



وزارة التربية والتعليم  
MINISTRY OF EDUCATION

# English Assessment Planner

## Grade 8 Advanced

Term 1

2024 – 2025

People	Culture and customs	Technology
passion	traditional	research
attitude	culture	design
calm	welcome	realistic
proud	exchange	experiment
respect	celebration	technology
opportunity	benefit	install
mental (health)	support	advantage

## Term 1 preparation: Grammar

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Topic(s): People, culture and customs, technology.

ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Adverbs: degree	Can use a range of common adverbs of frequency. (30)	Can use a range of adverbial intensifiers with adjectives. (51)	
Past time: past continuous	Can make affirmative statements using common irregular past simple forms. (30)	Can use the past continuous to refer to temporary or changing past states or situations. (51)	
Passive: present perfect passive	Can use common forms of 'have' in the present tense. (25)	Can use the present perfect passive with 'just/already'. (52) Can use the present perfect passive with 'yet'. (52)	Expressing agreement and disagreement Asking for and making suggestions and recommendations
Conditionals: first / second conditional	Can describe possible future outcomes of a present action or situation using the first conditional. (46)	Can describe present or future outcomes of a hypothetical situation using 'even if'. (54)	Expressing opinion
Verb forms: verb + to + infinitive / verb + infinitive / verb + ing	Can use 'like/hate/love' with the '-ing' forms of verbs. (30)	Can use 'plan/intend/mean' + 'to' + infinitive to talk about present and future plans and intentions. (52) Can use a range of common verb + verb combinations using the '-ing' form. (51)	

# Past Time: Adverb of Degree

# 6 TYPES OF ADVERBS



TYPES	ADVERBS	EXAMPLES
Adverbs of Time	Already, ago, before, yet, never, yesterday, soon, lately...	<ul style="list-style-type: none"><li>I have heard this <b>before</b>.</li><li>I have not seen him <b>since</b>.</li><li>I haven't spoken to her <b>yet</b>.</li><li>She'll be here <b>soon</b>.</li></ul>
Adverb of Frequency	Always, usually, normally, often, sometimes, occasionally, once...	<ul style="list-style-type: none"><li>It's <b>always</b> cold in this room.</li><li>I <b>normally</b> go to the gym.</li><li>They <b>often</b> go out for dinner.</li><li>I <b>occasionally</b> eat junk food.</li></ul>
Adverb of Place	Here, everywhere, near, nearby, down, away, backwards, upwards...	<ul style="list-style-type: none"><li>Is that your scarf <b>there</b>?</li><li>I've lived <b>here</b> for about two years.</li><li>I walked <b>backwards</b> towards the door.</li><li>She turned her face <b>upwards</b> to the sun.</li></ul>
Adverb of Manner	So, slowly, badly, beautifully, delightfully, loudly...	<ul style="list-style-type: none"><li>The soldiers fought <b>bravely</b>.</li><li>Is that <b>so</b>?</li><li>She dresses <b>beautifully</b>.</li><li>We waited <b>anxiously</b> by the phone.</li></ul>
Adverb of Degree	Almost, fully, rather, quite, too, enough, perfectly...	<ul style="list-style-type: none"><li>I am <b>fully</b> prepared.</li><li>I am <b>rather</b> busy.</li><li>She's <b>almost</b> 30.</li><li>They're <b>perfectly</b> suited.</li></ul>
Adverb of Affirmation	Certainly, surely, apparently, obviously, no, undoubtedly...	<ul style="list-style-type: none"><li><b>Surely</b> you are mistaken.</li><li><b>Apparently</b>, it's going to rain today.</li><li>The design <b>certainly</b> looks good on paper.</li></ul>

<p>The elephant is eating <u>very</u> slowly.</p>		<p><a href="https://quizizz.com/admin/quiz/6551f80233408304eef4473d?source=quiz_share">https://quizizz.com/admin/quiz/6551f80233408304eef4473d?source=quiz_share</a></p>
Meaning	<p>That animal is slow when it eats.</p>	
Grammatical structure	<p>Adverbs: degree 'really / very / quite' + adverbs</p>	
Usage	<p>We can use 'really', 'very' or 'quite' to qualify adverbs and give more information about the degree of intensity. We use 'really' and 'very' to strengthen the adverb and say that the effect of it is great. We also use 'quite' to strengthen the adverb, but not as much as 'very' or 'really'. Someone who runs 'really' fast will run at a similar speed to someone who runs 'very' fast. Someone who runs 'quite' fast is still fast, but slower than people running 'really' and 'very' fast.</p>	
Other examples	<p>My mother spoke <u>really</u> quietly. They played football <u>quite</u> dangerously. She walked <u>very</u> quickly.</p>	

## **The car is travelling too fast!**

[https://quizizz.com/admin/quiz/6551f60d591c02f1b3b6511e?source=quiz\\_share](https://quizizz.com/admin/quiz/6551f60d591c02f1b3b6511e?source=quiz_share)

Meaning	The car is moving at a speed that is greater than necessary.
Grammatical structure	Adverbs: degree 'too' + adverbs of manner adverb of manner + 'enough'
Usage	We use 'too' to say something is more than we need. When we use 'too' before an adverb, it intensifies the adverb and says that it is more than necessary. It has a negative meaning. We use 'enough' when there is as much as necessary – just the right amount. When we use 'enough' after an adverb with a positive sentence, it has a positive meaning – I ran fast enough to win the race. When it is used in a negative sentence, it has a negative meaning - I didn't run fast enough to win the race.
Other examples	I could write <u>quickly enough</u> to finish the exam. The class were <u>too busy</u> talking to hear the bell. They played football <u>well enough</u> to get to the final.

