

# Jeopardy

Grammar

Tenses	Structures	Modals	Fortune	Other
<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>	<u>10</u>
<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>	<u>20</u>
<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>
<u>40</u>	<u>40</u>	<u>40</u>	<u>40</u>	<u>40</u>
<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>	<u>50</u>

# Question 1 - 10

- What are two cases when we use Present Continuous Tense?
- What is its structure?
- Can we use it with state verbs?
- Give 3 examples.

# Answer 1 – 10

+	I	am	working.
	He/She/It	is	
	We/You/They	are	
-	I	am not	
	He/She/It	is not	
	You/We/They	are not	
?	Am	I	having a lie-in?
	Is	he/she/it	
	Are	you/we/they	
: Yes, I am./No, I'm not.			
: Yes, you are./No, you aren't.			
: Yes, he is./No, he isn't (he's not).			

We use the Present Continuous to talk about future arrangements (a time and place are decided).

*When are you starting your new job?*

*She isn't coming to my birthday party.*

*Are you meeting Alan after work? Yes, I am./No, I'm not.*

We use the Present Continuous to talk about actions happening at this moment and temporary actions happening around now. *I'm doing the washing-up now.*  
*He's doing a lot of exercise these days.*

## State verbs

believe hate know like love need prefer  
remember understand want



# Question 1 - 20

- When do we use Past Simple?
- What is its structure?
- Say the second form of the following verbs:  
ride, teach, understand, catch.
- Give 3 examples of Past Simple sentences.

# Answer 1 – 20

## Regular verbs

- + : *I played jazz music all day yesterday.*
- : *He didn't finish his exams.*
- ? : *Why did you wait for so long?*  
: *Did you like the last Coldplay CD?*
- : *Yes, I did./No, I didn't.*

## Verb to be

- + : *I/He/She was at home this morning.*
- : *You/We/They weren't on holiday last week.*
- ? : *Was she at school yesterday?*  
: *Were they happy about that?*
- : *Yes, he was./No, he wasn't.*

We use the Past Simple for completed actions in the past.



We use the same form for all pronouns (but *was/were* for the verb *to be*).

We add *-ed* to regular verbs to make the past form.

We use *didn't* (*did not*) to make the negative.



# Question 1 - 30

- When do we use Present Perfect Simple?
- What is its structure?
- Give 3 examples using **for** and **since**.
- What is the meaning of **just**, **yet** and **already**?

# Answer 1 – 30

Present Perfect Simple: *has/have* + past participle

+	: I/You/We/		won a prize.
-	: They	have/haven't	
	: She/He/It	has/hasn't	
?	: Have	I/you/we/they	heard this song?
	: Has	he/she/it ever	
	: Yes, I have./No, I haven't.		
	: Yes, he has./No, he hasn't.		

We use the Present Perfect Simple to talk about an action or experience at some point in the past up until now. The specific time is not important or is not known.

! We don't use the Present Perfect Simple with past time expressions, e.g. *last night*, *two weeks ago*.

We use the Past Simple to talk about an action or experience at a specific time in the past.

A: *I've visited eleven countries in my life.*

B: *Have you ever been to Asia?*

A: *Yes, I have. I went to Thailand in 2001.*





# Question 1 - 40

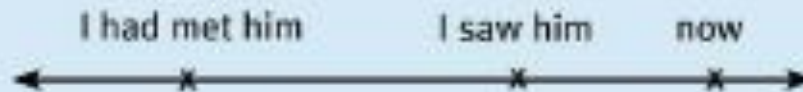
- When Past Perfect tense is used?
- What is its structure?

# Answer 1 – 40

## Past Perfect Simple

We use the Past Perfect Simple to talk about an action or actions that happened before another action in the past.

*When I saw him I realised I'd met him before.*



Past Perfect Simple: *had* + past participle.

*By the time we got to the restaurant, I hadn't eaten all day.*

*Had you been to that cinema before yesterday?*



# Question 1 - 50

- How do we use Past Continuous and Past Simple in the sentence?
- What do **when** and **while** mean in such sentences?

# Answer 1 – 50

+	I/He/She/It	was	waiting ...
	You/We/They	wasn't were weren't	
?	Was Were	I/he/she/it you/we/they	eating ...?
	Yes, No, Yes, No,	I/he/she/it you/we/they	was. wasn't. were. weren't.

We use the Past Continuous to talk about an action in progress at a particular time in the past.

