

Present Simple vs. Present Continuous

Simple present tense is used when an action is happening right now, happens regularly or all the time. The **present continuous** verb tense indicates that an action or condition is happening now, frequently, and may continue into the future.

Question 1: Complete the sentences. Use the present simple or the present continuous in order to complete meaningful sentences.

1. Sarah usually _____ (go) to the gym on Mondays, but today she _____ (stay) home because she's not feeling well.
2. The sun _____ (rise) in the east and _____ (set) in the west every day.
3. Look! It _____ (rain). You should take your umbrella before you go out.
4. Jawad often _____ (read) science fiction novels, but this week he _____ (read) a thriller.
5. My parents _____ (visit) us next month. They _____ (arrive) on the 15th.
6. Be quiet! The baby _____ (sleep).
7. The Earth _____ (revolve) around the sun.
8. Listen! Can you hear that? Someone _____ (play) the piano.

Present Perfect Simple vs. Present Perfect Continuous

The **present perfect tense** is used to show an action that happened in the past that is directly related to the present. The formula is *have/has + past participle*. The **present perfect continuous** is a verb tense used to refer to something that started in the past and is continuing at the present time. The formula is *has/have been + verb+ing*.

Question 1: Read each sentence and identify whether it is written in the present perfect simple (PPS) or the present perfect continuous (PPC).

1. I have been waiting for the bus for an hour. _____
2. She has visited five countries in the last two months. _____
3. We have been studying English for five years. _____
4. Jack has been working at the company since 2010. _____
5. They have completed their assignment. _____
6. He has been playing the guitar since he was a child. _____
7. The kids have been playing outside all afternoon. _____
8. I have lived in this city my whole life. _____
9. We have been waiting here for ages! _____
10. The chef has prepared a delicious meal for us. _____
11. She has been working hard on her project recently. _____
12. They have known each other since they were kids. _____
13. The baby has been crying for hours. _____
14. He has traveled to many countries in his lifetime. _____
15. We have been waiting for the test results anxiously. _____

Past Simple, Past Continuous vs. Present Perfect Simple

Past simple tense of regular verbs is generally formed by adding -ed to the verb. However, if the verb ends with the letter “e”, just add “d.” Also, if the word ends with a “y”, and the letter before it is a constant, remove the “y” and add “-ied.” The **past continuous tense** describes ongoing actions in the past. It uses the same construction as the present continuous tense except with the past tense of the verb *to be*. The **present perfect continuous** is a verb tense used to refer to something that started in the past and is continuing at the present time. The formula is *has/have been + verb+ing*.

Question 1: Complete the sentences. Use the correct form and tense of the verb. Then, identify the tense; PS, PC, or PPS.

1. Last night, I _____ (watch) a movie at the cinema with my friends. _____
2. While we _____ (have) dinner, the phone _____ (ring). _____
3. I _____ (live) in this city for ten years now. Answer: have lived. _____
4. They _____ (play) football in the park when it _____ (start) to rain. _____
5. She _____ (travel) to Europe last summer and _____ (visit) many beautiful places. _____
6. We _____ (not see) each other since we _____ (graduate) from college. _____
7. While I _____ (walk) home, I _____ (meet) an old friend. _____

8. He _____ (already finish) his homework before he
_____ (go) out to play. _____
9. By the time I got to the party, everyone _____ (leave)
already. _____
10. She _____ (study) English for two years before
she _____ (move) to the United States. _____
11. My grandmother _____ (bake) delicious cakes when we
_____ (visit) her last weekend. _____
12. The children _____ (make) a mess in the living
room before their parents _____ (come) home. _____
13. We _____ (not see) that movie yet. Let's go
watch it. _____
14. While they _____ (travel) around Asia, they
_____ (experience) many different cultures. _____
15. The company _____ (announce) a new product that
_____ (become) very popular. _____

Unit 2 - Lesson 2

Used to, would, be/get used to

Used to and **would** are used to refer to past habits and things that we did regularly in the past. **Verb to be + used to + (noun)**ing is used to refer to something that no longer seems new or unusual.

Question 1: Circle the correct answer in order to complete meaningful sentences.

1. when weekend I every was soccer younger,
play I to used

2. child climbed as would all time a
he would trees the

3. during travels would the cuisine each she her she try
local of country visited

4. took awhile get to peace quiet the it
to used the and countryside of him

5. near the park, there every day we
used to live and we would go

Past Perfect Simple vs. Past Perfect Continuous

The **past perfect** tense is used to refer to something that happened before something else in the past. The formula is *had + past participle*. The **past perfect continuous** is a verb tense used to show that an action that started in the past continued up until another time in the past. The formula is *had been + verb+ing*.

