



# BASIC ENGLISH GRAMMAR

*for English Language Learners*

## Book 1

*Younger students at beginning to intermediate levels will greatly benefit from this step-by-step approach to English grammar basics. This is the ideal supplement to your language arts program whether your students are native English speakers or beginning English language learners. Skill-specific lessons make it easy to locate and prescribe instant reinforcement or intervention.*

- Illustrated lessons are tightly focused on core concepts of grammar

• Numerous practice exercises are included for ready reinforcement

- A wealth of examples are provided on every topic
- Concise explanations are bolstered by extra grammar tips and useful language notes

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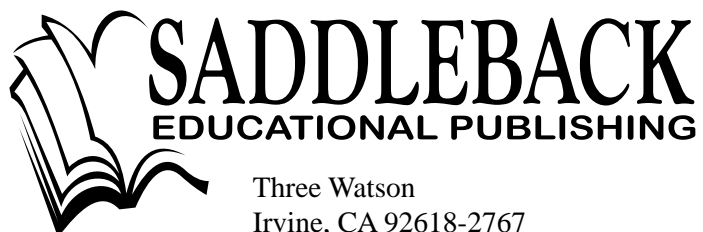


**Book**  
**1**

# **BASIC ENGLISH GRAMMAR**

*for English Language Learners*

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## Introduction

Grammar is a very old field of study. Did you know that the sentence was first divided into subject and verb by Plato, the famed philosopher from ancient Greece? That was about 2,400 years ago! Ever since then, students all over the world have found it worthwhile to study the structure of words and sentences. Why? Because skill in speaking and writing is the hallmark of all educated people.

Lesson by lesson, this book provides basic instruction in the eight parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—as well as the standard patterns of English sentences.

All students of English, be they native speakers or those who are studying English as a second language, will profit from the fundamental introduction and review of grammar provided by SADDLEBACK'S BASIC ENGLISH GRAMMAR 1 and 2. Helpful marginal notes throughout the books have been provided to reinforce existing skills and call attention to common problem areas.

We wish you every success in your pursuit of English proficiency.

# What You'll Find in this Book

|           |                                 |            |  |  |
|-----------|---------------------------------|------------|--|--|
| <b>1</b>  | <b>What is Grammar?</b>         | <b>5</b>   |  |  |
| <b>2</b>  | <b>The Capital Letter</b>       | <b>6</b>   |  |  |
| <b>3</b>  | <b>Nouns</b>                    | <b>8</b>   |  |  |
|           | Common Nouns                    | 8          |  |  |
|           | Proper Nouns                    | 13         |  |  |
|           | Singular Nouns                  | 21         |  |  |
|           | Plural Nouns                    | 23         |  |  |
|           | Collective Nouns                | 34         |  |  |
|           | Masculine and Feminine Nouns    | 37         |  |  |
| <b>4</b>  | <b>Pronouns</b>                 | <b>44</b>  |  |  |
|           | Personal Pronouns               | 44         |  |  |
|           | Reflexive Pronouns              | 47         |  |  |
|           | Interrogative Pronouns          | 48         |  |  |
|           | Demonstrative Pronouns          | 49         |  |  |
| <b>5</b>  | <b>Adjectives</b>               | <b>52</b>  |  |  |
|           | Adjective Endings               | 54         |  |  |
|           | Kinds of Adjectives             | 58         |  |  |
|           | Comparison of Adjectives        | 65         |  |  |
| <b>6</b>  | <b>Determiners</b>              | <b>71</b>  |  |  |
|           | The Articles                    | 71         |  |  |
|           | Demonstrative Determiners       | 73         |  |  |
|           | Interrogative Determiners       | 74         |  |  |
|           | Possessive Determiners          | 75         |  |  |
| <b>7</b>  | <b>Verbs and Tenses</b>         | <b>79</b>  |  |  |
|           | The Simple Present Tense        | 80         |  |  |
|           | Am, Is and Are                  | 83         |  |  |
|           | The Present Progressive Tense   | 89         |  |  |
|           | Have and Has                    | 93         |  |  |
|           | The Present Perfect Tense       | 96         |  |  |
|           | The Simple Past Tense           | 98         |  |  |
|           | Regular and Irregular Verbs     | 99         |  |  |
|           | Was and Were                    | 104        |  |  |
|           | The Past Progressive Tense      | 106        |  |  |
|           | The Future Tense                | 108        |  |  |
|           | Can and Could                   | 112        |  |  |
|           | May and Might                   | 113        |  |  |
|           | Do, Does and Did                | 115        |  |  |
|           | Would and Should                | 120        |  |  |
| <b>8</b>  | <b>Subject-Verb Agreement</b>   | <b>123</b> |  |  |
| <b>9</b>  | <b>Adverbs</b>                  | <b>127</b> |  |  |
| <b>10</b> | <b>Prepositions</b>             | <b>132</b> |  |  |
| <b>11</b> | <b>Conjunctions</b>             | <b>135</b> |  |  |
| <b>12</b> | <b>Interjections</b>            | <b>138</b> |  |  |
| <b>13</b> | <b>Sentences</b>                | <b>139</b> |  |  |
|           | What is a Sentence?             | 139        |  |  |
|           | Kinds of Sentences              | 140        |  |  |
|           | The Imperative                  | 141        |  |  |
|           | The Subject and the Object      | 143        |  |  |
|           | Direct and Indirect Objects     | 144        |  |  |
|           | Positive and Negative Sentences | 146        |  |  |
|           | Questions                       | 147        |  |  |
| <b>14</b> | <b>Punctuation</b>              | <b>150</b> |  |  |
|           | Period                          | 150        |  |  |
|           | Comma                           | 151        |  |  |
|           | Exclamation Point               | 152        |  |  |
|           | Question Mark                   | 152        |  |  |
|           | Apostrophe                      | 153        |  |  |