*Adam **was cooking** when I got home.*

*I **was waiting** for the bus at half past six.*



Past Continuous actions are not complete at that time in the past.

We use the Past Simple to talk about complete actions in the past.

*I **sent** David an email yesterday.*

*Martin **cooked** dinner last night.*

We use the Past Continuous to talk about a longer action interrupted by another action in the Past Simple.

*I **was watching** TV when he **arrived**.*

We usually use *when* to refer to events or periods in your life.

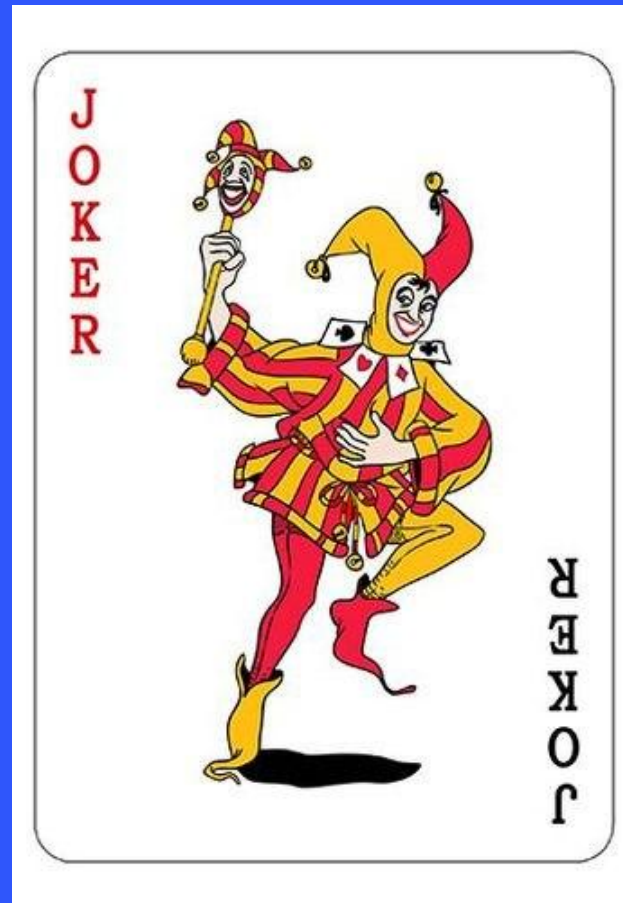
***When** he got married, he moved to Spain with his wife.*

We usually use *when/while* to refer to two longer actions happening at the same time.

***While/When** she was talking to me on the phone, she was also cooking dinner.*



# Question 2 - 10





# Question 2 - 20

- What structure do we use to speak about past habits, that are not true now?
- Give 3 examples.

# Answer 2 – 20

## *used to + infinitive*

+	I/you/ he/she/ we/they	<i>used to</i>	<i>play the piano.</i>
-	I/you/ he/she/ we/they	<i>didn't use to</i>	<i>do any exercise.</i>
?	Did I/you/ he/she/ we/they	<i>use to</i>	<i>live in the countryside?</i>

*used to + infinitive* is for habits and situations which happened repeatedly or over a long period of time in the past, but don't happen now or are not true anymore.

*Tina used to play the violin, but now she doesn't.*

*I didn't use to like London, but now I love it.*

For completed actions in the past, we use the Past Simple (NOT *used-to*).

*He finished his studies in 2010.*

For habits in the present, we use *usually* (NOT *used-to*).

*I usually visit my family at the weekend.*





# Question 2 - 30

- Make a sentence where a verb has two objects, explain the grammar.

# Answer 2 – 30

## Verbs with two objects

Some verbs can be followed by two objects (a direct object and an indirect object).

The indirect object is usually a person and usually comes first, especially when the indirect object is a pronoun (*me, you, him, her, it, us, them*).

verb + indirect object + direct object

*He gave his wife some earrings for her birthday.*

*He gave her some earrings for her birthday.*

We can also put the direct object first, but we need to add *to*.

verb + direct object + *to* + indirect object

*He gave some earrings to his wife for her birthday.*

*He gave some earrings to her for her birthday.*



# Question 2 - 40

- When do we use “to be going to” structure?
- How does it change depending on a person?
- What time expressions are often used with it?
- What is the difference between **will** and to **be going to**?
- Give three examples.


# Answer 2 – 40

We use *be going to* to talk about future plans and intentions (when the speaker makes the decision before speaking).

