



# ELPT- ELPTW Study Guide

## English Language Placement Test



**MUBS English Entrance Exam Study Guide**

[mubs.edu.lb](http://mubs.edu.lb)    

# ELPT-ELPTW STUDY GUIDE

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>Tenses .....</b>	<b>5</b>
Simple Present .....	5
Present Continuous .....	6
Present Perfect.....	7
Simple Past.....	9
Past Continuous.....	11
Past Perfect .....	13
Future .....	14
Future Continuous .....	15
<b>Conditional Sentences.....</b>	<b>17</b>
<b>Passive-Active .....</b>	<b>19</b>
<b>Types of Sentences .....</b>	<b>21</b>
<b>Sentence Fragment.....</b>	<b>22</b>
<b>Run-On Sentences .....</b>	<b>22</b>
<b>Relative Clauses.....</b>	<b>22</b>
<b>Exercises .....</b>	<b>26</b>
<b>Test sample .....</b>	<b>36</b>
<b>Answer Key.....</b>	<b>39</b>

# INTRODUCTION

This guide is designed in order to help you prepare for the English Language Placement Test- ELPT at MUBS. The test is composed of 2 parts: the ELPT (80 mins) and the ELPTW (45 mins).

The ELPT consists of 10 multiple choice questions that deal with grammar concepts and two reading comprehension texts with up to 34 MCQs. The texts express familiar topics that are contextualized in which questions are all related to the text and tackle areas linked with writer's purpose, title, main ideas and details etc...

Upon reading this study guide, you will familiarize yourself with the content and objectives of the ELPT and ELPTW. Grammar and other language skills sections are designed in order to help you recall common features in learning the English Language. Scroll over each section and try to solve the questions afterwards.

In case you feel you need support, please contact the English Program Coordinator at MUBS: [mzeineddine@mubs.edu.lb](mailto:mzeineddine@mubs.edu.lb)

In order to perform well in the ELPT, it's recommended that you familiarize yourself with the tips below:

## ELPT READING TIPS:

1. In order to understand a reading passage, you need to understand the context of a passage.
2. You need to have an idea about the topic.
3. Scan the headlines; there will be clues in the headlines, graphics, captions that should attract your eye and give you a context.
4. When you look at a text, you must make some predictions about the passage. You want to know who, what, when, where, and why. What is the text about? What is the main idea? Who is the passage about? When are things taking place? Where is it happening? Why is it important?
5. You should understand the main idea of the text from the first paragraph.
6. Most of the times, the topic sentences are located at the very beginning of each paragraph; read them well as they comply with the main idea of the text.
7. Check for main ideas and supporting details.
8. Learn about the organization of the text; cause and effect, problem and solution, compare and contrast etc... knowing the organization would better put you in the context of the text.

After you are done with the ELPT, you should sit for the ELPTW- Writing Part. In order to perform well in the ELPTW, it's recommended that you familiarize yourself with the tips below:

## WRITING TIPS:

1. Make sure you plan before you begin writing.
2. The examiners judge your writing on its clarity.
3. Make sure you have supported your ideas with specific details.
4. You should write between 250-300 words.
5. You will lose points if you have less than the assigned number of words in your essay.
6. Learn to look at your writing and estimate how many words it is. Don't waste precious time counting words.
7. Paraphrase the question in your introduction.
8. Learn the words and phrases used to link sentences and paragraphs.
9. Add personal experiences and details whenever possible.
10. Organize your time carefully.
11. Make sure it is clear where each paragraph begins and ends.
12. Leave some time at the end to check for and correct spelling and grammar mistakes
13. Use correct punctuation, commas, and question marks correctly
14. Indent at the beginning of each paragraph and leave spaces between paragraphs.
15. Read as much and as often as you can so that you become more familiar with the way writing is organized.
16. Watch your time. You have only 45 minutes to complete the task.

## HERE IS A SAMPLE WRITING TOPIC:

### **“Reading is a bridge from misery to hope.”**

Write a well-organized essay of 250-300 words about **the importance of reading**. Say how reading can help us in our daily life. Make sure that you write using full and complete sentences.

# TENSES

## SIMPLE PRESENT

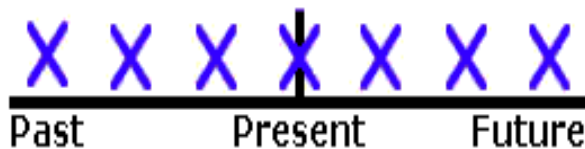
### HOW DO WE MAKE THE SIMPLE PRESENT TENSE?

	subject	auxiliary verb		main verb	
+	I, you, we, they			like	coffee.
	He, she, it			likes	coffee.
-	I, you, we, they	do	not	like	coffee.
	He, she, it	does	not	like	coffee.
?	Do	I, you, we, they		like	coffee?
	Does	he, she, it		like	coffee?

### WHEN DO WE USE THE SIMPLE PRESENT TENSE?

#### 1. Repeated Actions

We use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.



#### Examples:

- I **play** tennis.
- She **does not play** tennis.
- **Does** he **play** tennis?
- The train **leaves** every morning at 8 AM.
- The train **does not leave** at 9 AM.
- When **does** the train usually **leave**?
- She always **forgets** her purse.
- He never **forgets** his wallet.
- Every twelve months, the Earth **circles** the Sun.
- **Does** the Sun **circle** the Earth?

## 2. Facts or Generalizations

The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not important if the speaker is correct about the fact. It is also used to make generalizations about people or things.

### Examples:

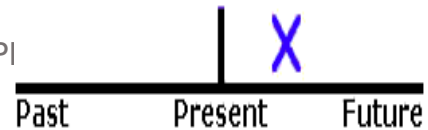
- Cats like milk.
- Birds do not like milk.
- Do pigs like milk?
- California is in America.
- California is not in the United Kingdom.
- Windows are made of glass.
- Windows are not made of wood.

## 3. Scheduled Events in the Near Future

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

### Examples:

- The train leaves tonight at 6 PM.
- The bus does not arrive at 11 AM, it arrives at 11 PM
- When do we board the plane?
- The party starts at 8 o'clock.
- When does class begin tomorrow?



## PRESENT CONTINUOUS

The Present Continuous is to express the idea that something is happening now, at this very moment. It can also be used to show that something is not happening now.

### Examples:

- You are learning English now.
- You are not swimming now.
- Are you sleeping?
- I am sitting.
- I am not standing.
- Is he sitting or standing?
- They are reading their books.
- They are not watching television.
- What are you doing?
- Why aren't you doing your homework?