## Form

Adverbs of degree are usually placed before the adjective, verb, or adverb they modify.

Below are some examples of adverbs of degree.

Adverb of degree	Modifying	Example
<b>very</b>	adjective	<i>The student is <b>very</b> smart.</i>
<b>incredibly</b>	adjective	<i>The view is <b>incredibly</b> beautiful.</i>
<b>extremely</b>	adjective	<i>Be careful, the coffee is <b>extremely</b> hot.</i>
<b>just</b>	verb	<i>I <b>just</b> woke up.</i>
<b>almost</b>	verb	<i>I <b>almost</b> fell over.</i>
<b>nearly</b>	verb	<i>She has <b>nearly</b> finished her homework.</i>
<b>very</b>	adverb	<i>He finished the exam <b>very</b> quickly.</i>
<b>too</b>	adverb	<i>They are working <b>too</b> slowly.</i>
<b>enough</b>	adverb	<i>They are not working fast <b>enough</b>.</i>

### Uses and functions:

The adverb **enough** means 'to the necessary degree'. It goes after the adjective or adverb it is modifying. For example.

*This pizza is big **enough** for all of us.*

*This tea is not hot **enough**.*

*They didn't run fast **enough**.*

*I woke up early **enough** to see the sunrise.*

### Common mistakes:

Often **too** is confused with **very**.

**too** – used to say something is excessive (negative thing)

**very** – used to make an adjective or adverb stronger

*This movie is **too** good.* 

*This movie is **very** good.* 

*The painting is **too** beautiful.* 

*The painting is **very** beautiful.* 

## Form

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<b>very</b>	adverb	<i>He finished the exam <b>very</b> quickly.</i>
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<b>enough</b>	adverb	<i>They are not working fast <b>enough</b>.</i>

## 'Really' + Adverbs

Explain the use of "really" with adverbs.

Example sentences:

"He ran **really quickly** to catch the bus."

"She speaks French **really fluently**."

## 'Very' + Adverbs

Discuss the role of "very" with adverbs.

Example sentences:

"The car moved **very slowly** through the traffic."

"He works **very diligently** on his assignments."

## 'Quite' + Adverbs

Explore the use of "quite" with adverbs.

Example sentences:

"She played the piano **quite skilfully**."

"The meeting ended **quite abruptly**."

## 'Too' + Adverbs of Manner

Discuss the use of "too" with adverbs of manner.

Example sentences:

"She spoke **too quickly** for me to understand."

"He ran **too slowly** to catch the bus."

## Adverb of Manner + 'Enough'

Explore the combination of adverbs of manner with "enough."

Example sentences:

"He speaks French **fluently enough** to conduct business."

"She danced **gracefully enough** to impress the judges."

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[https://quizizz.com/admin/quiz/6551f60d591c02f1b3b6511e?source=quiz\\_share](https://quizizz.com/admin/quiz/6551f60d591c02f1b3b6511e?source=quiz_share)

<https://www.mauthor.com/present/6075960203280384>

# Adverbs of Degree

words that tell you how strong something is

<b>It is <u>very</u> likely that it will rain today.</b>	
<b>Meaning</b>	It will probably rain today.
<b>Grammatical structure</b>	Adverbs: degree (really, very, quite) adverb of degree + adverb
<b>Usage</b>	The adverb of degree tells us how strong something is. They are placed before the adjective or verb that they modify. In this example, the adverb (very) is being used to modify another adverb (likely).
<b>Other examples</b>	They ran <u>really</u> quickly. She talks <u>very</u> slowly. My family go to the cinema <u>quite</u> often.

**Activity:** choose the correct adverb of degree to complete the sentences.

1. He was (really / extremely) tired, he couldn't even move.
2. I was (slightly / really) excited to watch the movie, I couldn't wait!
3. The water was (slightly / very) over the edge, it was about to spill.



# Adverbs of Degree

words that tell you how strong something is

The car is travelling too fast!	
<b>Meaning</b>	The car is moving at a speed that is greater than necessary.
<b>Grammatical structure</b>	<u>Adverbs: degree</u> 'too' + adverbs of manner adverb of manner + 'enough'
<b>Usage</b>	<p><b>We use 'too' to say something is more than we need.</b> When we use 'too' before an adverb, it intensifies the adverb and says that it is more than necessary. It has a negative meaning. <b>We use 'enough' when there is as much as necessary – just the right amount.</b> When we use 'enough' after an adverb with a positive sentence, it has a positive meaning – I ran fast enough to win the race. When it is used in a negative sentence, it has a negative meaning - I didn't run fast enough to win the race.</p>
<b>Other examples</b>	I could write <u>quickly enough</u> to finish the exam. The class were <u>too busy</u> talking to hear the bell. They played football <u>well enough</u> to get to the final.