# 1

## What is Grammar?

Here's an old children's rhyme about the eight parts of speech of English grammar. It gives you an idea of what grammar is about. Read and remember it.



Every name is called a **noun**,  
As *field* and *fountain*, *street* and *town*.

Pronoun

In place of noun the **pronoun** stands,  
As *he* and *she* can clap their hands.



Adjective

The **adjective** describes a thing,  
As *magic* wand or *bridal* ring.

Most **verbs** mean action, something done,  
To *read* and *write*, to *jump* and *run*.

Verb

How things are done the **adverbs** tell,

As *quickly*, *slowly*, *badly*, *well*.

The **preposition** shows relation,  
As *in* the street or *at* the station.

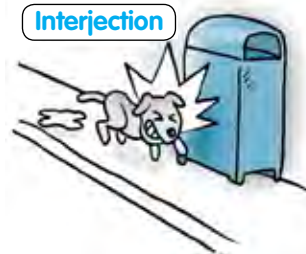
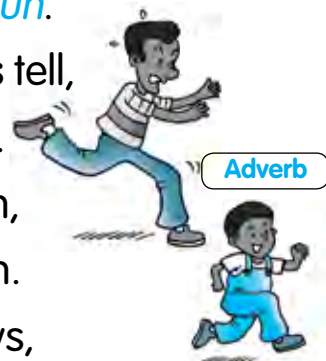
**Conjunctions** join, in many ways,

Sentences, words, *or* phrase *and* phrase.

The **interjection** cries out, "*Heed!*"

An exclamation point must  
follow me!"

Interjection



# 2

## The Capital Letter

The **capital letter** is also called a **big letter** or **upper-case** letter, or sometimes just a **capital**.

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

When do you use a capital letter?

- ▶ Use a capital letter for the first letter in a sentence:

**T**he dog is barking.

**C**ome here!

- ▶ Always use a capital letter for the word **I**:

**I** am eight years old.

Tom and **I** are good friends.

- ▶ Use a capital letter for the names of people:

**A**lice, **T**om, **J**ames, **K**im, **S**now **W**hite

- ▶ Use a capital letter for the names of places:

**N**ational **M**useum, **B**ronx **Z**oo, **L**ondon, **S**acramento

- ▶ Use a capital letter for festivals, holidays, days of the week, months of the year:

**N**ew **Y**ear's **D**ay, **C**hristmas, **L**abor **D**ay, **M**other's **D**ay,  
**S**unday, **M**onday, **F**riday, **J**anuary, **M**ay, **J**uly, **O**ctober