In English, "now" can mean: this second, today, this <sup>month</sup>, this year, this century, and so on. Sometimes, we use the Present Continuous to say that we are in the process of doing a longer action which is in progress; however, we might not be doing it at this exact second.

### Examples:

- I am reading the book Tom Sawyer.
- I am studying to become a doctor
- I am not reading any books right now.
- Are you working on any special projects at work?
- Aren't you teaching at the university now?

## NEAR FUTURE

Sometimes, speakers use the Present Continuous to indicate that something will or will not happen in the near future.

### Examples:

- I am meeting some friends after work.
- I am not going to the party tonight.
- Is he visiting his parents next weekend?
- Isn't he coming with us tonight?



## PRESENT PERFECT

**Form** [has/have + past participle]

### Examples:

- You have seen that movie many times.
- Have you seen that movie many times?
- You have not seen that movie many times.

### Actions happened in the past with actual consequences

### Examples:

- You have grown since the last time I saw you.
- The government has become more interested in arts education.
- Japanese has become one of the most popular courses at the university since the Asian studies program was established.
- My English has really improved since I moved to Australia.

## Unspecified time before now

We use the Present Perfect to say that an action happened at an unspecified time before now. The exact time is not important. You CANNOT use the Present Perfect with specific time expressions such as: yesterday, one year ago, last week, when I was a child, when I lived in Japan, at that moment, that day, one day, etc. We CAN use the Present Perfect with unspecific expressions such as: ever, never, once, many times, several times, before, so far, already, yet, etc.

### Examples:

- I **have seen** that movie twenty times.
- I think I **have met** him once before.
- There **have been** many earthquakes in California.
- People **have traveled** to the Moon.
- People **have not traveled** to Mars.
- **Have** you **read** the book yet?
- Nobody **has** ever **climbed** that mountain.
- A: **Has** there ever **been** a war in the United States?  
B: Yes, there **has been** a war in the United States.



## Duration from the Past until now (Non-Continuous Verbs)

We use the Present Perfect to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the Present Perfect.

### Examples:

- I **have had** a cold for two weeks.
- She **has been** in England for six months.
- Mary **has loved** chocolate since she was a little girl.



## Adverb placement

The examples below show the placement for grammar adverbs such as: always, only, never, ever, still, just, etc.

### Examples:

- You have only seen that movie one time.
- Have you only seen that movie one time?



## SIMPLE PAST

**Form** [Verb+ed] or Irregular Verbs

List of Irregular Verbs

### Examples:

- You called Debbie.
- Did you call Debbie?
- You did not call Debbie.

### Completed Action in the Past

We use the Simple Past to express the idea that an action started and finished at a specific time in the past.

### Examples:

- I saw a movie yesterday.
- I didn't see a play yesterday.
- Last year, I traveled to Japan.
- Last year, I didn't travel to Korea.
- Did you have dinner last night?
- She washed her car.
- He didn't wash his car.



### A Series of Completed Actions

We use the Simple Past to list a series of completed actions in the past. These actions happen 1st, 2nd, 3rd, 4th, and so on.

### Examples:

- I finished work, walked to the beach, and found a nice place to swim.
- He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.
- Did you add flour, pour in the milk, and then add the eggs?



### Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. A duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

### Examples:

- I lived in Brazil for two years.
- Shauna studied Japanese for five years.
- They sat at the beach all day.
- They did not stay at the party the entire time.
- We talked on the phone for thirty minutes.

A: How long did you wait for them?

B: We waited for one hour.



### Habits in the Past

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

### Examples:

- I studied French when I was a child.
- He played the violin.
- He didn't play the piano.
- Did you play a musical instrument when you were a kid?
- She worked at the movie theater after school.
- They never went to school, they always skipped class.



### Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true.

### Examples:

- She was shy as a child, but now she is very outgoing.
- He didn't like tomatoes before.
- Did you live in Texas when you were a kid?
- People paid much more to make cell phone calls in the past.

## PAST CONTINUOUS

**Form** [was/were + present participle]

### Examples:

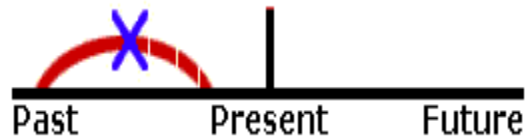
- You were studying when she called.
- Were you studying when she called?
- You were not studying when she called.

### USE 1 Interrupted Action in the Past

We use the Past Continuous to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the Simple Past. Remember this can be a real interruption or just an interruption in time.

### Examples:

- I was watching TV when she called.
- When the phone rang, she was writing a letter.
- While we were having the picnic, it started to rain.
- What were you doing when the earthquake started?
- I was listening to my iPod, so I didn't hear the fire alarm.
- You were not listening to me when I told you to turn the oven off.
- While John was sleeping last night, someone stole his car.
- Sammy was waiting for us when we got off the plane.
- While I was writing the email, the computer suddenly went off.



A: What were you doing when you broke your leg?

B: I was snowboarding.

### Parallel Actions

When you use the Past Continuous with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

### Examples:

- I was studying while he was making dinner.
- While Ellen was reading, Tim was watching television.
- Were you listening while he was talking?
- I wasn't paying attention while I was writing the letter, so I made several mistakes.
- What were you doing while you were waiting?
- Thomas wasn't working, and I wasn't working either.
- They were eating dinner, discussing their plans, and having a good time.



### Atmosphere

In English, we often use a series of parallel actions to describe the atmosphere at a particular time in the past.

#### **Example:**

When I walked into the office, several people were busily typing, some were talking on the phones, the boss was yelling directions, and customers were waiting to be helped. One customer was yelling at a secretary and waving his hands. Others were complaining to each other about the bad service.

### Repetition and Irritation with "Always"

The Past Continuous with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happened in the past. The concept is very similar to the expression "used to" but with negative emotion. Remember to put the words "always" or "constantly" between "be" and "verb+ing."

#### **Examples:**

- She was always coming to class late.
- He was constantly talking. He annoyed everyone.
- I didn't like them because they were always complaining.



### While vs. When

- Clauses are groups of words which have meaning, but are often not complete sentences.
- Some clauses begin with the word "when" such as "when she called" or "when it bit me."
- Other clauses begin with "while" such as "while she was sleeping" and "while he was surfing."
- When you talk about things in the past, "when" is most often followed by the verb tense Simple Past, whereas "while" is usually followed by Past Continuous.
- "While" expresses the idea of "during that time." Study the examples below. They have similar meanings, but they emphasize different parts of the sentence.

### Examples:

- I was studying when she called.
- While I was studying, she called.

## PAST PERFECT

**Form:** (had+ past participle)

The **past perfect** is a verb tense used to talk about actions that were completed before some point in the past.

We were shocked to discover that someone **had stolen** the tools from our backyard.