**Activity:** choose the correct adverb of degree to complete the sentences.

1. She sings \_\_\_\_\_ to be heard in the back row.  
a) loud enough  
b) too loudly  
c) quickly enough  
d) very fast
2. The water was \_\_\_\_\_ for swimming, so we jumped in.  
a) too cold  
b) warm enough  
c) so hot  
d) pretty fast
3. He walked \_\_\_\_\_ to catch the bus, but he missed it.  
a) too slow  
b) fast enough  
c) too fast  
d) really slowly
4. My ice cream melted \_\_\_\_\_ on that hot summer day.  
a) too quickly  
b) quite deliciously  
c) enough sweet  
d) very loudly
5. The teacher spoke \_\_\_\_\_ for the students at the back of the classroom to hear.  
a) too quietly  
b) pretty smart  
c) quickly enough  
d) enough tired

# MAZE Assessment Practice

**Activity:** Fill in the blanks with the correct option to complete the passage.

London is a city full of history, culture, and exciting experiences. I (1) \_\_\_\_\_ (have / had / have had) the privilege of visiting this amazing city several times.

On my first visit, I (2) \_\_\_\_\_ (see / saw / seen) many iconic landmarks such as Big Ben and the Tower of London. The weather (3) \_\_\_\_\_ (was / is / has been) quite unpredictable, but it (4) \_\_\_\_\_ (add / adds / added) to the charm of the city.

During my most recent trip, I (5) \_\_\_\_\_ (experience / experienced / experiences) the London Eye, which provided a breathtaking view of the entire city. Fortunately, the weather (6) \_\_\_\_\_ (be / was / has been) clear, and I could see for miles. It (7) \_\_\_\_\_ (be / is / has been) one of the best moments of my life.

I have (8) \_\_\_\_\_ (always / very / too) enjoyed exploring the museums in London. The British Museum, in particular, (9) \_\_\_\_\_ (contain / contains / contained) an incredible collection of artifacts from around the world. I (10) \_\_\_\_\_ (learn / learned / have learned) so much during my visits.

# Past Time:

2- Past  
Continuous

**She was playing chess when her mother arrived.**

**She played chess, then her mother arrived.**

Meaning	She was playing chess for some period of time in the past.
Grammatical structure	Past continuous: subject + was/were + verb-ing Past simple: subject + verb-ed + object
Usage	We use past continuous to describe a completed action that happened in the past and continued for a duration of time. We often use it to say that an action was in progress when another action interrupted it. The action that interrupts the past continuous action is in the past simple tense. We use simple past to describe an action that happened and was completed at one point in the past. In the first example above, with past continuous, the girl hasn't finished her game at the point that her mother arrives. In the second example, with past simple, the girl has finished her game before her mother arrives.
Other examples	They were riding their bikes when the accident happened. Ahmad read a book after he got home from school. Were you doing your homework when I called? Did you finish your homework before you watched TV?

## FORM

### *Positive*

I		
She	was	
He		
It		working.
-----		
You		
We	were	
They		

### *Negative*

I		
She		wasn't (was not)
He		
It		
-----		
You		
We		(were not)
They		

# **Past continuous**

**vs.**

# **Past simple**

By Jasmin Gomez

# Past simple

It is used:

❑ For an action that **started and ended in the past**:

I saw a movie last Friday.

❑ For **repeated** actions in the past:

• When I was young, I **watched** lots of TV every day.

• I **always gave** flowers to my mother.

❑ Regular and irregular past simple verbs:

• I **talked** to my uncle yesterday.

• I **felt** sick yesterday so, I **went** to the doctor.

# Past continuous

It is used:

- When talking about two actions in the past; one continues for a period, and the other starts and ends in the past:
  - While I was talking on the phone, someone stole my car.
  - I was making my breakfast when my sister knocked at the door.

(These sentences usually use *When* and *While*)

*When* = short action

*While* = long action

❑ To talk about ***temporary*** activities taking place over a period of time:

- I was living in Boston when it happened.
- She was traveling to New York **while** her parents were touring Italy.

# Past simple

## □Affirmative statements:

Subject + Verb (regular/ irregular) + Complement.

- I played soccer last week.
- I saw the movie yesterday.

## □Negative statements:

Subject + Did + Not + Verb (base form) + Complement.

I didn't play soccer last week.

## □Questions:

Did + Subject + Verb (base form) + Complement + ?

Did I play soccer last week?