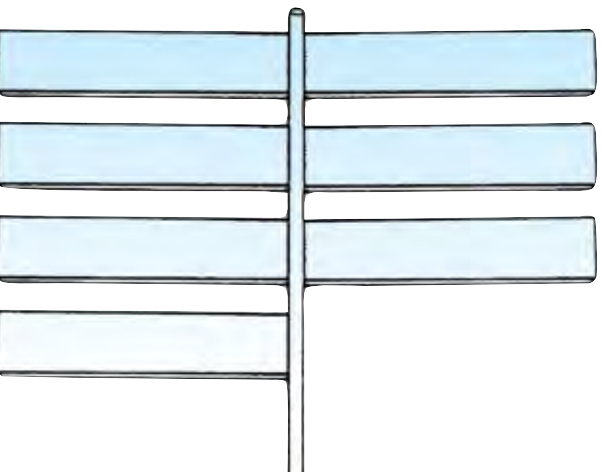
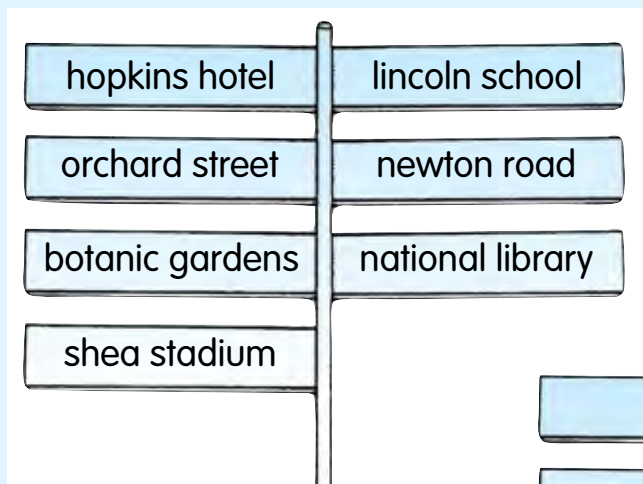
## Exercise 1

Circle the letters that should be CAPITALS. Then write the correct letter in the space above them.

- 1 peter and i are good friends.
- 2 we are going to chicago during our summer vacation.
- 3 there is an interesting football game on sunday.
- 4 jason lives on thomson avenue.
- 5 january is the first month of the year.

## Exercise 2

Look at the signs on the left. Can you find the mistakes? Write the names correctly.





# 3

# Nouns

## Common Nouns

**Nouns** are divided into **common nouns** and **proper nouns**. **Common nouns** are words for people, animals, places, or things.

These are words for people. They are common nouns.



artist

### Word File

Here are more words for people:

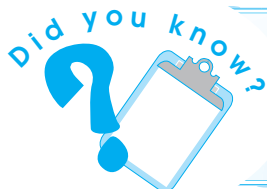
|         |                |
|---------|----------------|
| actor   | lawyer         |
| aunt    | judge          |
| baby    | man            |
| baker   | nurse          |
| cook    | police officer |
| dentist | singer         |
| doctor  | soldier        |
| giant   | teacher        |



clown

acrobat

astronaut



Another word for **astronaut** is **spaceman** or **spacewoman**.



These are words for animals. They are common nouns.

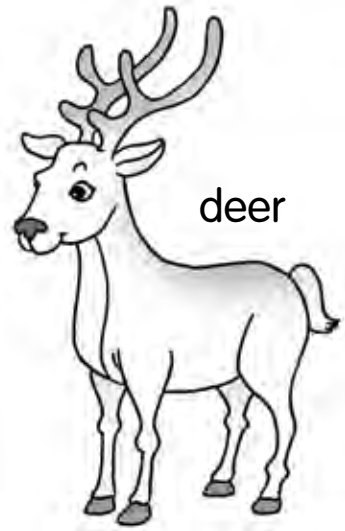
eagle



zebra

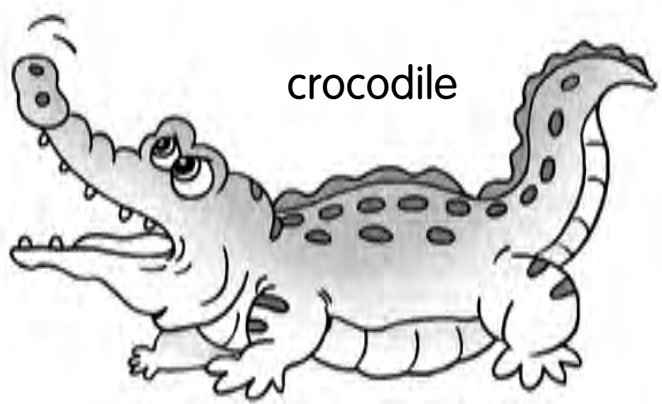


deer



bird

crocodile



bear



### Word File

Here are more words for animals:

- |         |        |
|---------|--------|
| cat     | goose  |
| cow     | hen    |
| dog     | horse  |
| dolphin | mouse  |
| duck    | parrot |
| fish    | shark  |
| goat    | whale  |

These are words for places. They are common nouns.



beach



park



library

shop



### Word File

Here are more words for places:

- |          |             |
|----------|-------------|
| airport  | market      |
| cave     | mountain    |
| church   | playground  |
| farm     | restaurant  |
| hill     | school      |
| hospital | seashore    |
| hotel    | stadium     |
| house    | supermarket |
| island   | temple      |
| mall     | zoo         |

These are words for things. They are common nouns.



basket

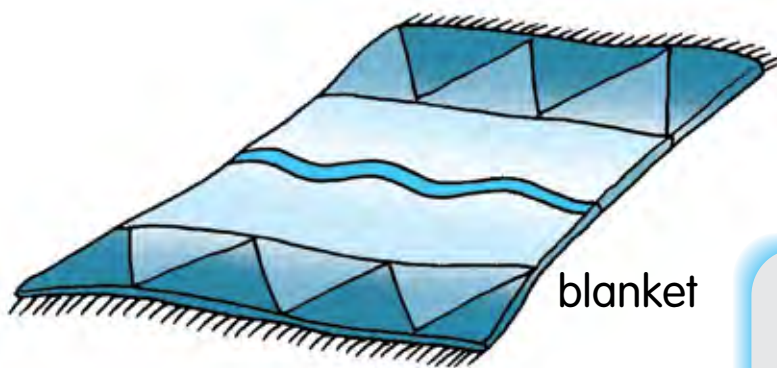
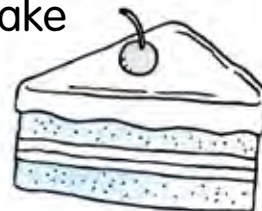


bed



drum

cake

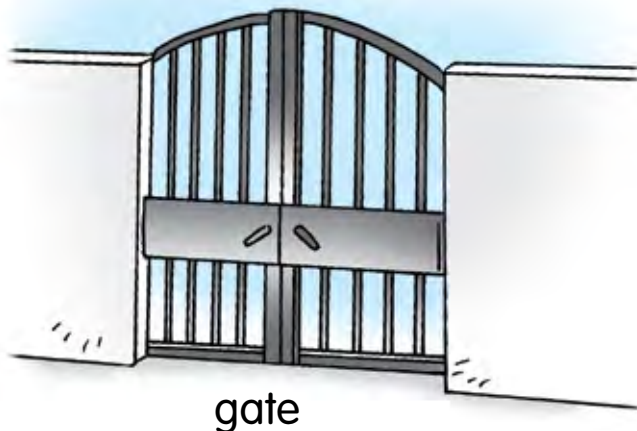


blanket

### Word File

Here are more words for things:

- |       |            |
|-------|------------|
| bag   | kite       |
| box   | ladder     |
| bread | lamp       |
| can   | picture    |
| chair | radio      |
| cot   | television |
| cup   | train      |
| desk  | truck      |
| door  | watch      |
| egg   | window     |



gate

## Exercise 1

**Underline the common nouns in these sentences.**

- 1 There's a little bird in the garden.
- 2 Who is your teacher?
- 3 Don't eat that rotten apple.
- 4 Kate has a lovely doll.
- 5 I like reading stories.
- 6 My father is a doctor.
- 7 Every child has a dictionary.
- 8 Rudy hates bananas.
- 9 The phone is ringing.
- 10 Here's a book for you.