The past perfect tense is for talking about something that happened before something else. Imagine waking up one morning and stepping outside to work in the backyard. On your way, you notice that the gardening tools are not there. When you're telling this story to your friends later, how would you describe this moment? You might say something like:

I went to the backyard and saw that someone **had stolen** the tools. (A past action before another action in the past).

## FUTURE

Simple Future has two different forms in English: "will" and "be going to".

**Form will:** [will + verb]

**Examples:**

- You will help him later.
- Will you help him later?

**FORM Be Going To:** [am/is/are + going to + verb]

**Examples:**

- You are going to meet Jane tonight.
- Are you going to meet Jane tonight?

### USE 1 "Will" to Express a Voluntary Action

"Will" often suggests that a speaker will do something voluntarily. A voluntary action is one the speaker offers to do for someone else.

**Examples:**

- I **will send** you the information when I get it.
- I **will translate** the email, so Mr. Smith can read it.
- **Will** you **help** me move this heavy table?
- **Will** you **make** dinner?
- A: I'm so tired. I'm about to fall asleep.  
B: I'**ll get** you some coffee.
- A: The phone is ringing.  
B: I'**ll get** it.

### USE 2 "Will" to Express a Promise

"Will" is usually used in promises.

**Examples:**

- I **will call** you when I arrive.
- I promise I **will not tell** him about the surprise party.
- Don't worry, I'**ll be** careful.
- I **won't tell** anyone your secret.

### USE 3 "Be going to" to express a Plan'

"Be going to", expresses that something is a plan. It expresses the idea that a person intends to do something in the future.



### Examples:

- He **is going to spend** his vacation in Hawaii.
- A: When **are we going to meet** each other tonight?  
B: We **are going to meet** at 6 PM.
- I'm **going to be** an actor when I grow up.
- A: Who **is going to make** John's birthday cake?  
B: Sue **is going to make** John's birthday cake.

### USE 4 "Will" or "Be Going to" to Express a Prediction

Both "will" and "be going to" can express the idea of a general prediction about the future. Predictions are guesses about what might happen in the future.

### Examples:

- The year 2013 will **be** a very interesting year.
- The movie "Zenith" **will win** several Academy Awards.
- The movie "Zenith" **is going to win** several Academy Awards.

## FUTURE CONTINUOUS

Future Continuous has two different forms: "will be doing " and "be going to be doing."

**FORM Future Continuous with "Will"**= [will be + present participle]

- You will be waiting for her when her plane arrives tonight.

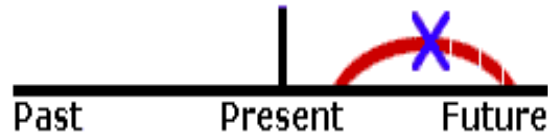
**FORM Future Continuous with "Be Going To"** = [am/is/are + going to be + present participle]

- You are going to be waiting for her when her plane arrives tonight.
- Are you going to be waiting for her when her plane arrives tonight?

### USE 1 Interrupted Action in the Future

Use the Future Continuous to indicate that a longer action in the future will be interrupted by a shorter action in the future.

- I **will be watching** TV when she *arrives* tonight.
- I **am going to be staying** at the Madison Hotel, if anything *happens* and you *need* to contact me.
- He **will be studying** at the library tonight, so he will not see Jennifer when she *arrives*.



### USE 2 Specific Time as an Interruption in the Future

#### **Examples:**

- Tonight at 6 PM, I am going to be eating dinner.  
*I will be in the process of eating dinner.*
- At midnight tonight, we will still be driving through the desert.  
*We will be in the process of driving through the desert.*

### USE 3 Parallel Actions in the Future

When you use the Future Continuous with two actions in the same sentence, it expresses the idea that both actions will be happening at the same time. The actions are parallel.

#### **Examples:**

- I **am going to be studying** and he **is going to be making** dinner.
- Tonight, they **will be eating** dinner, **discussing** their plans, and **having** a good time.
- While Ellen *is reading*, Tim **will be watching** television.



# CONDITIONAL SENTENCES

- Conditional sentences have two clauses: a condition (if...) and a result.
- The verb tenses used in each clause depends on whether the speaker thinks the result is probable (real) or only exists in the imagination (unreal).

## FOUR TYPES OF CONDITIONALS:

1. Zero conditional
2. First Conditional
3. Second Conditional
4. Third Conditional

1. **A zero conditional** sentence consists of two clauses, an “if” clause and a main clause

If the “if” clause comes first, a comma is usually used. If the “if” clause comes second, there is no need for a comma:

Example: If you heat water to 100 degrees, it boils.

The zero conditional is used to talk about things which are always true — such as scientific facts and general truths:

### Example

- If it rains, the grass gets wet.
- Wood doesn't burn if there is no air.

### Explanation

- This is basically always true — the rain makes the grass wet.
- This is a scientific fact — wood needs air in order to burn. No air = no fire.

2. We use the **First conditional** to talk about actions and consequences in specific conditions.

### Examples

- If we keep on consuming so much energy, the ozone hole will grow bigger.
- If Ahmad leaves early, he will miss the paragraph writing exercise

The first conditional is used to talk about things which are possible in the present or the future — things which may happen:

### Example

- If it's sunny, we'll go to the park.
- Paula will be sad if Juan leaves.
- If you cook the supper, I'll wash the dishes.

### Explanation

- Maybe it will be sunny — that's possible.
- Maybe Juan will leave — that's possible.
- Maybe you will cook the supper — that's possible.

## 3. Second Conditional

The second conditional (also called conditional type 2) is a structure used for talking about unreal situations in the present or in the future.

If Clause	Main Clause
Simple Past	would + infinitive OR could + infinitive OR might + infinitive

- Note that this "simple past" form is slightly different from usual in the case of the verb BE.
- Whatever the subject, the verb form is "were", not "was": If I were rich, I'd buy a big house.
- The second conditional is used to talk about things which are unreal (not true or not possible) in the present or the future -- things which don't or won't happen:

### Example

- If I were you, I would drive more carefully in the rain.
- Paula would be sad if Jan left.
- If dogs had wings, they would be able to fly.

### Explanation

- I am not you — this is unreal.
- Jan will not leave — that's not going to happen.
- Dogs don't have wings — that's impossible.

#### 4. Third Conditional

Last week you bought a lottery ticket. But you did not win.

Condition	Result
Past Perfect	WOULD HAVE +Past Participle
If I had won the lottery,	I would have bought a car.

#### Example

If I had seen Mary, I would have told her.

If Tara had been free yesterday, I would have invited her.

If they had not passed their exam, their teacher would have been sad

If it had rained yesterday, would you have stayed at home?