A: **Are you going to see Sally this week?**

B: *I don't know. I'm going to phone her this evening.*

+	I He/She/It We/You/They	am is are	going to	see Maria on Saturday.
-	I He/She/It We/You/They	am is are	not going to	
?	Am Is Are	I he/she/it we/you/they	going to	see her?
	Yes, I am./No, I'm not.			

 We often use future time expressions with *be going to* e.g. *this afternoon, tonight, tomorrow, next week*, etc.

## *will/won't + infinitive*

We use *will/won't + infinitive* to talk about decisions about the future, when we decide at the moment of speaking.

 We often add phrases like *I (don't) think, maybe* and *I'm not sure*.

A: **What are you going to do tonight?**

B: *I'm not sure. I think I'll go out, but I won't stay out late.*



# Question 2 - 50

- How do we make comparative adjectives?
- What structures do we use to make comparison?
- How do we make superlative adjectives?
- What are irregular adjectives? Give examples.

# Answer 2 – 50

	Comparative	Superlative
One syllable	Adjective + er	Adjective + est
Vowel + consonant = double consonant: big – bigger – the biggest		
Two or more syllables	More + adjective	Most + adjective

**BUT:** adjective with two or more syllables ending in –y changes according to the rules of one syllable adjective: happy – happier – the happiest.

## Irregular adjectives

Adjective	Comparative	Superlative
<i>bad</i>	<i>worse (than)</i>	<i>the worst</i>
<i>good</i>	<i>better (than)</i>	<i>the best</i>
<i>far</i>	<i>farther/further (than)</i>	<i>the farthest/furthest</i>

*(not) as ... as*

We can also make comparisons with *(not) as ... as*.

*Marta is as tall as Tom, but she isn't as tall as Rachel.*

### Comparatives with modifiers

We can use *a bit* and *much* to modify comparative adjectives.

*a bit* = a small difference: *I'm a bit taller than my brother.*

*much* = a big difference: *That test was much easier than the last one.*



# Question 3 - 10

- What modals do we use to speak about ability?
- Give examples.



# Answer 3 – 10

## *can, could, be able to: ability*

### **Ability in the present**

*can('t) + infinitive*

To talk about ability in the present, we use *can/can't*.

*She can't speak any other languages.*

*Can you see the river?*

### **Ability in the past**

*could(n't) + infinitive*

*was(n't)/were(n't) able to + infinitive*

To talk about general ability in the past in positive sentences, we use *could* or *was/were able to*.

*I could swim when I was five years old.*

*She was able to speak three languages fluently when she was a child.*

To talk about general ability in the past in negative sentences, we use *couldn't* or *wasn't/weren't able to*.

*I couldn't ride a bicycle until I was twelve years old.*

*He wasn't able to play the guitar when he was younger.*





# Question 3 - 20

- What modal verbs do we use to make predictions about future?
- Give 3 examples.

# Answer 3 – 20

## **will, may, might: prediction**

We use *will* + verb and *won't* (*will not*) + verb to make predictions about the future.

We use *may* (*not*)/*might* (*not*) + verb to talk about future possibilities.

+	I/You/He/She/ It/We/They	may/might/ will	go.
-	I/You/He/She/ It/We/They	may not/might not/won't	go.
?	May/Might/ Will	I/you/he/she/ it/we/they	go?
: Yes, it might./No, it might not.			
: Yes, I will./No, I won't.			

! When we make predictions that we are sure about, we use *will/won't* + infinitive. We can say we are less sure by saying: *I (don't) think* or *I hope*.

! When we talk about possibilities that we are not sure about, we use *may/might* (*not*) + infinitive.

*It might rain today so I'm going to take an umbrella.*

*He may not come to the party because he isn't well.*



# Question 3 - 30

- What modal verb is used to talk about past habits?
- What is the difference between **would** and used to?

# Answer 3 – 30

## would: past habits

We use *would* + infinitive for actions in the past which happened over a long period of time, but don't happen now.

We also use *used to* + infinitive for habits in the past.

*When I was a child, I would walk to school every morning with my best friend.*

*When my mother was angry, she wouldn't say much.*

*I used to go out every Friday evening when I was in my twenties.*

We use *used to* + infinitive (NOT *would*) with state verbs.

*I used to be much fatter than I am now.*

~~*I would be much fatter than I am now.*~~

We use the Past Simple for an action which happened only once.