## Exercise 2

**Here's a mixed bag of words. Put each word under its correct heading.**

swimmer

snail

fire engine

clown

letters

flag

river

barber

mountain

fox

hotel

parrot

granny

taxi

gardener

camel

**People**

**Animals**

**Places**

**Things**

\_\_\_\_\_

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\_\_\_\_\_

# Proper Nouns

**Proper nouns** are names for particular people, places or things. They always begin with a capital letter.



Omar



Beethoven



Lisa

Santa Claus



## Word File

Here are some more names of people:

Ali Baba

Florence Nightingale

Derek Jeter

Pauline

Johnny Depp

Patrick

Harry Potter

Pinocchio

Robin Hood



Your own name and the names of your friends are proper nouns too.



The names of countries and their people are also proper nouns.



American



Egyptian



Indian



Italian



Thai



Japanese



Korean



Malay



Filipino



Pakistani

**Country**

America  
Egypt  
India  
Italy  
Japan

**People**

Americans  
Egyptians  
Indians  
Italians  
the Japanese

**Country**

Korea  
Malaysia  
Pakistan  
France  
Thailand

**People**

Koreans  
Malaysians  
Pakistanis  
the French  
Thais

The names of towns, cities, buildings and landmarks are proper nouns.



Hong Kong



Egypt



the Great Wall of China



the Statue of Liberty



Tokyo



Sydney

Bangkok  
London  
New York  
Paris  
Beijing

New Delhi  
Denver  
Central Park  
the Eiffel Tower  
Big Ben

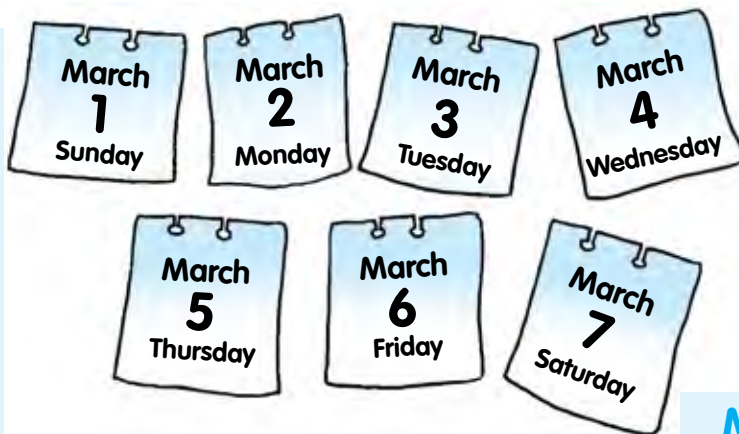
the Grand Canyon  
the Leaning Tower of Pisa  
Brooklyn Bridge  
Pike's Peak



The days of the week and months of the year are proper nouns.

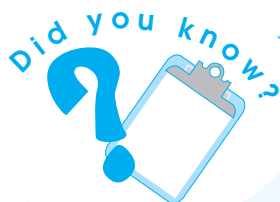
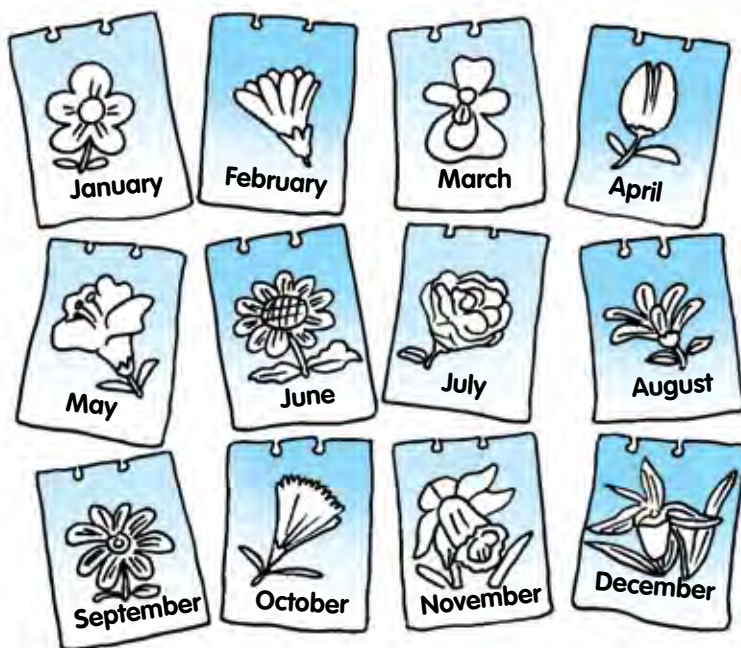
### Days

