Unit Six : Comparison and Superlative

| | Short adjectives | | Long adjectives | |
|----------------------|-----------------------|---|--|--|
| Comparison | N.1 be – modal adj. | (er) than N.2 | N.1 be – modal <u>more / less adj. than</u> N.2 | |
| ستخدمها عند المقارنة | | han her brother. | 1. She isthan her brother. | |
| ين طرفين فقط. | (smart) | | (creative) | |
| | 2. Some books are | than others. | 2. Some books arethan others. | |
| | (cheap) | (boring) | | |
| Superlative | N. be – modal the ad | l j. (est) C. | N.1 be – modal the most / the least adj. C. | |
| ستخدمها لتفضيل طرف | | | 1. She is thepupil at class. | |
| لى مجموعة. | (smart) | | (creative) | |
| - | 2. bicycles are the | among | 2. comics are thebooks. | |
| | vehicles. (cheap) | - | (boring) | |
| Unequal comp. | N.1 be – modal as ad | li. as N.2 | | |
| بتخدمها عندما لأ | | | er. (smart) | |
| ماوي او يتساوى | | | osophy books. (books) | |
| فين في الصفة. | | | ······································ | |
| Adjective asas | Comparison than | Superlative the | | |
| good | better | the best | | |
| bad | worse | the worst | | |
| little | less | the least | | |
| much / many | more | the most | | |
| far | farther / further | her / further the farthest / the furthest | | |
| | than me at Ma | iths. | | |
| | , better , the best) | | | |
| • | e theteam | in soccer. | | |
| | worse , worst) | | | |
| | sas her dad i | n Maths. | | |
| (good , | , better , the best) | | | |
| | | | م من | |
| | | | 2. نستخدم العبارات التالية في المقارنة وهي : | |
| as many + جمع | | | nts study Maths as science. | |
| 1 | (| much . more . les | s.many) | |

| | (much , more , less , many) |
|------------------------------|---|
| as much + اسم غیر معدود + as | 2. My sister always puts asfood as mine in her plate. |
| | (much, more, less, many) |

| وزاريات | |
|---------|--|
| 2016 | 1. Neither Maths nor Science are as popular as English. |
| | English |
| 2017 | 2. Jordanian children start school a year later than English children. |
| - | English children |
| 2017 | 3. Studying Physics is not as popular as studying Biology in Britain. |
| - | Studying Biology |
| 2018 | 4. The electronic newspapers are not as acceptable as the old ones. |
| | The old newspapers |
| 2018 | 5. These new shoes are not as comfortable as my old ones. |
| | My old shoes |
| 2019 | 6. Manar is not as active as Khaleda. |
| | Khaleda |
| 2019 | 7. Reading a novel is not as interesting as watching a movie. |
| | Watching a movie |
| 2019 | 8. Learning Chinese is more difficult than learning English. |
| | Learning English |
| اضافيات | 9. Neither Music nor Arts are as popular as Science. |
| | Science |
| | 10. Studying Maths is more popular than studying Arts in Britain. |
| | Studying Arts |
| | 11. Portuguese children attend school for longer than Japanese children. |
| | Japanese children |
| | 12. Jordanian children leave school one year earlier than British children. |
| | British children |
| | 13. Computers contain more information than books. |
| دائرة | Books 14. Some people believe that learning Arabic isdifficult than learning English. |
| ادره | (more, as much, the least, the most) |
| | 15. Learners need to getinformation as they need. |
| | (more, less, as many, as much) |
| | 16. You can findbooks as you need at public libraries. |
| | (as much, as many, more, the most) |
| | 17. In fact, she needs ashelp as you need. |
| | (much, many, more, less) |
| قوانين | more / lessthan = asas |
| الحل | asas = more / lessthan |
| | -erthan = asas |
| | as صفة قصيرة as = - erthan |