*My cousin got married in June last year.*



For habits in the present, we use *usually* (NOT *would* or *used to*).

*I usually get up early and go for a run before breakfast.*



# Question 3 - 40

- Which modal verbs do we use for permission and obligation?
- Do we need an auxiliary verb when making question and negative form with modals?
- Give 3 examples with different modals.

# Answer 3 – 40

## *should, have to, can:* obligation and permission



Do not use the auxiliary *do/does* when making the question form with *should* or *can*.

*Should I wear a hat to the wedding?*

NOT: *Do I should wear a hat to the wedding?*

We use *should/shouldn't* to say something is/isn't the right thing to do in your opinion.

*You should wear smart clothes for your job interview.*

*You shouldn't go to bed late before an important exam.*

We use *can/can't* to say when something is/isn't permitted.

*You can learn to drive when you're seventeen in the UK.*

*You can't come in here with your shoes on.*

We use *have to* to say when something is necessary and there is no choice.

*I have to get up early tomorrow because my train leaves at 7 a.m.*

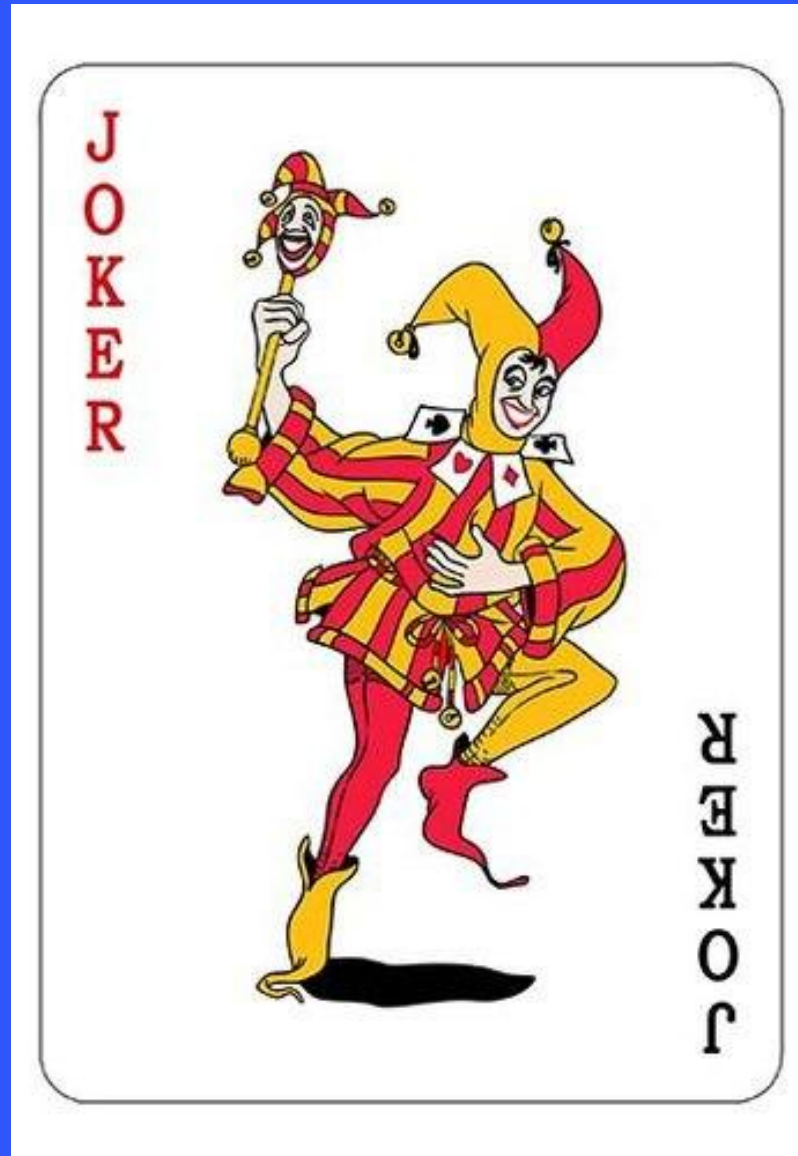
We use *don't have to* to say when something is not necessary and there is a choice.

*In Britain, you don't have to vote.*





# Question 3 - 50







# Question 4 - 10

- When do we use the following articles: a / an, the, no article.
- Give an example for each rule.