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday



### Months

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December



**January** is the first month of the year.

**Sunday** is the first day of the week.

A table that shows the months, weeks  
days



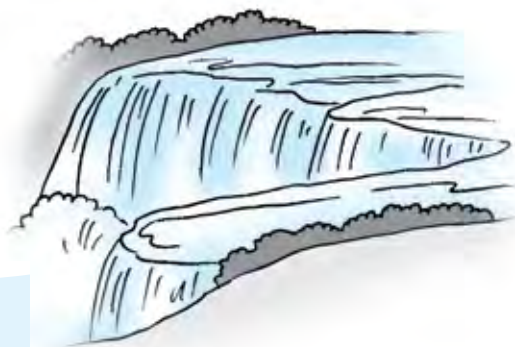
The names of mountains, seas, rivers and lakes are proper nouns.



the Thames



Mount Everest



Niagara Falls

Lake Michigan

the Alps

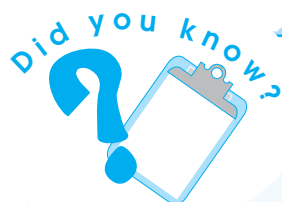
the Dead Sea

Mount Fuji

the Himalayas

the Pacific Ocean

the Yellow River



You often use **the** before names of oceans, rivers, seas and ranges of mountains.

**Mount** means **mountain**.

It is often used in the names of mountains.

For example: Mount Everest  
Mount St. Helens

The written short form for **Mount** is **Mt.**

For example: Mt. Everest, Mt. Fuji



The names of festivals, some special events and holidays are proper nouns, too.



Valentine's Day



Father's Day



Halloween



New Year's Day

### Word File

Here are more names of festivals and holidays:

Christmas

Mother's Day

Memorial Day

April Fool's Day

Labor Day

Thanksgiving Day

Independence Day

St. Patrick's Day

## Exercise 1

Underline the *proper nouns* in the following sentences.

- 1 July is often the hottest month in summer.
- 2 One day Ali Baba saw the forty thieves hiding in a cave.
- 3 Shawn and Ashley are going to the beach for a swim.
- 4 Mr. Lee is reading a book.
- 5 "I am your fairy godmother," said the old woman to Cinderella.
- 6 Uncle Mike is a lawyer.
- 7 Next Tuesday is a public holiday.
- 8 Many children enjoyed the movie Lion King.

## Exercise 2

Look at the words in the box. Which ones are *common nouns* and which ones are *proper nouns*? Put each word under its correct heading.

|         |       |                  |             |
|---------|-------|------------------|-------------|
| Lisa    | bank  | President Hotel  | United Bank |
| January | beach | White Sand Beach | hotel       |
| doctor  | month | Dr. Wang         | girl        |

**Common Nouns**

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**Proper Nouns**

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### Exercise 3

Write **C** for *common* or **P** for *proper* on the blank before each noun.

- 1 \_\_\_\_\_ the White House
- 2 \_\_\_\_\_ the green dress
- 3 \_\_\_\_\_ the tall building
- 4 \_\_\_\_\_ the Empire State Building
- 5 \_\_\_\_\_ the Yellow River
- 6 \_\_\_\_\_ the muddy river
- 7 \_\_\_\_\_ the governor
- 8 \_\_\_\_\_ Governor Parker
- 9 \_\_\_\_\_ the Oregon Trail
- 10 \_\_\_\_\_ the winding trail

### Exercise 4

Underline the nouns that should be capitalized. Circle the nouns that should *not* be capitalized.

- 1 Robert louis Stevenson wrote treasure island.
- 2 The Capital of illinois is Springfield.
- 3 My Friends and I prefer Glittergums toothpaste.
- 4 Their Family visited Yellowstone national Park.
- 5 Juan and maria attend kennedy Middle school.
- 6 We had a Surprise Party for aunt Helen.
- 7 Spring and Fall are my favorite Seasons.
- 8 The Manager scolded his lazy Employees.

# Singular Nouns

Nouns can be **singular** or **plural**. When you are talking about one person, animal, place, or thing, use a singular noun.