# Let's Practice

# What happened?



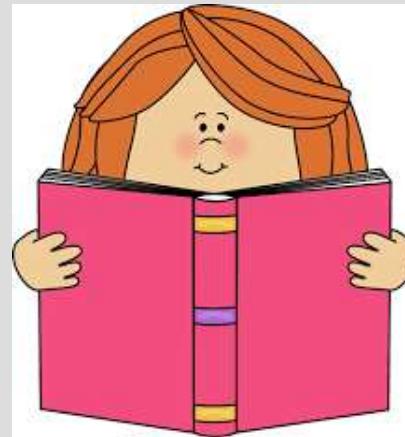
she/clean a window



telephone rang

**She was cleaning a window, when  
the telephone rang.**

# What happened?



Kate / read a book



the dog / come

**While Kate was reading a book, the dog came.**

# What happened?



Mike / drive a car



see / a helicopter

**Mike was driving a car when he saw  
a helicopter.**

# What happened?



Dylan / dive



when / see / a turtle

**Dylan was diving when he saw  
a turtle.**

# What happened?



While the children / play in the park it / start to rain

**While the children were playing in  
the park, it started to rain.**

# What happened?



Dad / drink coffee



Mary / watch TV

**While dad was drinking coffee, Mary was watching TV.**

# What happened?



David / do homework      his friends / come

**David was doing his homework when  
his friends came.**

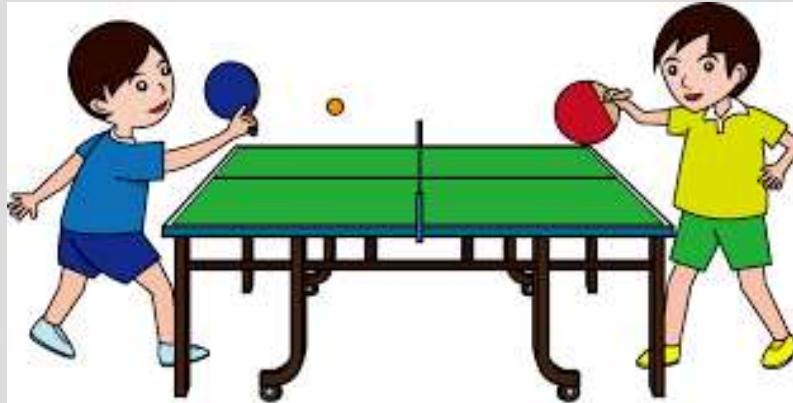
# What happened?



Kate / cycle to work      feel / hungry

**Kate was cycling to work when she  
felt hungry.**

# What happened?



The boys /play table tennis the school bell/ring

**My class was playing table tennis  
when the school bell rang.**

<https://www.liveworksheets.com/w/en/english-second-language-esl/2223761>  
H.L.S  
<https://www.liveworksheets.com/w/en/english-second-language-esl/550120>

<https://www.mauthor.com/present/6735185216667648>

# Past Continuous

Alef  
Lesson  
#33

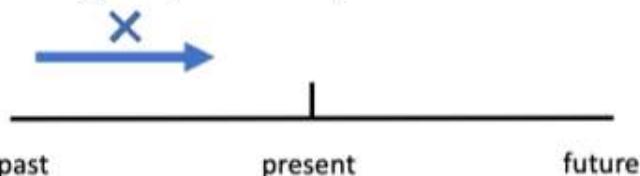
using was/were + ing verbs total about something that started in the past

**It was getting dark as I left the bookshop.**

<b>Meaning</b>	The day turned to night as the person walked out of the bookshop.
<b>Grammatical structure</b>	Past time: past continuous subject + <b>was / were + verb-ing</b>
<b>Usage</b>	In the example, the past continuous tense is used to describe an action that took place over a period of time in the past and was interrupted by another past action.
<b>Other examples</b>	I <b>was sleeping</b> when the phone rang. I <b>was doing</b> my homework when my father came home. We <b>were watching</b> the TV when you arrived.  I, he, she, it = was You, they, we = were

**Activity:** Use the given verb to complete the sentence using the past continuous.

1. He was playing the guitar when his mom came home. (play)
2. Martin \_\_\_\_\_ his classmate's homework when the teacher saw him. (copy)
3. My sister \_\_\_\_\_ when she came home from school (cry)
4. A bad boy \_\_\_\_\_ a younger student after school. (bully)
5. My mom \_\_\_\_\_ the violin at nine last night. (practice)





I was cycling home when I crashed my bike.

Meaning	The crash <i>interrupted</i> the action of riding the bike.
Grammatical structure	<u>Past continuous</u> Clause (past continuous) + 'when' + clause (past simple)
Usage	We use the past continuous with 'when' to talk about an action that interrupts another action taking place in the past.
Other examples	They were listening to the radio <u>when</u> the doorbell rang. I was playing basketball <u>when</u> I fell and hurt my knee. She was on the phone when she saw her friend.

## FORM

### *Positive*

I		
She	was	
He		
It		working.
-----		
You		
We	were	
They		

### *Negative*

I		
She		wasn't (was not)
He		
It		
-----		
You		
We		(were not)
They		

# How to use:

## Positive:

Subject	was / were	Verb + ing	rest of sentence
I / he / she / it	was	eating	when you came in.
You / we / they	were	eating	when the glass fell.

- An action that was interrupted by a short action. The short action will be in past simple.

I was walking when it started to rain.