# Answer 4 – 10

## The indefinite article – *a/an*

We use *a/an* the first time we mention something.

*Could you buy **a newspaper** when you go out, please?*

*Oh no! It's raining and I haven't got **an umbrella**.*

## The definite article – *the*

We use *the* to refer to something or someone we have mentioned before.

*I bought some ham and some **chicken**. We had **the chicken** for lunch.*

We use *the* to talk about a particular person or thing.

***The president** is going to give an important speech tomorrow.*

*There's a problem with **the cat**. He isn't eating anything.*

We use *the* with superlatives (because we are only referring to one and it is usually clear which one we are talking about).

*She's **the best player** in the team.*

## No article

We use no article with a plural or uncountable noun to talk about things in general.



# Question 4 - 20

- What adverb of manner do you know?
- Are there any irregular verbs?
- What are the rules of forming adverbs of manner?
- Give examples using each adverb.

# Answer 4 – 20

Adverbs of manner tell us about verbs. They describe how somebody does something or how something happens.

*He **answered** the phone **quickly**.*

*She **sang** **beautifully** in the concert.*

Most adverbs of manner are formed by adding *-ly* to the adjective.

*quick – **quickly**; nervous – **nervously**; careful – **carefully***

There are also some adjectives which end in *-ly* (*friendly, lively, lonely, lovely, silly*). In these cases, we usually use a phrase instead of an adverb: *in a friendly way, in a lively way ...*

When the adjective ends in *-y*, we change the *y* to *i* and add *-ly*.

*angry – **angrily**; happy – **happily**; noisy – **noisily***

There are some irregular adverbs.

*good – **well**; fast – **fast**; late – **late**; hard – **hard***



# Question 4 - 30

- What is reported speech?
- How do tenses change in the reported speech?
- How do we usually start the reported speech?
- Give examples.

# Answer 4 – 30

To report what someone said, we use *say* or *tell*. With both verbs, we can use *that*, but it is not necessary. *Tell* is followed by an object. *Say* is not followed by an object.

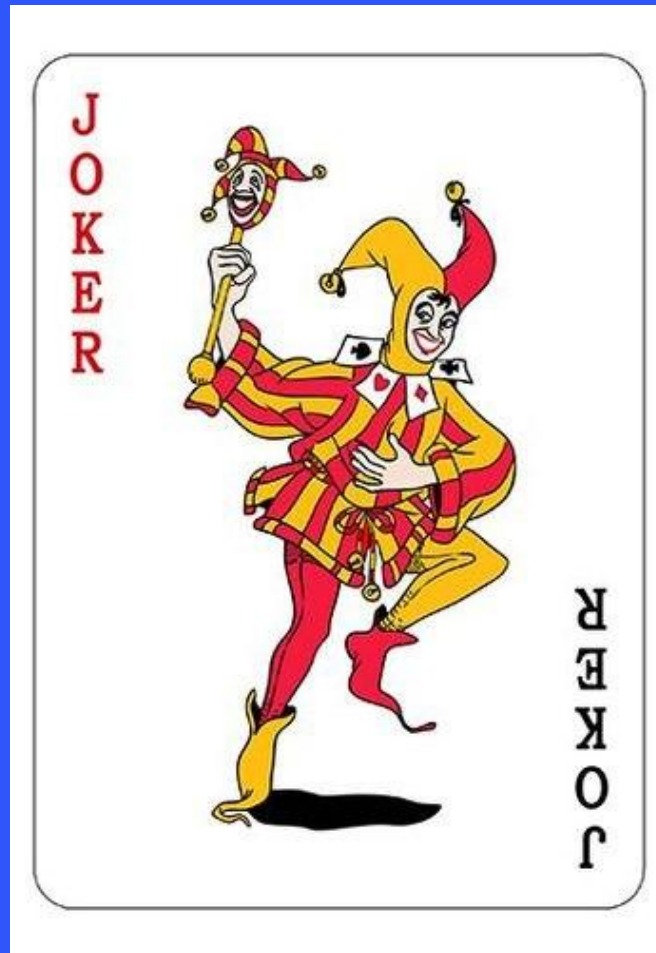
*She said she saw Gordon on Friday.*

*She told me she saw Gordon on Friday.*

- Present Simple → Past Simple
- Present Continuous → Past Continuous
- Past Simple → Past Perfect
- Present Perfect → Past Perfect
- *is going to* → *was going to*
- *will* → *would*
- *can* → *could*