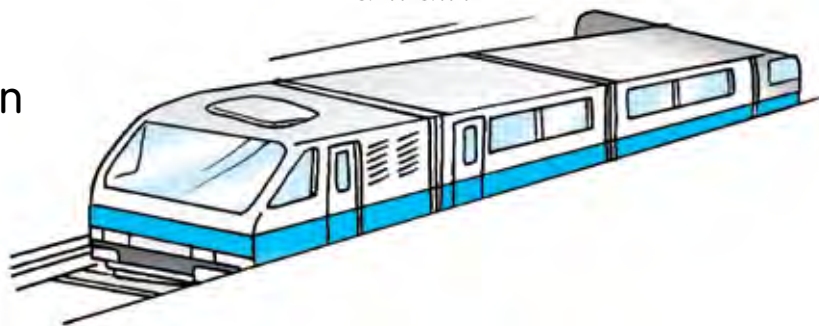
a ship

an owl



a woman

a train



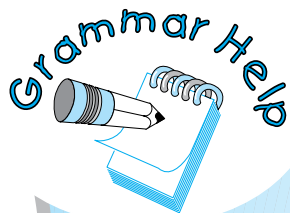
a flower



## Word File

These are also singular nouns:

- |             |                |
|-------------|----------------|
| an airplane | a letter       |
| a bicycle   | a map          |
| a boy       | a photograph   |
| a bus       | a refrigerator |
| a comb      | a slide        |
| a girl      | a swing        |
| a key       | a van          |



- ▶ Use **a** or **an** before singular nouns.  
Use **an** before words beginning with **vowels** (a, e, i, o, u). For example, say:

|                     |                    |
|---------------------|--------------------|
| <b>an</b> axe       | <b>an</b> igloo    |
| <b>an</b> egg       | <b>an</b> orange   |
| <b>an</b> envelope  | <b>an</b> umbrella |
| <b>an</b> ice cream | <b>an</b> uncle    |

- ▶ But some words don't follow this rule. For example, use **a** (not **an**) before these words that begin with **u**:

|                  |                     |
|------------------|---------------------|
| <b>a</b> uniform | <b>a</b> university |
|------------------|---------------------|

- ▶ Use **a** before words beginning with the other letters of the alphabet, called **consonants**.  
For example, say:

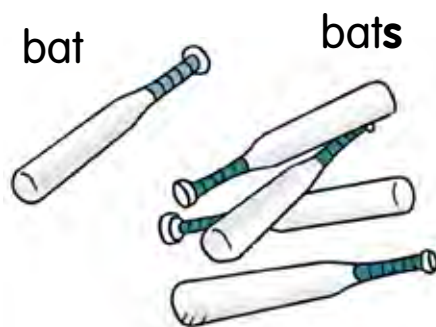
|                 |                  |
|-----------------|------------------|
| <b>a</b> basket | <b>a</b> rainbow |
| <b>a</b> bowl   | <b>a</b> monster |
| <b>a</b> car    | <b>a</b> pillow  |
| <b>a</b> hill   | <b>a</b> watch   |
| <b>a</b> house  | <b>a</b> zoo     |

- ▶ But some words don't follow this rule. For example, use **an** (not **a**) before these words that begin with **h**:

|                 |
|-----------------|
| <b>an</b> heir  |
| <b>an</b> honor |
| <b>an</b> hour  |

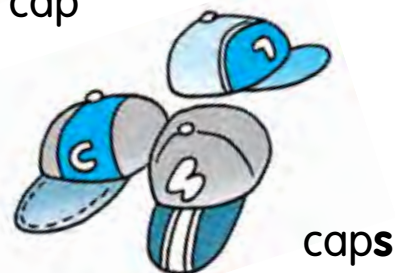
# Plural Nouns

When you are talking about two or more people, animals, places, or things, use plural nouns. Most nouns are made plural by adding **-s** at the end.