# Let we practice

You should complete the  
rest of the sentence

Paul was  
having a  
nap...



when the  
phone rang.



When  
Shamma  
went out of  
the school  
bus,

Reem was  
waiting for  
her.



## Let's practice...

- The children were playing (play) when the teacher came (come) in.
- While the teacher was talking (talk), the children opened (open).
- While the teacher was teaching (teach), one girl opened (open) the door.

# Write 1-3 sentences using past continuous

Subject	was / were	Verb + ing	rest of sentence
I / he / she / it	was	eating	when you came in.
You / we / they	were	eating	when the glass fell.

1-

2-

3-

# 3- Present perfect Passive



# Examples of Active & Passive Voice

## Tense

## Active

## Passive

1. Present Simple	Emma <b>writes</b> a letter.	A letter is <b>written</b> by Emma.
2. Present Continuous	Emma <b>is writing</b> a letter.	A letter is <b>being written</b> by Emma.
3. Past Simple	Emma <b>wrote</b> a letter.	A letter <b>was written</b> by Emma.
4. Past Continuous	Emma <b>was writing</b> a letter.	A letter <b>was being written</b> by Emma.
5. Present Perfect	Emma <b>has written</b> a letter.	A letter <b>has been written</b> by Emma.
6. Past Perfect	Emma <b>had written</b> a letter.	A letter <b>had been written</b> by Emma.
7. Future Simple	Emma <b>will write</b> a letter.	A letter <b>will be written</b> by Emma.
8. Future be going to	Emma <b>is going to write</b> a letter.	A letter <b>is going to be written</b> by Emma.
9. Modal	Emma <b>must write</b> a letter.	A letter <b>must be written</b> by Emma.
10. Modal Perfect	Emma <b>should have written</b> a letter.	A letter <b>should have been written</b> by Emma.

## List of Irregular Verbs

Base form - past simple - past participle

PDF exercises + grammar rules: [www.e-grammar.org/pdf-books/](http://www.e-grammar.org/pdf-books/)

abide	abided/abode	abided/abode
arise	arose	arisen
awake	awaked/awoke	awoken
be	was/were	been
bear	bore	born
beat	beat	beaten
become	became	become
befall	befell	befallen
beget	begot	begotten
begin	began	begun
behold	beheld	beheld
bend	bent	bent
bereave	bereft	bereft
beseech	besought	besought
beset	beset	beset
bespeak	bespoke	bespoken
bestride	bestrode	bestritten
bet	bet	bet
bid	bade/bid	bidden/bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast(ed)	broadcast(ed)
build	built	built
burn	burned/bumt	burned/bumt
burst	burst	burst
buy	bought	bought
can	could	
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt

drink	drank	drunk
drive	drove	driven
dwell	dwelled/dwelt	dwelled/dwelt
eat	ate	eaten
interweave	interwove	interwoven
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fee	fed	fed
fling	flung	flung
fly	flew	flown
forbid	forbad(e)	forbidden
forecast	forecast(ed)	forecast(ed)
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
foresee	foresaw	foreseen
foretell	foretold	foretold
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hanged/hung	hanged/hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	kneit	kneit
know	knew	known
lay	laid	laid
lead	led	led
lean	leaned/leant	leaned/leant
leap	leapt	leapt
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain

## List of Irregular Verbs

Base form - past simple - past participle

PDF exercises + grammar rules: [www.e-grammar.org/pdf-books/](http://www.e-grammar.org/pdf-books/)

lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	pald	pald
mistake	mistook	mistaken
overhear	overheard	overheard
oversleep	overslept	overslept
put	put	put
read	read	read
rend	rended/rent	rended/rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	sald	sald
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shit	shit/shat	shit/shat
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunken
shrive	shrove	shriven
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	sild	sild
sling	slung	slung
slink	slunk	slunk
silt	silt	silt
smell	smelled/smelt	smelled/smelt
smite	smote	smitten
speak	spoke	spoken
speed	speeded/sped	speeded/sped
spend	spent	spent

Present perfect simple passive is formed using *have/has + been + past participle*.

Their house ***has been built***. (affirmative)

The paintings ***have not been finished*** yet. (negative)

***Has the window been fixed?*** (question form)

<https://www.mauthor.com/present/5509296013312000>

# Conditionals:

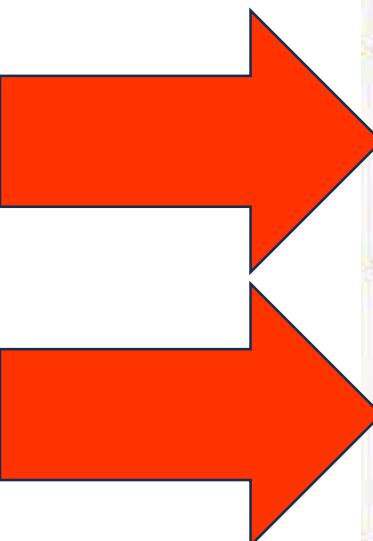
4- First/second  
conditional

## Even if I practise very hard, I will not cook as well as my mother.

Meaning	The second clause is talking about a likely outcome. Whether the person works hard or not, they will still not be better than their mother.
Grammatical structure	Conditionals ( <a href="#">first</a> / <a href="#">second</a> ) 'even if' + first/second conditional
Usage	We can use 'even if' with a conditional to say that if the condition happens or not, the outcome will be the same. When we want to talk about an outcome that is real and possible, we use first conditional. Second conditional is used to describe a situation that is unlikely.
Other examples	<u>Even if</u> you take a taxi, you'll still be late. <u>Even if</u> they have very little money, the family will always eat well. I would still go to university, <u>even if</u> I had no money.