If it had rained yesterday, what would you have done?

- The first conditional and second conditionals talk about the future.
- With the third conditional we talk about the past. We talk about a condition in the past that did not happen.
- That is why there is no possibility for this condition.
- The third conditional is also like a dream, but with no possibility of the dream coming true.

#### PASSIVE-ACTIVE

In sentences written in passive voice, the subject receives the action expressed in the verb; the subject is acted upon. The agent performing the action may appear in a "by the . . ." phrase or may be omitted

I am reminded of watching a movie or TV by **watching a framed, mobile world** through a car's windshield.

**Experiments** have been conducted to test the hypothesis.

**Research** will be presented by **Pooja** at the conference.

**You can recognize passive-voice expressions because the verb phrase will always include a form of *be*, such as *am, is, was, were, are, or been*.**

The passive voice is used when focusing on the person or thing affected by an action.

- The Passive is formed: **Passive Subject + To Be + Past Participle**
- It is often used in business and in other areas where the object of the action is more important than those who perform the action.

**For Example:** We have produced over 20 different models in the past two years.

- **Changes to:** Over 20 different models have been produced in the past two years.
- If the agent (the performer of the action) is important, use "by"

**For Example:** Tim Wilson wrote "The Flight to Brunswick" in 1987.

- **Changes to:** "The Flight to Brunswick" was written in 1987 by Tim Wilson.
- Only verbs that take an object can be used in the passive.

ACTIVE	PASSIVE	TIME REFERENCE
They make Fords in the US.	Fords are made in the US.	Present Simple
Susan is cooking dinner.	Dinner is being cooked by Susan.	Present Continuous
James Joyce wrote "Dubliners".	«Dubliners» was written by James Joyces.	Past Simple
They were painting the house when I arrived.	The house was being painted when I arrived.	Past Continuous
They have produced over 20 models in the past 2 years.	Over 20 models have been produced in the past 2 years.	Present Perfect
They are going to build a new factory in.	A new factory is going to be built in.	Future Intention with Going to
I will finish it tomorrow.	It will be finished tomorrow.	Future Simple



## TYPES OF SENTENCES

Using variety in your sentences keeps your writing lively and interesting. It also shows the range of your writing ability. One way you can vary your sentences is by using a variety of sentence types. There are four types of sentences: Simple, Compound, Complex, and Compound – Complex.

A **simple sentence** is one independent clause in a subject-verb pattern.

**We** cancelled the order last week.

**Rachel** and **I** purchased a subscription to *Advertising Age*.

A **complex sentence** consists of an independent clause and a dependent clause. When a dependent clause introduces an independent clause, place a comma at the end of the dependent clause.

When a product is listed as out of stock, your order will be filled as soon as possible.

If your order cannot be shipped within 30 days, we will cancel the order.

A **compound sentence** is two independent clauses connected by a coordinating conjunction.

*Many of our customers are self-employed, **and** they purchase items for themselves.*

A **compound-complex sentence** consists of more than one independent clause and one or more dependent clauses.

If your order has not been shipped within 30 days, we will notify you of this delay by e-mail, and you will have the option to cancel your order.

## SENTENCE FRAGMENT

A complete sentence has a subject and a predicate that work together to make a complete thought.

A **SENTENCE FRAGMENT** fails to be a sentence in the sense that it cannot stand by itself.

May have a subject-verb relationship, but cannot stand by itself.

Even though she was the prettiest girl.

## RUN-ON SENTENCES

A **RUN-ON SENTENCE** (sometimes called a fused sentence) has at least two parts, either one of which can stand by itself, but the two parts have been connected together with one or two words instead of becoming two sentences.

### Remember:

The length of a sentence really has nothing to do with whether a sentence is a run-on or not; even a very short sentence could be a run-on. Example: The books are heavy don't carry them.

When two clauses are connected by *only* a comma, they are a run-on sentence that is called a **comma-splice**. Example: The books are heavy, don't carry them.

- Run-On Sentences happen when an independent clause gives an order or directive based on what was said in the prior independent clause.
- The exams are very close you have to play your best.
- When two clauses are connected by words such as *however, moreover, nevertheless without the proper punctuation*. Example: Mother packed my lunch today however she forgot to put in my desert.

## RELATIVE CLAUSES

Relative Clauses are formed by joining 2 sentences:

- "Peter is the student" + "He comes from London":  
"Peter is the student **WHO comes from London**".
- "The books are on the table" + "They are mine":  
"The books **WHICH are on the table are mine**".
- "I've just met Tom" + "Tom seems to be a nice guy": "I've just met Tom, **WHO seems to be a nice guy**"
- "I'd love to visit London" + "It is a beautiful city":
- "I'd love to visit London, **WHICH is a beautiful city**"

### Remember:

When we join 2 sentences with a Relative Pronoun or Adverb, we have to omit the noun/ pronoun/ possessive that the Relative replaces (In the previous sentences: He/ They/Tom /it)

**Relative Clauses go RIGHT AFTER the Noun they modify.**

**Defining Relative Clauses: They define, give us essential information about a general term or expression. Defining Relative Clauses are not put in commas:**

- I talked to the man **who gave you the news.**
- I read the letter **which came this morning.**

(Which man? The one who gave you the news.)

(Which letter? the one that arrived this morning.)

### Remember:

Use WHO to refer to people and WHICH to refer to animals, things,  
“**THAT**” can replace WHO and WHICH in Defining Relative Clauses:

Did you know the girl **WHO/THAT** came to the party yesterday?  
The book **WHICH/THAT** I'm reading is very interesting.

## OMISSION OF WHO, WHICH, AND THAT:

**WHO, WHICH and THAT can be the Subject of the Relative Clause:**

- I've talked to the man **WHO sold me his car.** (*Who* replaces The man and is the Subject of the Clause “sold me his car”)
- The dog **WHICH barks every night** is my neighbor's. (*Which* is the Subject of the clause “barks every night”)

**They can also be the Object or go after a preposition:**

- I loved the film **(WHICH/ THAT) we saw last night.**
- The man **(WHO/THAT/ WHO) you mentioned** is a writer.
- I've found the keys **for (WHICH/THAT) I was looking.** => I found the keys **I was looking for.**
- Who was the boy **to (who) you were talking?** => Who was the boy **you were talking to?**

**When The Relative is the Object, it can be (and it is usually) omitted in Defining Relative Clauses.**

## **OTHER RELATIVES:**

### **WHEN (THAT)**

#### **Shows Time:**

- I will never forget the day + I met my best friend that day: I'll never forget the day (WHEN/THAT) I met my best friend.
- (WHEN can also be omitted in Defining Relative Clauses).