Unit Six – Unit Seven Grammar Worksheet – Mr. Bdareen 0772898811

Unit Seven

| Unit Sev | <u>Unit Seven</u> | | | | |
|---|---|--|--|--|--|
| A. Indir | ect Questions | | | | |
| | مفاتيح الحا | | | | |
| | Could you explain | | | | |
| Could you tell me | | | | | |
| 1 | Do you know | | | | |
| | | | | | |
| | | / Do you mind | | | |
| • 1 | wonder | ••• | | | |
| *** | مع الاسئلة الطويلة | مع الاسئلة القصيرة | | | |
| | uxiliary / modal S. V. O. C. ? | auxiliary / modal S. V. O. C. ? | | | |
| Key wh | n. S. auxiliary / modal V. O. C. ? | Key if / whether auxiliary / modal V. O. C.? | | | |
| 1. Wher | e will you take these old files ? | 1. Does the school open at Fridays or not ? | | | |
| | ou explain? | Do you know? | | | |
| | t time has he left this week to Dubai? | 2. Do all the kids arrive the class early ? | | | |
| Do you | know? | I wonder? | | | |
| | does he manage such a big project? | 3. Did the wedding cost a lot of money? | | | |
| | er? | Could you tell me? | | | |
| | much time do they need to finish task? | 4. Are we allowed to navigate the internet at exams? | | | |
| Do you | know? | Do you know? | | | |
| 5. When | n did the doctor leave the hospital? | 5. Can you give me some advice about diet? | | | |
| Do you | mind? | Do you mind | | | |
| | | | | | |
| 3. حذف الفعل المساعد did والفعل يصبح .V.2 . 4. يجب ان نضع telling me مع البداية Do you mind . 5. اذا بدأ السؤال القصير بــــ (Can you / Please) و كانت البداية الوزارية هي Do you mind نحذف Can you / Please و يتم اضافة ing للفعل و تنزل بقية الجملة كما هي. | | | | | |
| وزاريات | | | | | |
| 2016 | 1. How can I get to Queen Alia airpor | t by public transport? | | | |
| | Could you tell me | | | | |
| | 2. Is there a connection between the a | mount of T.V people watch and how fit they are? | | | |
| | Do you know | ? | | | |
| 2017 | 3. Are students allowed to navigate th | e internet during the open exam? | | | |
| 1 | Do you know | ? | | | |
| | 4. Does the bell ring at eight or half p | | | | |
| Do you know | | | | | |
| 2018 | 5. What can't we bring onto the plane | | | | |
| | Could you tell me | ? | | | |
| | 6. How can I fix this smartphone? | | | | |
| | Î. | ? | | | |
| 2019 | 7. How much sleep do teenagers of ou | 8 | | | |
| | | ? | | | |
| | 8. How much this cotton shirt cost? | | | | |
| | Could you tell me? | | | | |
| | 9. Did she attend the meeting yesterd | | | | |
| Could you tell me? | | | | | |
| | | | | | |
| | | | | | |

| B. Imperso | onal Passive | | | | |
|-------------------------------------|--|-----------------|---|--|--|
| - | orting Verbs) | | مفاتيح الحل لهذه القاعدة هي افعال النقل الخاصة التالية. | | |
| V.1 | V.2 | V.3 | مفاتيح الحل لهذه القاعدة هي افعال النقل الخاصة التالية: للقاعدة ثلاثة اشكال وهي : الشكل الأول : وضع الضمير It في بداية الجملة و تكون قاعدته كالتالي : | | |
| 1 say | said | said | الشكل الأول: وضع الضمير It في بداية الجملة و تكون قاعدته كالتالي : | | |
| 2 tell | told | told | S. <u>V.1</u> that = It is V.3 that | | |
| 3 think | | thought | S. $\underline{V.2}$ that = It was $\underline{V.3}$ that | | |
| 4 know | 8 | known | S. has / have V.3 that = It has been V.3 that | | |
| 5 prov | _ | proved | S. used to V.1 that = It <u>used to be V.3</u> that | | |
| 6 expe | | expected | الشكل الثاني: وضع الفاعل بعد that في بداية الجملة و تكون قاعدته : | | |
| 7 believ | | believed | S. <u>V.1</u> that = S. is / are V.3 to V.1 | | |
| 8 consi | | considered | S. $V.2$ that = S. was / were V.3 to V.1 | | |
| 9 claim | claimed | claimed | S. has / have V.3 that = S. has been/have been V.3 to V.1 | | |
| 10 assur | _ | assumed | S. used to V.1 that = S. <u>used to be V.3 to V.1</u> | | |
| 11 rumo | or rumored | rumored | | | |
| وزاريات | | • | | | |
| 2016 | 1. People believe th | nat eating almo | onds reduces the risk of heart disease. | | |
| | Eating almonds | | | | |
| | 8 | | ved to reduce the risk of several diseases. | | |
| | | | ••••••••••• | | |
| 2017 | | | mpic games were a great success. | | |
| | It | • | | | |
| | 4. Experts have provide the second se | oved that eatin | ng fresh vegetables is good for the stomach. | | |
| | Eating fresh vegetables | | | | |
| 2018 | 5. My teacher says | that English c | lubs are essential for learning English well. | | |
| | 0 | | | | |
| | | | rning some languages is helpful for learners. | | |
| | | | | | |
| 2019 | | | in groups improves students' awareness. | | |
| | Working in gro | ups | | | |
| | - | • | ainfall caused the destruction of the dam. | | |
| | The heavy rainfall | | | | |
| | 9. People think that success comes from hard work and learning from failure. Success | | | | |
| اضافيات | | | | | |
| ا صحیات | | | g fish strengthens the bones. | | |
| | | | oved that modern technology caused obesity. | | |
| | | | oved that modern technology caused obesity. | | |
| | | | eved to be good to reduce stress. | | |
| | | | | | |
| | Experts believe | | | | |
| | A long school day | | | | |
| 14. Our teacher thinks that solving | | | | | |
| | | | | | |
| | | | | | |

THE END