Question 1: Fill in the blank using the past perfect simple and the past perfect continuous. Next, identify if it is written in the PPS or PPC.

1. By the time she arrived at the party, they _____ (wait) for over an hour. _____
2. Before the concert, they _____ (practice) their songs for weeks. _____
3. By the time I got home, he _____ (already/finish) his homework. _____
4. We _____ (travel) for hours when we decided to take a break. _____
5. The team _____ (play) well in the tournament, but they didn't win. _____
6. He _____ (study) English for two years before he moved to the United States. _____
7. She _____ (wait) at the bus stop for half an hour when the bus finally arrived. _____
8. By the time they reached the cinema, the movie _____ (start). _____
9. Before the storm hit, they _____ (camp) in the mountains for three days. _____
10. When we arrived, they _____ (discuss) the latest news for hours. _____

Past Perfect Tenses vs. Past Simple

The **past perfect** tense is used to refer to something that happened before something else in the past. The **past perfect continuous** is a verb tense used to show that an action that started in the past continued up until another time in the past. **Past simple tense** of regular verbs is generally formed by adding -ed to the verb.

Question 1: Read the passage and circle the correct words in order to complete meaningful sentences.

Koalas

Koalas are fascinating creatures. They **eat/ate/had been eating** mainly eucalyptus leaves, which they **chose/have chosen/were choosing** for thousands of years. These leaves **contain/contained/had been containing** a lot of water, so koalas rarely drink.

Last week, I **saw/had seen/had been seeing** a documentary about koalas. It **showed/was showing/had been showing** how these marsupials **have adapted/had adapted/were adapting** to their environment over time. Researchers **studied/had studied/were studying** them extensively.

When I visited Australia, I **see/I saw/had been seeing** a koala for the first time. It **climbed/had climbed/was climbing** slowly up a eucalyptus tree. The guide explained that koalas **have/had/had been having** a low metabolic rate and **sleep/slept/had been sleeping** for long hours.

The koala population **declined/had declined/was declining** in the past due to habitat loss. Fortunately, conservation efforts **helped/had helped/were helping** protect their habitats, and their numbers **are increasing/had increased/had been increasing** in recent years.

Future simple, future continuous, future perfect simple and future perfect continuous

The **simple future** is used to refer to things that haven't happened yet. The **future continuous** is a verb tense that shows an ongoing action in the future. The **future perfect simple** refers to something that will be completed before a specific time in the future. The **future perfect continuous** is a verb tense that describes actions that will continue up until a point in the future.

Question 1: Fill in the blank using the past perfect simple and the past perfect continuous. Next, identify if it is written in the FS, FC, FPS or FPC.

1. By the time they arrive, we _____ (decorate) the whole house.

2. She _____ (fly) to Paris tomorrow for a business meeting.

3. At this time tomorrow, we _____ (sunbathe) on the beach.

4. By next summer, he _____ (work) in this company for ten years. _____
5. I _____ (study) for my exams until midnight tonight. _____
6. By the end of this month, we _____ (save) enough money for our trip. _____
7. They _____ (wait) for you at the restaurant at 8 o'clock tonight. _____
8. Tomorrow evening, she _____ (perform) on the big stage for the first time. _____
9. We _____ (drive) to the countryside on Saturday morning.

Temporals vs. Question Tags

Temporals are used to refer to the sequence of time or a particular time. They are used to refer to the future and are written in the present simple tense.

Question tags are short questions that are added to the end of statements. It is used when the speaker expects the listener to agree with the statement.

Question 1: Circle the correct temporal word in order to complete meaningful sentences.

1. Yesterday, I went to the beach and **swim/swam/will swim** in the ocean.
2. My sister is currently **watching/watches/will watch** a movie in the living room.
3. Next week, we **fly/flew/will fly** to London for a business meeting.
4. The sun **shine/shines/will shine** brightly on a clear day.

Question 2: Match the sentences with the correct questions tags.

