
</tr>
<tr>
<td></td>
<td>7. A new plan will be set up by Jeffery</td>
</tr>
<tr>
<td></td>
<td>8. A new hospital is going to be established by the government.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3</th>
<th>1. 20,000 pairs of trousers were made by the English company last week.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Our house was built by my father in 1999.</td>
</tr>
<tr>
<td></td>
<td>3. My rug will be completed by my mother tomorrow.</td>
</tr>
<tr>
<td></td>
<td>4. A large vase has been dropped by me.</td>
</tr>
<tr>
<td></td>
<td>5. Your son should be taught how to behave.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q4</th>
<th>1. looking</th>
<th>2. playing</th>
<th>3. talking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. to visit/ visiting</td>
<td>5. to take</td>
<td>6. to build</td>
</tr>
<tr>
<td></td>
<td>7. closing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q5</th>
<th>1. a</th>
<th>2. b</th>
<th>3. a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. c</td>
<td>5. c</td>
<td>6. a</td>
</tr>
<tr>
<td></td>
<td>7. a</td>
<td>8. a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q6</th>
<th>1. a</th>
<th>2. a</th>
<th>3. a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. b</td>
<td>5. b</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q7</th>
<th>1. rang</th>
<th>2. was living</th>
<th>3. do…do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. A: does…do B: is</td>
<td>5. smoke</td>
<td>6. hasn't drunk</td>
</tr>
<tr>
<td></td>
<td>7. has…eaten</td>
<td>8. Have…been</td>
<td>9. sprained</td>
</tr>
</tbody>
</table>
### IRIS

<table>
<thead>
<tr>
<th>Q8</th>
<th>10. had lost</th>
<th>11. came</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. d</td>
<td></td>
<td>2. c</td>
</tr>
</tbody>
</table>
### IRIS

#### Test (5)

<table>
<thead>
<tr>
<th>Q1</th>
<th>1. a</th>
<th>2. b</th>
<th>3. a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. a</td>
<td>2. b</td>
<td>3. c</td>
</tr>
<tr>
<td></td>
<td>4. c</td>
<td>5. b</td>
<td>6. b</td>
</tr>
<tr>
<td></td>
<td>7. a</td>
<td>8. c</td>
<td>9. a</td>
</tr>
<tr>
<td></td>
<td>10. a</td>
<td>11. a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2</th>
<th>1. b</th>
<th>2. a</th>
<th>3. c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. c</td>
<td>5. a</td>
<td>6. b</td>
</tr>
<tr>
<td></td>
<td>7. a</td>
<td>8. b</td>
<td>9. b</td>
</tr>
<tr>
<td></td>
<td>10. a</td>
<td>11. b</td>
<td>12. b</td>
</tr>
<tr>
<td></td>
<td>13. a</td>
<td>14. c</td>
<td>15. a</td>
</tr>
<tr>
<td></td>
<td>16. b</td>
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<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Q3</th>
<th>1. a</th>
<th>2. a</th>
<th>3. c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. a</td>
<td>5. a</td>
<td>6. a</td>
</tr>
<tr>
<td></td>
<td>7. a</td>
<td></td>
<td></td>
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<table>
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<tr>
<th>Q4</th>
<th>1. a</th>
<th>2. a</th>
<th>3. c</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. a</td>
<td>5. a</td>
<td>6. a</td>
</tr>
<tr>
<td></td>
<td>7. a</td>
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<td></td>
</tr>
</tbody>
</table>

#### Test (6)

<table>
<thead>
<tr>
<th>Q1</th>
<th>1. exciting…pleased</th>
<th>2. embarrassed</th>
<th>3. disappointing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. tired</td>
<td>5. annoying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. sounded</td>
<td>2. visits</td>
<td>3. is flying</td>
</tr>
<tr>
<td></td>
<td>4. is trying</td>
<td>5. wakes…up</td>
<td>6. had snowed</td>
</tr>
<tr>
<td></td>
<td>7. was watching</td>
<td>8. was fixing</td>
<td>9. went</td>
</tr>
<tr>
<td></td>
<td>10. lost</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q2</th>
<th>1. has dropped</th>
<th>2. has failed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. b</td>
<td>2. b</td>
</tr>
<tr>
<td></td>
<td>4. b</td>
<td>5. b</td>
</tr>
<tr>
<td></td>
<td>7. c</td>
<td>8. b</td>
</tr>
<tr>
<td></td>
<td>10. a</td>
<td>11. b</td>
</tr>
<tr>
<td></td>
<td>13. a</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Q3</th>
<th>1. a</th>
<th>2. a</th>
<th>3. a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4. a</td>
<td>5. b</td>
<td>6. c</td>
</tr>
<tr>
<td></td>
<td>7. a</td>
<td>8. a</td>
<td>9. b</td>
</tr>
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IRIS

Test (7)

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Test (8)

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References:
But that to come shall all be done by the rule.

_Shakespeare, Antony and Cleopatra_