### **WHERE**

#### **Refers to Places:**

- This is the hotel + We are staying at the hotel next weekend:
- This is the hotel WHERE we are staying next weekend.
- The city is interesting + my sister is living in the city:
- The city WHERE my sister is living is interesting.

### **WHOSE**

#### **Shows Possession and it replaces a Possessive adjective or an 's possessive:**

- The man was crying + His house was on fire:
- The man WHOSE house was on fire was crying.
- Have you met the people? + Their son is moving to Washington: Have you met the people WHOSE son is moving to Washington?

### **WHOM**

#### **Is used instead of WHO in Formal Speech when it is the Object of the Relative Clause or after a preposition:**

- I couldn't talk to a friend + I called him last night: I couldn't talk to the friend **WHOM I called last night**.
- I don't know the student + The teacher was shouting at the student: I don't know the student **at WHOM the teacher was shouting**.

### **Non-Defining Relative Clauses**

They give us more (extra) information about a person, animal, thing ... already identified (by a name, a possessive ...). They go between commas.

- Your brother, who gave me the news, saw the accident himself.
- I read Martin's letter, which was full of gossip.

**In Non-Defining Relative Clauses we can't use THAT and we can't omit the Relatives:**

- I liked Toy Story, which I've seen recently. (not "that", no Omission)
- Shakespeare, whom you just mentioned, is the most famous British playwright. (not "that", no Omission)
- I've found my keys, which I had been looking for. (not "that", no Omission)

**Remember:**

**Defining Relative Clauses:**

- Don't take commas.
- "That" can replace Who, Which and When.
- You can omit Who, Which, When and That when they are not the Subject of the Relative Clause.

**Non-Defining Relative Clauses:**

- Go between commas.
- You can't use "That".
- You can't omit the Relatives.

**Compare:**

- The neighbors who live next door are very friendly.
- My neighbors, who live next door, are ...
- I enjoyed the film (which/that) you recommended.
- I enjoyed Little Miss Sunshine, which you recommended.

## EXERCISES

### A. TEST YOUR KNOWLEDGE

- This is my first ball game but I think we will win
- Walking through the dark forest.
- All of the other girls at the mall.
- A big crowd of people have arrived

- A. Complete sentence
- B. Fragment
- C. Run-on

### B. Simple Future / Future Continuous

**Using the words in parentheses, complete the text below with the appropriate tenses**

- Sandra: Where is Tim going to meet us?  
Marcus: He \_\_\_\_\_(wait) for us when our train arrives. I am sure he\_\_\_\_\_(stand) on the platform when we pull into the station.  
Sandra: And then what?  
Marcus: We\_\_\_\_\_ (pick) Michele up at work and go out to dinner.
- Ted: When we get to the party, Jerry \_\_\_\_\_(watch) TV, Sam \_\_\_\_\_(make) drinks, Beth \_\_\_\_\_(dance) by herself, and Thad \_\_\_\_\_(complain) about his day at work.  
Robin: Maybe, this time they won't be doing the same things.  
Ted: I am absolutely positive they\_\_\_\_\_ (do) the same things; they always do the same things.
- Florence: Oh, look at that mountain of dirty dishes! Who\_\_\_\_\_ (wash) all of those?  
Jack: I promise I \_\_\_\_\_(do) them when I get home from work.  
Florence: Thanks.  
Jack: When you get home this evening, that mountain will be gone and nice stacks of sparkling clean dishes \_\_\_\_\_(sit) in the cabinets.



- Doug: If you need to contact me next week, I \_\_\_\_\_ (stay) at the Hoffman Hotel.  
Nancy: I \_\_\_\_\_ (call) you if there are any problems.  
Doug: This is the first time I have ever been away from the kids.  
Nancy: Don't worry, they \_\_\_\_\_ (be) be fine.
- Samantha: Just think, next week at this time, I \_\_\_\_\_ (lie) on a tropical beach in Maui drinking Mai Tais and eating pineapple.  
Darren: While you are luxuriating on the beach, I \_\_\_\_\_ (stress) out over this marketing project. How are you going to enjoy yourself knowing that I am working so hard?

### **C. CHANGE THE SENTENCES FROM ACTIVE TO PASSIVE**

1. Someone stole the money.  
.....
2. John witnessed the robbery.  
.....
3. Did Alexander Fleming discover penicillin?  
.....

### **D. FOR EACH SENTENCE, CHOOSE THE CORRECT TENSE OF THE VERB.**

1. If I lose my job, I \_\_\_\_\_ for a new one. (to look)  
a) Will look   b) would look   c) look
2. If she hadn't told me to stay, I \_\_\_\_\_. (to go)  
a) Will go   b) would have gone   c) would go
3. I \_\_\_\_\_ you if I hadn't thought it was important. (to tell)  
a) Will not tell   b) wouldn't have told   c) would not tell

### **E. REPLACE THE UNDERLINED FORMS WITH THE FUTURE SIMPLE OR CONTINUOUS TENSE.**

Don't call me at 10 o'clock. My mobile phone will be switched off. I am going to fly to Spain.

.....

I suppose we're going to stay at a hotel next summer.

.....

I don't know if I will stay here. Perhaps I move to a big city one day.

.....

### **F. PAST TENSE – SIMPLE OR PROGRESSIVE**

1. \_\_\_\_\_ (you buy) that bag while I \_\_\_\_\_ (look) after the children?

2. Was \_\_\_\_\_ (Jimmy, already wait) for you when you \_\_\_\_\_ (get) there?

3. I \_\_\_\_\_ (ring) at about 3 o'clock yesterday, but you \_\_\_\_\_ (not pick) up the phone.

What \_\_\_\_\_ (you do)? I \_\_\_\_\_ (help) Dad in the garden so I probably \_\_\_\_\_ (not hear) it.

### **G. WRITE THE VERBS IN THE PAST SIMPLE (AFFIRMATIVE, NEGATIVE OR INTERROGATIVE).**

1. Victor ..... (ask) a lot of questions, but Jane ..... (not answer) any of them.

2. The boys ..... (not study) yesterday. They ..... (play) video games.

3. She ..... (walk) past us and ..... (not look) at us. She just ..... (ignore) us.

## **H. WRITE THE VERBS IN THE PRESENT CONTINUOUS (AFFIRMATIVE, NEGATIVE OR INTERROGATIVE).**

1. Little Tom ..... (have) a lot of difficulties with arithmetic. Nobody can help him right now, because everybody ..... (do) something. They're very busy.
2. A man ..... (cross) the street. He ..... (not look) where he ..... (go).
3. Look! They ..... (play) football very well. Yes, but the other team ..... (not play) so well today. They ..... (lose) at the moment.