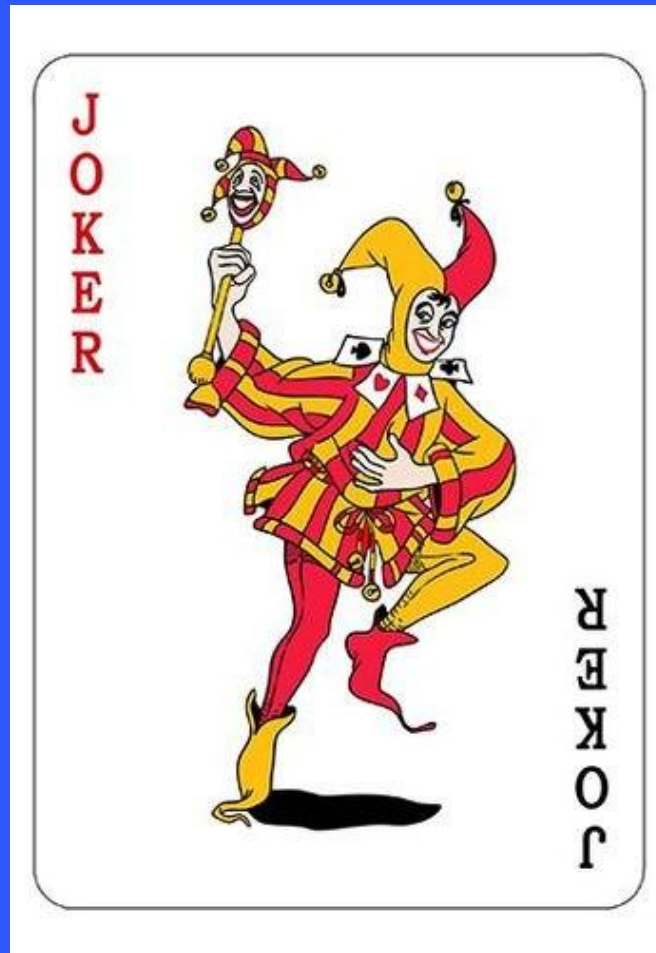
# Question 4 - 40





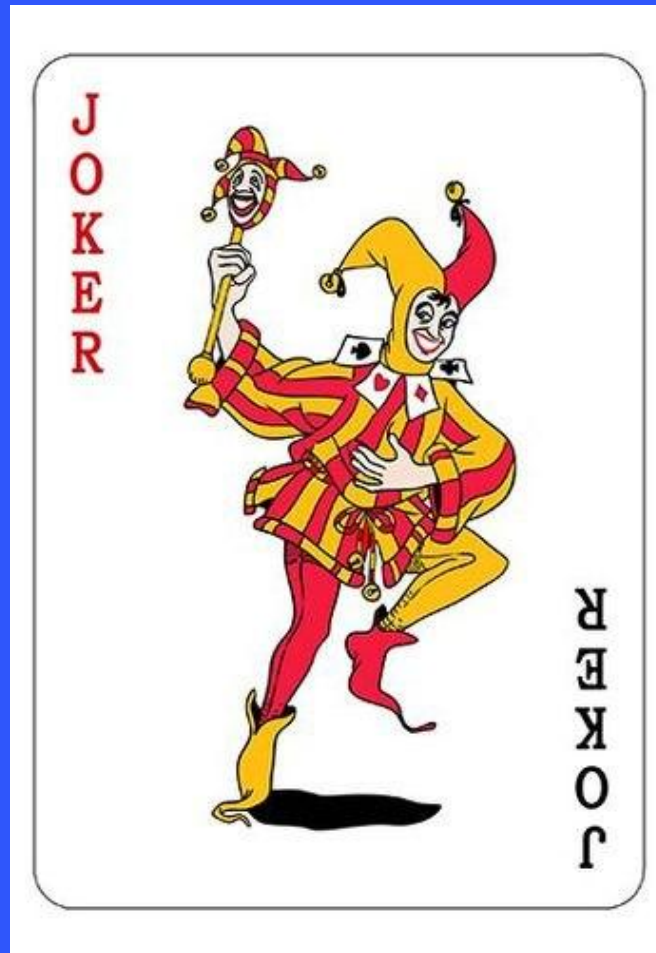


# Question 4 - 50





# Question 5 - 10





# Question 5 - 20

- What is Present Simple Passive?
  - What is its structure?
  - Give 2 examples.
- 
- What is Past Simple Passive?
  - What is its structure?
  - Give 2 examples.