- | | |
|---|-----------------|
| 1. She loves to dance, | a. does he? |
| 2. You have finished your homework, | b. can't she? |
| 3. He won't be late again, | c. doesn't she? |
| 4. They haven't been to Paris before, | d. have they? |
| 5. She can speak French fluently, | e. haven't you? |
| 6. We are going to the concert tonight, | f. will he? |
| 7. Jawad doesn't like coffee, | g. aren't we? |

Modals: ability, permission, requests, offers and suggestions

Modal verbs may show possibility, intent, ability, or necessity. They go alongside the main verb of a sentence. Modal verbs are used to express: *ability* to do something (can and cannot), ask *permission* (can, could, may, etc.), to make a *request* (Can you give me...?), to *offer* something (can, could, shall, etc.) and to make suggestions.

Question 1: Identify the modal verb: **ability, permission, request, offers, or suggestions.**

1. Your phone battery is only 3%. Shall I charge your phone?

2. May I please borrow your black pen?

3. Would you like to eat your snack before or after lunch?

4. Can I sit with you?

5. Could you switch off the lights, please?

Question 2: Write a **request, permission** and **suggestion**.

1. _____

2. _____

3. _____

Modals: obligation, prohibition, possibility, advice, criticism, and deduction

Question 1: Read the passage and fill in the blank with the correct word in order to complete meaningful sentences.

Traveling Abroad

Traveling abroad can be an exciting experience, but it also comes with responsibilities and considerations. Before embarking on your journey, there are several things you **must / may / might** take into account.

Firstly, you **have to / should / needn't** make sure your passport is valid for at least six months beyond your planned return date. Some countries **must / may / might** refuse entry to travelers whose passports are due to expire soon.

Secondly, it is essential to research the destination's customs and traditions. In some cultures, certain behaviors that are acceptable in your home country **must / may / might** be considered disrespectful or offensive.

When it comes to packing, remember that you **have to / should / needn't** not bring prohibited items such as sharp objects or liquids exceeding the allowed limit. Additionally, you **have to / ought to / needn't** pay attention to the weight limit for checked baggage to avoid extra fees.

Regarding transportation, familiarize yourself with the local traffic rules, as driving in a foreign country **must / may / might** be different from what you are used to.

Furthermore, you **have to / should / needn't** carry travel insurance to protect yourself in case of unexpected incidents. Medical emergencies or lost luggage **must / may / might** happen, so having adequate coverage is crucial.

The passive: tenses, gerunds, infinitives and modals

The passive voice is used to place emphasis on the action itself and not the person who does it.. In order to change a sentence from **active** to **passive** *the object of the active sentence becomes the subject of the passive sentence*. A **gerund** looks like a verb, but acts like a noun. **Infinitives** are a special form of verbs that can be used as a noun, adjective, or adverb.

Question 1: Change the sentences from active to passive.

1. The chef prepares the meal.

2. They will build a new hospital in the city.

3. The students are writing an essay for the competition.

4. The company has launched a new product.

5. The teacher is explaining the lesson to the students.

6. The workers were fixing the broken machine.

The passive: impersonal and personal structures

Impersonal verbs are verbs that do not use a specific subject, but instead use the generic subject *it*. The **personal passive structure** is formed with noun + full infinitive.

Question 1: Read the sentence, identify and write if it is written in the impersonal structure (I) or the personal structure (P).

1. It is said that learning a new language improves cognitive abilities.

2. Jawad believes that learning a new language improves cognitive abilities. _____
3. It is important to exercise regularly for maintaining good health.

4. Susan thinks that exercising regularly is essential for maintaining good health. _____
5. The teacher told the students that they should submit their assignments on time. _____
6. It is widely known that smoking is harmful to health. _____
7. My sister mentioned that she plans to visit us next week. _____
8. It is rumored that the company is going to launch a new product. _____
9. The manager announced that the team had successfully completed the project. _____

Conditionals: zero, first, second and third

Conditional sentences are statements discussing known factors or hypothetical situations and their consequences. We use them to communicate that something is true or happens only if something else is true or happens. **Zero conditional sentences** express general truths. **First conditional sentences** are used to express situations in which the outcome is likely (but not guaranteed) to happen in the future. **Second conditional sentences** are useful for expressing outcomes that are completely unrealistic or will not likely happen in the future. **Third conditional sentences** are used to explain that present circumstances would be different if something different had happened in the past.

Question 1: Read the sentences and write which conditional it is written in.