# If Conditionals

CONDITIONALS	if clause (condition)	main clause (result)
0 conditional used for present, real/factual situations	present simple <b>If I <u>study</u> hard,</b>	present simple <b>I always <u>pass</u> my exams.</b>
1st conditional used for future real/factual situations	present simple <b>If I <u>study</u> hard,</b>	will + base verb <b>I <u>will pass</u> my exams.</b>
2nd conditional used for present or future unreal, imaginary situations	past simple <b>If I <u>studied</u> hard,</b>	would + base verb <b>I <u>would pass</u> my exams.</b>
3rd conditional used for past unreal, imaginary situations	past perfect <b>If I <u>had studied</u> hard,</b>	would have + past participle <b>I <u>would have passed</u> my exams.</b>



# FIRST CONDITIONAL

If I **study**, I **will pass** my exams.

PRESENT SIMPLE

FUTURE SIMPLE

I **will pass** my exams if I **study**.

We use it to talk about possible situations  
and their consequences in the future.

# FIRST CONDITIONAL

+

If I **study**, I **will pass** my exams.

-

If I **don't study**, I **won't pass** my exams.

?

If I **study**, **will** I **pass** my exams?

+

If he **studies**, he **will pass** his exams.

-

If he **doesn't study**, he **won't pass** his exams.

?

If he **studies**, **will** he **pass** his exams?



# FIRST CONDITIONAL

If clause	Main clause
If + Present tense	will / can / may / must + verb

If I **go to London**,  
I **will see** the Big Ben.

# FIRST CONDITIONAL

If I see a lion, I will run away.

# present simple

# will + infinitive

# IF CLAUSE + PRESENT SIMPLE

go /goes /  
don't go / doesn't go

# MAIN CLAUSE **will + Infinitive**

I will run away If I see a lion.

## **FIRST CONDITIONAL**

is used to talk about something that is quite likely to happen in the future.

There is a big possibility for the condition to be fulfilled.

# Second Conditional Rule

If Clause

Simple Past

Main Clause

would + Verb

## SECOND CONDITIONAL

Formation:

If + past simple, + would + base form

For Example: If I were you, I'd tell her.

IF	CONDITION	RESULT	SITUATION
	Past simple	Would + base form	
If	I had the time,	I would learn Italian.	Impossible I don't have the time, so I'm not going to learn Italian.
If	I won the lottery	I would travel around the world.	Unlikely There's a very small chance of winning the lottery, so the trip is unlikely.



## SECOND CONDITIONAL

If clause	Main clause
If + Past Simple	would / could / might + verb

If I **were** an astronaut,  
I **would travel** in a spaceship.

# SECOND CONDITIONAL

If I saw a lion, I would run away.

past simple

would + infinitive

IF CLAUSE + PAST  
SIMPLE

saw / didn't see

MAIN CLAUSE

would + infinitive

I would run away If I saw a lion.

## **SECOND CONDITIONAL**

**is used to talk about a present situation  
which is impossible or very unlikely to  
happen. It is very unlikely for the  
condition to be fulfilled.**

*Ex.1. Complete the sentences using the correct form of verb from the brackets (1st Conditional)*

1. If you learn (learn) English, you will be able to (be able to) work in England.

2. They will borrow (borrow) a bus if they want (want) to travel around the world.

3. If she practises (practise) regularly, she will play (play) very well.

4. He won't need (not need) an instrument if he is (be) a good singer.

5. If I share (share) it with my friends, I will enjoy (enjoy) the music more.

6. If they come (come) to their house later, their mum will cook (cook) them dinner.

7. If you aren't able to (not be able to) play volleyball, you will arrive (arrive) late.

8. Her parents will take (take) her to the beach this summer if she doesn't fail (not fail) any tests.

9. If you go (go) shopping after school, you will buy (buy) a magazine.

## Ex.2. Fill in the gaps using the Second conditional

**would get**

1. If I...**studied** (study) harder, I.....(get) to Oxford University.
2. If she.....**had** (have) a bike, she.....**Would go** (go) on a trip with us.
3. We.....**make** (make) a pizza if we.....**bought** (buy) all the ingredients.
4. If my dad....**could**.....(can) speak English, he.....**Would go** (go) to England.
5. If I.....**checked** (check) the time, I.....**not be**.....(not be) late for work.
6. If Paul.....**took**.....(take) driving lessons, he.....**Would go**.....(go) to work by car.
7. We.....**Would stay**.....(stay) longer if we.....**had**.....(have) time.