# Answer 5 – 20

## Present Simple Passive

Most sentences in English are active. In active constructions, the subject is the person or thing that does the action.

active subject + verb + object

*She cleans my room every day.*

We use the passive form when who/what causes the action is unknown or not important.

passive subject + *am/is/are* + past participle

*Most computers are made in Asia.*

*The gates are locked at 6:00 p.m.*

We also use the passive form when we want to emphasise the passive subject (at the beginning of the sentence).



We use *by* to say who did the action.

*Most text messages are sent by teenagers.*

The object of active sentences becomes the subject of passive sentences. Compare:

Active: *She cleans my room every day.*

Passive: *My room is cleaned every day.*

## Past Simple Passive

We use the active form to say what the subject did.

*Sarah made a beautiful mirror for Sam's birthday.*

↓      ↘  
subject   active verb

We use the passive form to say what happened to the subject.

*This camera was made in China.*

↙                  ↓  
subject   passive verb

When we want to use the passive form and also include the agent (who/what caused the action), we use *by*.

*We were greeted warmly by the receptionist.*



# Question 5 - 30

- What are the 2<sup>nd</sup> conditionals?
- Give 2 examples.



# Answer 5 – 30

## Second Conditional

We use the Second Conditional to talk about ...

- a) situations in the future which are possible, but unlikely to happen.
- b) imaginary situations in the present.

Second Conditional: *If* + Past Simple, *would (not)* + verb



The '*if*' clause can come first or second.

*If I won some money, I'd go on holiday.*

*I'd train to be a pilot if I wasn't afraid of flying.*

We use a comma only after the '*if*' clause.



# Question 5 - 40

- What are the 1<sup>st</sup> conditionals?
- Give 3 examples.

# Answer 5 – 40

We use the First Conditional to talk about a possible situation in the future.

*If + Present Simple, will/won't + verb*

! We don't use *will* in the 'if' clause.

*If we leave at 9:30, we'll be late.*

NOT: ~~*If we'll leave at 9:30, we'll be late.*~~

The 'if' clause can come first or second.

When the 'if' clause is first, we need a comma at the end of the clause.

*If I don't go to bed now, I'll be too tired tomorrow.*

*He'll fail his exam if he doesn't work harder.*

! We can also use other modal verbs in the 'result' clause (not just *will*), e.g. *may, might, could*.

*If I finish this soon, I might go and see Tony.*

*Bobby may bring his son if he comes on Sunday.*

*If you want to go out tomorrow, you should do your homework now.*

We can also use other time words (with a present tense) to talk about the future, e.g. *when, as soon as*.

*When I see him, I'll tell him.*

*As soon as he arrives, we'll have dinner.*



# Question 5 - 50

- What are countable and uncountable nouns?
- What articles or words can we use before them?
- When do we use **too, too much / many** and **(not) enough**?
- Give examples.
- After which verbs do we use gerunds and infinitives?



# Answer 5 – 50

Countable nouns are words like *person, tree, island*. They can be singular or plural. You can use the indefinite article (*a/an*).

Uncountable nouns are words like *information, advice, news*. They are only singular. You can't use the indefinite article (*a/an*).

Before countable nouns, we use: *a/an, a few, some, a lot of* in positive sentences, and *any* and *many* in negative sentences and questions.

Before uncountable nouns, we use: *a little/a bit of, some* and *a lot of* in positive sentences, and *any* and *much* in negative sentences and questions.

We use *too* or *not enough* when something is a problem. *too* means there is more than is necessary or wanted. *not enough* means there is less than is necessary or wanted.

*His suitcase was too heavy to carry.*

*He wasn't strong enough to carry his suitcase.*

We use *enough* when something is as much/many as necessary, and there is not a problem.

*He saved enough money to pay for the ticket.*

Verbs followed by the gerund include:

*enjoy, avoid, finish, consider, miss, imagine, suggest, understand, give up, risk, practise*

*I enjoy playing tennis.*

*I can't imagine going to the moon.*

*Would you consider not working at all?*

Verbs followed by the infinitive with *to* include:

*want, decide, seem, offer, promise, afford, hope, expect, agree, arrange, choose, manage, ask*

*I want to see that new film.*

*I'm hoping to go to university next year.*

*He decided not to have piano lessons anymore.*