## **I. PUT THE VERBS INTO THE PAST SIMPLE OR THE PRESENT PERFECT SIMPLE.**

1. .... (you/see) John at the party? No, I .....(not see) him for ages.
2. .... (you/see) young Tom recently?
3. Anne ..... (just/finish) a course in engineering.

## **J. PUT THE VERBS IN BRACKETS INTO THE PRESENT SIMPLE OR THE PRESENT CONTINUOUS.**

1. Susan..... (have) an appointment with her doctor today. She..... (see) him at three o'clock this afternoon.
2. What ..... (you, do) tonight? I ..... (go) to the cinema.
3. Francis ..... (stay) with his parents this week.

## **K. VOCABULARY:**

metaphors for happiness: complete the expressions with words from the box.

air - down - heart - spirits - top

- The bright sunny weather lifted her \_\_\_\_\_.
- Are you alright? You look a little \_\_\_\_\_.

- Her \_\_\_\_\_ sank as she read the letter.
- She was on \_\_\_\_\_ of the word after getting a place at the university.
- He was still walking on \_\_\_\_\_ from passing all his exams.

## **L. EXTEND YOUR VOCABULARY:**

Work and Job: Complete the sentences with **job**, **jobs** or **work**.

- There isn't much \_\_\_\_\_ in the area and the \_\_\_\_\_ available are mostly low paid
- More than 80 people applied for a \_\_\_\_\_ as a shop assistant.
- The woman gets up at 6 every morning a walk to \_\_\_\_\_ at the factory.
- Many of them have to do two \_\_\_\_\_ to earn enough money.

## **M. VERB TENSES:**

Conjugate the verbs in the sentences below into the appropriate tense.

- Oh look!! It \_\_\_\_\_ (rain). Unfortunately, I \_\_\_\_\_ (have, not) my umbrella with me, but you are lucky you \_\_\_\_\_ (wear) your raincoat.
- Mr. Daniel \_\_\_\_\_ (want) to fix the roof of the house today, and he \_\_\_\_\_ (need) some help. \_\_\_\_\_ (help, you) him?
- Diana \_\_\_\_\_ (be) a very busy woman. She \_\_\_\_\_ (work) double shifts at work. She \_\_\_\_\_ (have, never) time to cook. She \_\_\_\_\_ (eat, always) fast food. I think she \_\_\_\_\_ (have) health problems in the future.
- Last night, I felt like staying at home. I \_\_\_\_\_ (just /watch) TV. I \_\_\_\_\_ (feel, not) like going out.
- The women (sell) \_\_\_\_\_ flowers at the market every Friday.
- Between 5 p.m. and 8 p.m. yesterday, we (make) \_\_\_\_\_ cookies for Katie's first birthday.

- My family (live) \_\_\_\_\_ in this town for more than 30 years.
- When I reached school today, classes (already, start) \_\_\_\_\_.
- While I (try) \_\_\_\_\_ to get my car started, a passing car (stop) \_\_\_\_\_ and the driver (offer) \_\_\_\_\_ to help me.
- Those two cats (sit) \_\_\_\_\_ on that branch for the last two hours.
- Ann (watch) \_\_\_\_\_ television, when Julie (arrive) \_\_\_\_\_.

## **N. PRONOUNS:**

Fill in the personal and possessive pronouns. The missing pronouns refer to the subjects of the first sentence.

- Mike Walker is a pop-star. You can watch \_\_\_\_\_ on TV.
- Tina Connor has got a cat. It is \_\_\_\_\_ cat. \_\_\_\_\_ can play with the cat every day.
- Rita thought about hurting \_\_\_\_\_, but she realized it was wrong. Later that day, she asked her parents for help.
- I will do it by \_\_\_\_\_.
- My sister lives in London by \_\_\_\_\_.
- Did all of you go to Paris by \_\_\_\_\_?
- He surprised \_\_\_\_\_ by waking up so early, but then he went back to sleep!

## **O. ERROR ANALYSIS:**

Find and correct mistakes in grammar and spelling in the sentences below.

- Where she lives? I guess not far from school.
- 

- Last weak they move to this neighborhood.
- 

- I live in Denver since 1990.
- 

- Whose that man? I have no idea!
- 

- He is having three cars, but the oldest is his favorite.
- 

## **P. ADJECTIVES:**

Complete the sentences with the correct form of the adjective in brackets:

- Carol is \_\_\_\_\_ (good) as you at sport.
- We like wearing \_\_\_\_\_ (late) fashion.
- These trousers are \_\_\_\_\_ (comfortable) those jeans.
- She is \_\_\_\_\_ (happy) now than he was last year.
- You are \_\_\_\_\_ (pretty) girl in class.
- My grandma is \_\_\_\_\_ (old) my grandpa.
- The red dress is \_\_\_\_\_ (attractive) in the shop.
- I always tell \_\_\_\_\_ (fun) jokes.
- Your hair is \_\_\_\_\_ (curly) my hair.
- My hair is \_\_\_\_\_ (short) yours.

## **Q. ACTIVE / PASSIVE:**

Rewrite these sentences in the passive voice.



- They will build a new bridge next year.  
\_\_\_\_\_
- Brian Brody directed The Ultimate Space Adventure.  
\_\_\_\_\_
- Pierre Mattie will design her costume.  
\_\_\_\_\_
- Someone found my wallet.  
\_\_\_\_\_
- British astronomers discover a new planet.  
\_\_\_\_\_

## **R. PREPOSITION:**

Put in the correct preposition (at, in, on, or no preposition):

- There was a loud noise which woke us up \_\_\_\_ midnight.
- Do you usually eat chocolate eggs \_\_\_\_ Easter?
- What are you doing \_\_\_\_ the weekend?
- My father always reads the paper \_\_\_\_ breakfast time.
- She plays tennis \_\_\_\_ Fridays.
- The trees here are really beautiful \_\_\_\_ the spring.
- I'll see you \_\_\_\_ Tuesday afternoon, then.
- Shakespeare died \_\_\_\_ 1616.
- She studies \_\_\_\_ every day.
- John is going to buy the presents \_\_\_\_ today.

## **S. SINCE OR FOR:**

Decide whether to use **since** or **for** in the sentences below.

- I have been waiting \_\_\_\_\_ 4 o'clock.
- Sue has only been waiting \_\_\_\_\_ 20 minutes.
- Tim and Tina have been learning English \_\_\_\_\_ six years.
- Fred and Freda have been learning French \_\_\_\_\_ 1998.
- Joe and Josephine have been going out together \_\_\_\_\_ Valentine's Day.