First Conditional

<https://www.mauthor.com/present/6467559418888192>

Second Conditional

<https://www.mauthor.com/present/4554588165898240>

Modals:

5- Verb form )

تأتي الكلمة مع (ing) إذا سبقها كلمات مثل like ,love , hate , enjoy

I **plan to visit** my grandparents this weekend.

She **loves reading** books at the library .

تأتي الكلمة خالية من أي إضافات إذا سبقها كلمة to  
تأتي كلمة to قبل بعض الأفعال مثل plan , intend , mean

Grammatical structure	<p><b>Verb forms:</b></p> <p>Like/hate/love + –ing form of a verb</p> <p>Plan/intend/mean + to+ infinitive form of a verb</p> <p><a href="https://www.liveworksheets.com/w/en/english-second-language-esl/174796">https://www.liveworksheets.com/w/en/english-second-language-esl/174796</a></p>
Usage	<p>We can use '<u>plan/intend/mean</u>' + 'to' + <u>infinitive verb</u> to talk about present and future - plans and intentions.</p> <p>-You can use the form of <u>like/hate/love + verb –ing</u> to describe how you feel about something.</p>
Other examples	<ul style="list-style-type: none"> <li>-My sister <b>likes cooking</b> new recipes.</li> <li>-They love <b>exploring</b> new places .</li> <li>-She <b>plans to start</b> a new job next month.</li> <li>-I <b>intend to learn</b> Spanish this year.</li> </ul>

## Gerunds and Infinitives - Level 1

### Infinitives (to + verb)

#### Would

**would like** I would like to go home now.  
**would love** I would love to see you again!  
**would prefer** I would prefer to take the bus.  
**would hate** I would hate to upset you.

#### Common verbs

**want** Where do you want to go?  
**plan** We are planning to visit next year.  
**decide** What did you decide to do?  
**hope** I'm hoping to study there next year.  
**need** We need to be there at 07:30.  
**try** What are you trying to say?  
**agree** He agreed to pay 50% now.

#### With an object

**ask** I didn't ask you to wait for me.  
**tell** I told you to be here on time.  
**need** I need you to help me with this.  
**want** She wants me to buy a new car.  
**expect** We expected him to win the match.

#### Negatives

**decide not** We decided not to go to the party.  
**try not** I will try not to do it again.  
**ask ... not** I asked you not to call me again.  
**tell ... not** I told you not to tell anyone.

### Gerunds (+ing)

#### Likes/dislikes

**adore** I adore skating.  
**don't mind** I don't mind cooking.  
**would mind** Would you mind talking quieter?  
**enjoy** I enjoy reading novels.

#### Processes

**keep** Keep going! Don't stop!  
**stop** It's stopped raining!  
**finish** I've finished painting the wall.

#### Prepositions

**be interested in** I'm interested in learning more about it.  
**think of** What do you think of skiing?  
**be looking forward to** I'm looking forward to seeing you again soon!  
**before** Turn off the light before going out.  
**after** Add the salt after mixing in the flour

#### With an object

**spend** I spend an hour running every day.

### +ing or to + verb

**love** I love driving = I love to drive.  
**like** I like swimming = I like to swim  
**hate** I hate cleaning = I hate to clean  
**prefer** I prefer walking to work = I prefer to walk  
**start** It started raining = It started to rain

### Base form

#### Modal verbs

**can** I can't drive.  
**will** She will be here soon.  
**may** We may be late.  
**shall** What shall we do?  
**must** You really must try it.

#### Modal verbs

**could** It could be worse.  
**would** You said it would rain!  
**might** I might lose my job.  
**should** We should go now.

#### Exceptions

**let** They didn't let me go to the party.  
**make** They made me tidy my room.  
**help** He helped me fix the car =  
 He helped me to fix the car





مَؤْسَسَةِ الْإِمَارَاتِ لِلنَّعْلَمِ  
EMIRATES SCHOOLS  
ESTABLISHMENT

# Let's do some practice :



## 1. Verb forms ( verb +to + infinitive (verb) / verb +ing

### Plan, intend , mean + to+ ( infinitive verb)

1. They plan \_\_\_\_ on a trip next weekend .  
•a) going      •b) to go      •c) will go      •d) go
2. We intend to \_\_\_\_\_ the project by the deadline.  
•a) finish      •b) finishes      •c) finished      •d) finishing
3. They mean \_\_\_\_\_ the gym next week .  
•a) to join      •b) joining      •c) will join      •d) joined