1. If it rains, I will stay at home.

2. If I had more time, I would travel around the world.

3. She would be happy if she had passed the exam.

4. If you heat ice, it melts.

5. If he studies hard, he will pass the test.

6. If they had gone to the party, they would have met Sarah.

7. If I see him, I will tell him about the meeting.

Conditionals: mixed conditionals without if

Mixed conditionals are a combination of two types of conditional patterns, usually second and third conditionals. Mixed conditions are used to express the present result of a hypothetical past event or situation.

Question 1: Choose the correct answers to complete the mixed conditional sentences.

1. I will go to the beach tomorrow _____ it doesn't rain.

unless

otherwise

if

2. You can join the event _____ you have a valid ticket.

as

if

provided

3. _____ he studies hard, he won't pass the exam.

As

If

Provided

4. You can take the book home _____ you return it by Friday.

As

unless

provided

5. I will wait for you at the café _____ you come back from your trip.

If

as

long

6. She won't attend the meeting _____ she receives an invitation.

Unless

case

provided

7. You can use my computer _____ you promise to be careful with it.

as

unless

providing

Gerunds and infinitives

Gerund is a form of a verb that ends in **-ing** that is used as a noun. A gerund looks like a verb, but acts like a noun. **Infinitives** are a special form of verbs that can be used as a noun, adjective, or adverb. They are usually made by adding the word **to** before the base verb, and they can be useful when discussing actions without actually doing the action.

Question 1: Read the passage below and fill in the blanks with the correct gerund or infinitive.

Last summer, I decided _____ (learn) a new skill. After much consideration, I chose _____ (play) the guitar. My friend, Sarah, offered _____ (help) me get started. She recommended _____ (take) lessons from a professional instructor.

The first few weeks were challenging, but I enjoyed _____ (practice) every day. Sarah was patient with me and encouraged _____ (keep) going. She suggested _____ (join) a local music group to gain more experience.

I hesitated at first but eventually agreed _____ (audition) for the band. The band members were impressed with my progress and offered _____ (let) me become a part of their group.

Now, I look forward to _____ (perform) on stage with my bandmates. I'm grateful to Sarah for _____ (motivate) me and _____ (support) my musical journey.

Causative forms

The **causative form** is used to express something that is done for someone else.

Question 1: Fill in the blanks with the correct reporting verb.

1. The mechanic _____ my car yesterday. (fix)
2. The teacher _____ the students to read the assigned chapter. (encourage)
3. She _____ her hair done at the salon. (have)
4. The manager _____ the new employees to attend the training session. (instruct)
5. They _____ a plumber to fix the leaky faucet. (call)
6. He _____ his suit dry-cleaned before the wedding. (get)
7. The parents _____ the children tidy up their rooms. (make)
8. The travel agency _____ our flights for the vacation. (book)
9. She _____ her sister bake a cake for the party. (help)
10. The doctor _____ him to take the prescribed medication. (advise)

Relative Clauses

Relative clauses give us more information about the subject or the object of the sentence. **Defining relative clauses** give information essential to the meaning of the main clause. **Non-defining relative clauses** give extra information that is not essential to the meaning of the sentence. **Prepositions in relative clauses** are usually at the end of the relative clause.

Question 1: Read the sentences and write which relative clause is used.

1. The book that I borrowed from the library is very interesting.

2. Mary, who is my best friend, invited me to her birthday party.

3. The house where they used to live was recently sold.

4. The car, which was parked outside, belongs to my neighbor.

5. The movie that we watched last night was fantastic.

6. The restaurant where we had dinner has a great ambiance.

7. My brother, who is an architect, designed that building.

8. The dog that chased the cat was very fast.

Participle Clauses

Participles in participle clauses are used to make sentences shorter.

Question 1: Rewrite each of the sentences using a suitable participle.

1. The students were tired. They studied for the exam all night.

2. The package was heavy. I carried it to the car.

3. The baby was hungry. He cried loudly.

4. The wind was strong. The trees swayed vigorously.

5. The chef was skilled. He prepared a delicious meal.

6. The dog was excited. It wagged its tail rapidly.

7. The children were excited. They opened their presents eagerly.

Reported speech: statements, questions, commands and requests

Reported speech is used to tell someone what another person said. **Reported questions** have the same tense and word changes as reported statements. **Reported commands** and **requests** change the imperative to a full infinitive. **Reporting verbs** can be used to summaries what someone said.