## T. QUESTION FORMATION:

Write the words in the correct order to make sentences.

- to Who were you? talking

---

- music? down the you Could turn

---

- is for What homework the today?

---

- match time does? the start What

---

- you How clean often? do teeth your

---

## U. QUESTION FORMATION:

Below are a set of answers to specific questions. Write a question for each sentence so that the underlined section of the sentence is the answer.

I graduated from school two years ago.

---

I am going to wear the yellow dress at the ball.

---

That book is mine.

---

The university is about 2 km from the house.

---

He is always late **because he never sets the alarm clock.**

---

I watched the film yesterday (yes – no)

---

# SAMPLE ELPT TEST

## READING COMPREHENSION

Read the following selection, and then answer the questions below.

Did you know that some people don't do their reading assignments? It's shocking, but it's true. Some students don't even read short texts that they are assigned in class. There are many reasons for this. They may be distracted or bored. They may be unwilling to focus. They may be unconfident readers. Whatever the reason, it has to stop today. Here's why.

Reading stimulates your mind. It is like a workout for your brain. When people get old, their muscles begin to deteriorate. They get weaker and their strength leaves them. Exercise can prevent this loss. The same thing happens to people's brains when they get older. Brain power and speed decline with age. Reading strengthens your brain and prevents these declines.

You can benefit from reading in the near-term too. Reading provides knowledge. Knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Do you want to make video games? Do you want to design clothing? Reading can teach you all this and more. But you have to get good at reading, and the only way to get good at something is to practice.

Read everything that you can at school, regardless of whether you find it interesting. Reading expands your vocabulary. Even a "boring" text can teach you new words. Having a larger vocabulary will help you better express yourself. You will be able to speak, write, and think more intelligently. What's boring about that? Do not just discount a text because it is unfamiliar to you. Each time you read, you are exposed to new ideas and perspectives. Reading can change the way that you understand the world. It can give you a broader perspective on things. It can make you worldlier. You can learn how people live in faraway places. You can learn about cultures different from your own.

Reading is good for your state of mind. It has a calming effect. It can lower your stress levels and help you relax. You can escape from your troubles for a moment when you read, and it's a positive escape. The benefits of reading far outweigh those of acting like a doofus. So do yourself a favor: the next time you get a reading assignment, take as much as you can from it. Squeeze it for every drop of knowledge that it contains. Then move on to the next one.

- Which best expresses the main idea of the second paragraph?
  - a. Reading is exciting.
  - b. Reading strengthens your mind.
  - c. Age affects the body in many ways.
  - d. Working out keeps your body in shape.
  
- Why does the author think that you should read books that are boring?
  - a. You will eventually grow to love them if you read them enough.
  - b. You will get better grades in reading class.
  - c. You will make your teacher very happy.
  - d. You will learn new words.
  
- Which best expresses the main idea of the third paragraph?
  - a. Reading can benefit you.
  - b. You can learn to program video games or design clothing by reading.
  - c. You can learn amazing things and become a better person by reading.
  - d. Knowledge is power.
  
- Which is **not** a reason given by the author why students fail to complete reading assignments?
  - a. Students may be bored.
  - b. Students may be distracted.
  - c. Students may be unwilling to focus.
  - d. Students may be tired.
  
- Which best expresses the author's main purpose in writing this text?
  - a. He is trying to persuade students to do their reading work.
  - b. He is teaching people how to become better readers.
  - c. He is explaining why people don't do their reading work.
  - d. He is entertaining readers with facts about the mind and body.
  
- Which best describes the author's tone in the first three sentences?
  - a. Surprised
  - b. Sarcastic
  - c. Informative
  - d. Irrate
  
- Which of the following is **not** one of the author's main points?
  - a. Reading broadens your perspective and makes you a better person.
  - b. Reading is a relaxing activity with positive mental side effects.
  - c. Reading helps you perform on tests and get into selective schools.
  - d. Reading keeps your mind in shape and prevents losses due to age.

- Which is **not** one of the author's arguments in the fifth paragraph?
  - a. Reading gives you a broader perspective on the world.
  - b. Reading changes the way that you understand the world.
  - c. Reading helps prepare you for your job in the real world.
  - d. Reading teaches you about distant lands and cultures.
  
- Why does the author believe that reading is good for your mind state?
  - a. It has a calming effect.
  - b. It can lower your stress levels.
  - c. It can help you relax.
  - d. All of the above
  
- Which title best expresses the main idea of this text?
  - a. Reading: Good for the Mind in Many Ways
  - b. Reading: The Key to a Successful Academic Future
  - c. Reading: Improve Your Vocabulary While Being Entertained
  - d. Reading: The Best Way to Improve Your Writing Skills

## ANSWER KEY

### A. Test your knowledge

- This is my first ball game but I think we will win. **Run -on**
- Walking through the dark forest. **Fragment**
- All of the other girls at the mall. **Fragment**
- A big crowd of people have arrived. **Complete**

### B. Simple Future / Future Continuous

**Using the words in parentheses, complete the text below with the appropriate tenses**

- Sandra: Where is Tim going to meet us?  
 Marcus: He will be waiting (wait) for us when our train arrives. I am sure he will be standing (stand) on the platform when we pull into the station.  
 Sandra: And then what?  
 Marcus: We will pick (pick) Michele up at work and go out to dinner.
- Ted: When we get to the party, Jerry will be watching (watch) TV, Sam will be making (make) drinks, Beth will be dancing (dance) by herself, and Thad will be complaining (complain) about his day at work.  
 Robin: Maybe, this time they won't be doing the same things.  
 Ted: I am absolutely positive they will do (do) the same things; they always do the same things.
- Florence: Oh, look at that mountain of dirty dishes! Who will wash (wash) all of those?  
 Jack: I promise I will (do) them when I get home from work.  
 Florence: Thanks.  
 Jack: When you get home this evening, that mountain will be gone and nice stacks of sparkling clean dishes will be sitting (sit) in the cabinets.
- Doug: If you need to contact me next week, I will be staying (stay) at the Hoffman Hotel.  
 Nancy: I will call (call) you if there are any problems.

Doug: This is the first time I have ever been away from the kids.

Nancy: Don't worry, they will be (be) be fine.

- Samantha: Just think, next week at this time, I will be laying (lie) on a tropical beach in Maui drinking Mai Tais and eating pineapple.

Darren: While you are luxuriating on the beach, I will be stressing (stress) out over this marketing project. How are you going to enjoy yourself knowing that I am working so hard?