\*Write a sentence: -----

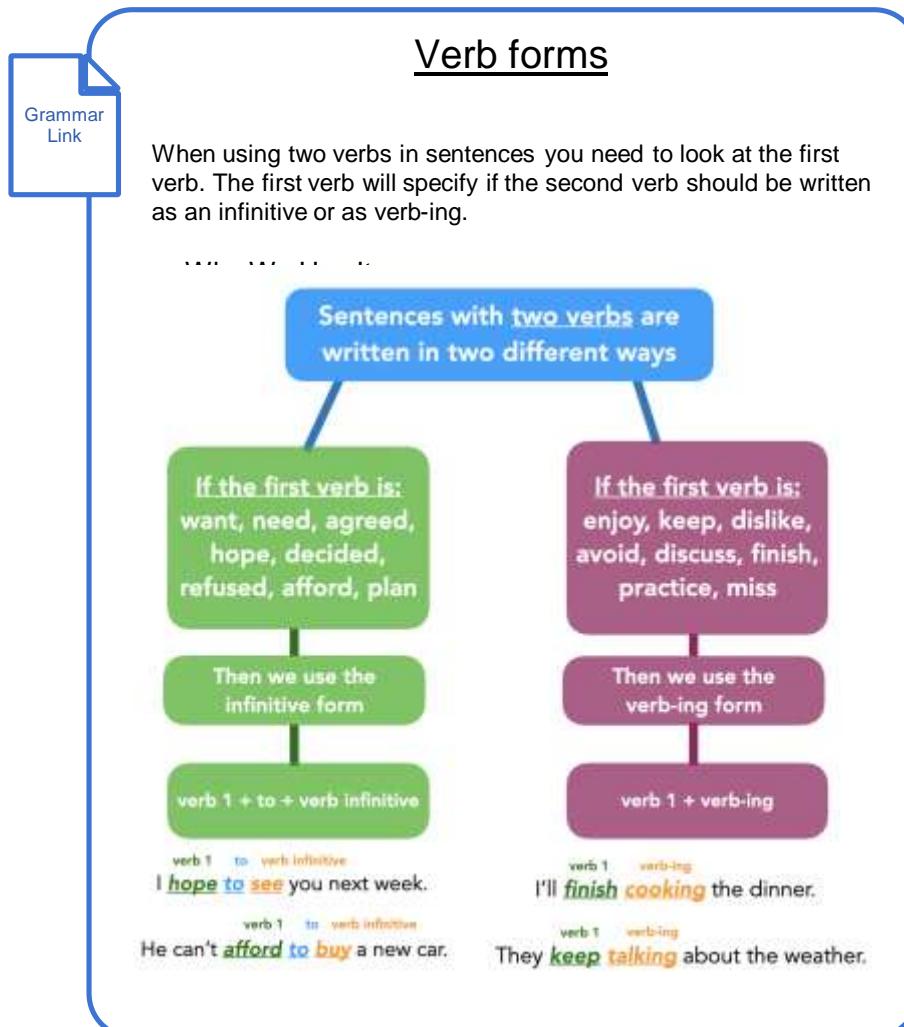
### Hate, enjoy ,like ,dislike , love + V(ing)

1. I hate ----- books.  
•a) reading      •b) to read      •c) read      •d) reads
2. I enjoy ----- to many countries .  
•a) travel      •b) travelling      •c) travels      •d) travelled
3. I ----- writing English stories .  
•a) likes      •b) like to      •c) like      •d) liked

\*Write a sentence: -----

# Verb Forms

## Knowing when to use to + verb infinitive OR verb-ing in sentences.



Activity 1: Choose the correct form of the given verb to complete the sentence.

1. I want \_\_\_\_\_ the science museum tomorrow.
  - a. visiting
  - b. to visit
2. We need \_\_\_\_\_ our homework before going outside.
  - a. to finish
  - b. finishing
3. I miss \_\_\_\_\_ my cousins who live far away.
  - a. seeing
  - b. to see
4. They agreed \_\_\_\_\_ set up for the school play.
  - a. to help
  - b. helping
5. My friends and I discuss \_\_\_\_\_ different activities during recess.
  - a. to do
  - b. doing

Activity 2: Complete the sentences using the correct form of the given verb.

6. They dislike \_\_\_\_\_ math, but they try their best. (study)
7. I hope \_\_\_\_\_ more about animals in science class. (learn)
8. He finished \_\_\_\_\_ his story and shared it with the class. (write)
9. She decided \_\_\_\_\_ a card for her friend. (make)
10. He refused \_\_\_\_\_ his vegetables at lunch. (eat)



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## Term 2 preparation: Functional language

From my point of view, using more fresh ingredients when you cook is better.

In my opinion, having a good education will give you more job opportunities.

I'm certain that the population of the country will continue to increase.

According to some experts, having a good diet is just as important as exercising.

Functional language point	<a href="#"><u>Expressing opinion</u></a>
Associated grammar	Pronouns, comparatives, intensifiers, modals

I completely agree that technology has changed the way we live.

Absolutely! It's much easier to stay in touch with friends now than it used to be.

That's a good point, but I think it's sad that many people prefer talking to friends through messages rather than in person.

I disagree with you. All of my friends prefer meeting each other face to face.

Functional language point	<a href="#"><u>Expressing agreement and disagreement</u></a>
Associated grammar	Adverbs of degree

Thank you

## Writing topic : **People**

### Topic :**People** :

- 1- Describe a person who has significant impact on your life?
- 2- Why he or she is very important in your life?
- 3- What are the qualities and features that you admire in his/her personality?

**brainstorming ( plan )**

Write 100-120 words