

## Final Grammar Review Units 1-5

### Unit 1 - Lesson 1. Get to Express Change

Get is a verb that has many meanings depending on the context. When you use it in this manner it **expresses the change from one state to another**.

Create a sentence to express the change from this situation and the word in parenthesis:

- It was hot. It rained. Now it's cold. (after)

### Unit 1 - Lesson 2. So and Such

Use **so with adjectives** and **such with noun phrases** to show emphasis. Complete the sentences:

1. The lion is \_\_\_\_\_ a majestic animal.
2. Whales are \_\_\_\_\_ big that you could fit a school bus inside it.
3. Martin is \_\_\_\_\_ busy he hasn't eaten today.
4. Cows are \_\_\_\_\_ friendly animals that they have cow best friends.

### Unit 1 - Lesson 3. Though, Although and Even Though

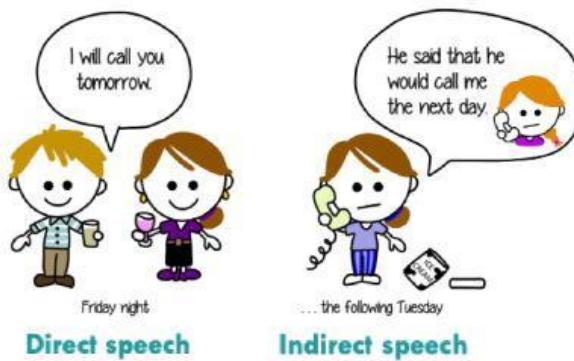
Clauses with **though**, **although** and **even though** help you show contrast or unexpected results between ideas.

Write a sentence that expresses contrast:

Although I studied all night, \_\_\_\_\_.

### Unit 2 - Lesson 1. Reported Speech.

Use verbs like say, tell and mention to begin your reporting and then change the tense to show the correct time relationship. Rewrite the sentence below to make it reported speech:



Direct Speech: "I can reserve a room for your meeting," he told me.

Reported Speech: \_\_\_\_\_

## Unit 2 - Lesson 2. Defining Relative Clauses

These clauses (oraciones) provide important information that “defines” a noun (person, place, object, concept). The clause begins with a **relative pronoun**.

Read the sentences. Then combine them into one sentence using a defining relative clause.

Dr. Carson teaches college students. The college students are studying business.

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## Unit 3 - Lesson 2. Negative Questions.

Negative questions are used with the verb **to be** and **do** to find out if someone agrees with you. Use them accordingly to the tense and subject you need.

Choose the correct verb to complete the negative question:

**A:** That was such a good movie!

**B:** Isn't / Didn't / Aren't / Wasn't you glad you watched it?

**A:** Didn't / Weren't / Isn't / Aren't we see that actress in another show?

## Unit 4 - Lesson 1. Embedded Wh- questions.

An embedded question is a question that uses a phrase before the **question word** to make the question less direct or more polite. An embedded question begins with a question word but has the word order of statements (sub + verb + rest of sentence).

Rearrange the words into a complete sentence.

ordered I David I why I know I a I plant

Do you \_\_\_\_\_?

## Unit 4 - Lesson 2. Think, Imagine and Wonder for Requests.

- Use these 3 verbs to soften requests or to make them more polite.
- Use **can** with imagine or **could** with think and wonder.
- Wonder is also followed by **if** in polite requests.
- Use statement order of words and only use an interrogation sign with “do you think”

Read the customer request. Then, write a more polite version using the verb in parentheses.

Can I try on this dress? (think)

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## Unit 5 - Lesson 1. Past Intentions.

Use a past continuous (be + ing) of the verbs go, plan, hope, plan on and think. For the rest of the sentence use an infinitive (to + base verb) with go, plan and hope. Use a gerund (-ing) with plan on and think.

Complete the sentence correctly:

Yusuf \_\_\_\_\_ (hope, go) to the library after work, but it was already closed

### Unit 5 - Lesson 2. So, Too, Neither, Either

- Use these expressions to show similarity or agreement.
- To agree with affirmative statements use **so and too**.
- To agree with negative statements use **neither and either**.

Choose any correct response to complete the conversation. More than one answer may be possible.

**A:** I didn't exercise last night.

**B:**

- I didn't either
- Neither did I
- Neither was I
- I don't, either

### Unit 5 - Lesson 3. Future Intentions.

- Use *intend/mean /plan + infinitive* to express these plans.

Complete the sentence correctly:

Charlotte \_\_\_\_\_ (plan, read) before she goes to sleep.