Question 1: Read the reported question and fill in the blank with the answer in the form of reported speech or reported

1. Direct Speech: "Where are you going?" she asked him.

Reported Question: _____

2. Direct Speech: "Please, close the window," the teacher said to the students.

Reported Request: _____

3. Direct Speech: "Can you help me with this assignment?" Sarah asked her friend.

Reported Request: _____

4. Direct Speech: "Why did you break the vase?" the mother asked her son.

Reported Question: _____

5. Direct Speech: "Give me a call when you arrive," John said to his sister.

Reported Request: _____

6. Direct Speech: "Stop making noise in the library," the librarian told the students.

Reported Command: _____

7. Direct Speech: "Have you finished your homework?" the teacher asked the class.

Reported Question: _____

8. Direct Speech: "Could you pass me the salt?" she asked her friend.

Reported Request: _____

9. Direct Speech: "Don't be late for the meeting," the manager warned the employees.

Reported Command: _____

10. Direct Speech: "Will you marry me?" he asked her.

Reported Question: _____

Reported speech: reporting verbs

We can use different **reporting verbs** to summarize what someone said. Different structures are used depending on the verb.

Question 1: Fill in the blanks with the correct reporting verb.

1. The customer _____ about the poor service at the restaurant.

complained

ordered

advised

2. The teacher _____ the students to complete their assignments on time.

advised

offered

reminded

3. He _____ that we take a different route to avoid traffic.

suggested

explained

offered

4. The manager _____ the employees to attend the training session.

suggested

ordered

explained

5. She _____ him for being late to the meeting.

explained

reminded

offered

Comparison of adjectives and adverbs

Comparative form is used to compare two nouns. The **superlative form** is used to compare three or more nouns. Other comparative structures are: *as, not as, less than, etc.*

Question 1: Read the sentence, rewrite the second sentence so that it has a similar meaning to the first.

1. She is a good dancer.

2. This building is tall.

3. John runs fast, but Tom runs faster.

4. The weather is hot in July.

5. Her performance was good, but her sister's was better.

6. He speaks English well, and she speaks it even better.

Too/enough, so/such

Too is an adverb of degree. It is used to show that something is more than what is enough. **Enough** is also an adverb of degree. It is used to show that there is as much of something that is wanted or needed. **So** and **such** are used to emphasize. They are stronger than the word *very*.

Question 1: Fill in the blanks with: **too, enough, so** or **such** in order to complete meaningful sentences.

1. The movie was _____ long that I fell asleep halfway through.
2. She didn't have _____ time to finish the assignment before the deadline.
3. It was _____ hot outside that we decided to stay indoors.
4. I have never seen _____ a beautiful sunset in my life.
5. The coffee was _____ hot that I couldn't drink it right away.
6. We arrived at the concert venue _____ late and missed the opening act.
7. The restaurant served _____ delicious food that we went there again the next day.
8. There aren't _____ chairs for everyone, so some people will have to stand.

Determiners vs. Quantifiers

Determiners are words which come at the beginning of a noun phrase. They tell us whether the noun phrase is specific or general. We use **quantifiers** when we want to give information about *how much there is* or *how many there are* of something.

Question 1: Fill in the blanks with the correct determiner or quantifier in order to complete meaningful sentences.

1. I have _____ apple and _____ orange in my bag.
2. There are _____ chairs in the room for the guests to sit on.
3. She bought _____ pair of shoes yesterday.
4. _____ students passed the exam with flying colors.
5. Please pass me _____ salt for seasoning the dish.
6. I have _____ interesting book to recommend to you.
7. They received _____ presents on their anniversary.
8. _____ time is left before the train departs?
9. He has _____ experience in the field of technology.
10. _____ people attended the conference last week.

Special Structures

I wish/if only are used to refer to personal wishes. *Wish* is also used when referring to others. **Not only.... but also**, is used to add emphasis. **It's about/high time** is used to complain about or criticize something or someone in the present.

Question 1: Fill in the blanks with the correct determiner or quantifier in order to complete meaningful sentences.

1. _____ she had studied harder, she would have passed the exam.
2. _____ I had more time, I would travel around the world.
3. He not only plays the guitar well, _____ he also sings beautifully.
4. _____ the bus arrives soon; I don't want to be late for the meeting.
5. _____ I were taller, I could reach the top shelf.
6. They have been waiting for the concert to start for hours.
_____ it's about time the show begins!
7. She not only won the gold medal in swimming, _____ she also broke the record.
8. _____ I could go back in time and change things.
9. The weather is perfect for a picnic. _____ if only we had brought some snacks.
10. _____ he had known about the surprise party, he wouldn't have come home early.