- C.**
  1. The money was stolen.
  2. The robbery was witnessed by John.
  3. Was penicillin discovered by Alexander Fleming?
- D.**
  1. A
  2. B
  3. B
- E.**
  1. I will be flying
  2. we will stay
  3. I'll move
- F.**
  1. Did you buy that bag while I was looking after the children?
  2. Was Jimmy already waiting for you when you got there?
  3. I rang at about 3 o'clock yesterday, but you didn't pick up the phone. – What were you doing? – I was helping Dad in the garden so I probably didn't hear it.
- G.**
  1. Victor **asked** a lot of questions, but Jane **didn't answer** any of them.
  2. The boys **didn't study** yesterday. They **played** video games.
  3. She **walked** past us and **didn't look** at us. She just **ignored** us.
- H.**
  1. Little Tom **is having** a lot of difficulties with arithmetic. Nobody can help him right now, because everybody **is doing** something. They're very busy.
  2. A man **is crossing** the street. He **isn't looking** where he **is going**.
  3. Look! They **are playing** football very well. Yes, but the other team **is/are not playing** so well today. They **are losing** at the moment.
- I.**
  1. *Did you see* (you/see) John at the party? No, I *have not seen* (not see) him for ages.
  2. *Have you seen* (you/see) young Tom recently?
  3. Anne *has just finished* (just/finish) a course in engineering.
- J.**
  1. Susan **has** an appointment with her doctor today. She **is seeing** him at three o'clock this afternoon.



2. What **are you doing** tonight? I **am going** to the cinema.
3. Francis **is staying** with his parents this week.

**H. Vocabulary:** Metaphors for happiness: complete the expressions with words from the box.

- Spirits
- Down
- Heart
- Top
- Air

**L. Extend your vocabulary:** Work and Job: Complete the sentences with **job**, **jobs** or **work**.

- There isn't much **work** in the area and the **jobs** available are mostly low paid.
- More than 80 people applied for a **job** as a shop assistant.
- The woman gets up at 6 every morning and walks to **work** at the factory.
- Many of them have to do two **jobs** to earn enough money.

**M. Verb Tenses:** Conjugate the verbs in the sentences below into the appropriate tense.

- Oh look!! It **is raining** (rain). Unfortunately I **don't have** (have, not) my umbrella with me, but you are lucky you **are wearing** (wear) your raincoat.
- Mr. Daniel **wants** (want) to fix the roof of the house today, and he **needs** (need) some help. **would you help** (help, you) him?
- Diana **is** (be) a very busy woman. She **works** (work) double shifts at work. She **never has** (have, never) time to cook. She **always eat** (eat, always) fast food. I think she **has** (have) health problems in the future.
- Last night, I felt like staying at home. I **had just watched** (watch) TV. I **didn't feel like** (feel, not) like going out.
- The women (sell) **sells** flowers at the market every Friday.

- Between 5 p.m. and 8 p.m. yesterday, we (make) were making cookies for Katie's first birthday.
- My family (live) has been living in this town for more than 30 years.
- When I reached school today, classes (already, start) \_\_\_\_\_.
- While I (try) was trying to get my car started, a passing car (stop) stopped and the driver (offer) offered to help me.
- Those two cats (sit) have been sitting on that branch for the last two hours.
- Ann (watch) was watching television, when Julie (arrive) arrived.

**N. Pronouns:** Fill in the personal and possessive pronouns. The missing pronouns refer to the subjects of the first sentence.

- Him
- His - He
- Herself
- Myself
- Herself
- Yourself
- Me/us/them

**O. Error Analysis:** Find and correct mistakes in grammar and spelling in the sentences below.

Where she lives? I guess not far from school.

does she live \_\_\_\_\_

Last weak they move to this neighborhood.

week \_\_\_\_\_ moved \_\_\_\_\_

I live in Denver since 1990.

have lived \_\_\_\_\_

Whose that man? I have no idea!

who's \_\_\_\_\_

He **is having** three cars, but the oldest is his favorite.  
has \_\_\_\_\_

**P. Adjectives:** Complete the sentences with the correct form of the adjective in brackets:

- Carol is as good (good) as you at sport.
- We like wearing the latest (late) fashion.
- These trousers are more comfortable (comfortable) than those jeans.
- She is happier (happy) now than he was last year.
- You are the prettiest (pretty) girl in class.
- My grandma is older (old) than my grandpa.
- The red dress is the most attractive (attractive) in the shop.
- I always tell the funniest (fun) jokes.
- Your hair is curlier (curly) than my hair.
- My hair is shorter (short) than yours.

**Q. Active / passive:** Rewrite these sentences in the passive voice.

- A new bridge will be built next year.
- The U S A was directed by BB.
- Her costume will be designed by PMattie.
- My wallet was found by someone.
- A new planet is discovered by British astronomers.

**R. Preposition:** Put in the correct preposition (at, in, on, or no preposition):

- There was a loud noise which woke us up at midnight.
- Do you usually eat chocolate eggs at Easter?
- What are you doing at the weekend?
- My father always reads the paper at breakfast time.
- She plays tennis on Fridays.
- The trees here are really beautiful in the spring.

- I'll see you on Tuesday afternoon, then.
- Shakespeare died in 1616.
- She studies x every day.
- John is going to buy the presents x today.

**S. Since or For:** Decide whether to use since or for in the sentences below.

- since
- for
- for
- since
- since

**T. Question Formation:** Write the words in the correct order to make sentences.

- Who were you talking to?
- Could you turn down the music?
- What is the hw for today?
- What time does the match start?
- How often do you clean your teeth?

**U. Question Formation:** Below are a set of answers to specific questions. Write a question for each sentence so that the underlined section of the sentence is the answer.

- When did you graduate from school?
- Which dress are you going to wear to the party?
- Whose book is that?
- How far is the university from your house?
- Why is he always late?
- Did you watch the film yesterday?

## SAMPLE TEXT ANSWER KEY

- Which best expresses the main idea of the second paragraph?  
**Reading strengthens your mind.**
- Why does the author think that you should read books that are boring?  
**You will learn new words.**
- Which best expresses the main idea of the third paragraph?  
**You can learn amazing things and become a better person by reading.**
- Which is **not** a reason given by the author why students fail to complete reading assignments?  
**Students may be tired.**
- Which best expresses the author's main purpose in writing this text?  
**He is trying to persuade students to do their reading work.**
- Which best describes the author's tone in the first two sentences?  
**Surprised**
- Which of the following is **not** one of the author's main points?  
**Reading helps you perform on tests and get into selective schools.**
- Which is **not** one of the author's arguments in the fifth paragraph?  
**Reading helps prepare you for your job in the real world.**
- Why does the author believe that reading is good for your mind state?  
**All of the above**
- Which title best expresses the main idea of this text?  
**Reading: Improve Your Vocabulary While Being Entertained**