## Word File

| Singular | Plural  |
|----------|---------|
| bird     | birds   |
| broom    | brooms  |
| camel    | camels  |
| desk     | desks   |
| doll     | dolls   |
| egg      | eggs    |
| flower   | flowers |
| fork     | forks   |
| game     | games   |
| lamb     | lambs   |
| nest     | nests   |
| pen      | pens    |
| photo    | photos  |
| shirt    | shirts  |
| spoon    | spoons  |





Some plural nouns end in **-es**.



bus



glass



brush



buses



glasses



brushes

watch



watches



fox

foxes



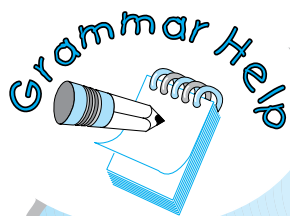
Word File

Singular

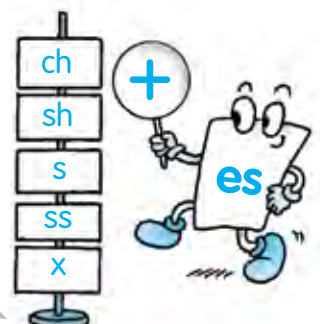
beach  
branch  
box  
bush  
church  
dish  
dress  
sandwich  
witch

Plural

beaches  
branches  
boxes  
bushes  
churches  
dishes  
dresses  
sandwiches  
witches



When the last letters of singular nouns are **ch, sh, s, ss** or **x**, you usually add **-es** to form the plural.



Some plural nouns end in **-ies**.

butterflies



butterfly

canaries



canary

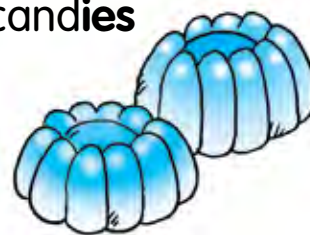


lilies



lily

candies



candy



Word File

Singular

baby  
cherry  
diary  
dictionary  
fairy  
family  
fly  
lady  
library  
puppy  
story  
strawberry

Plural

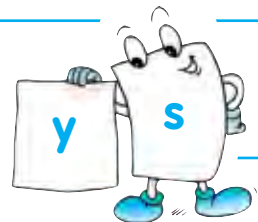
babies  
cherries  
diaries  
dictionaries  
fairies  
families  
flies  
ladies  
libraries  
puppies  
stories  
strawberries



Nouns like these are made plural by changing **y** to **i**, and adding **-es**.



What if there is a vowel before the **y**?  
In that case, add **-s** to form the plural.



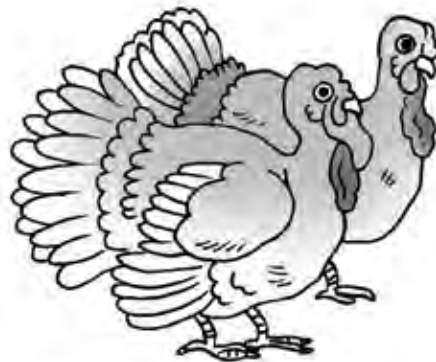
key



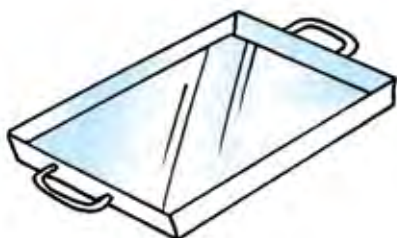
turkey



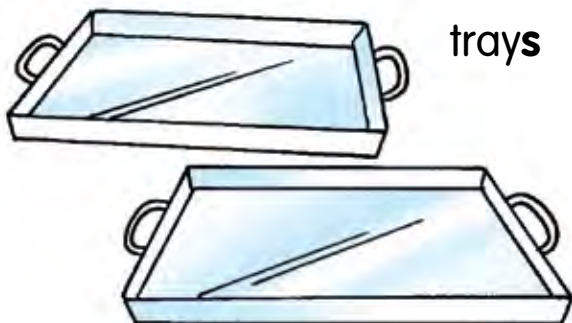
keys



turkeys



tray



trays

### Word File

#### Singular

chimney  
cowboy  
day  
donkey  
jersey  
kidney  
monkey  
toy  
trolley  
valley

#### Plural

chimneys  
cowboys  
days  
donkeys  
jerseys  
kidneys  
monkeys  
toys  
trolleys  
valleys

If a noun ends in **-f**, you often change **f** to **v**, and add **-es**.

**Singular**

calf  
elf  
half  
leaf

**Plural**

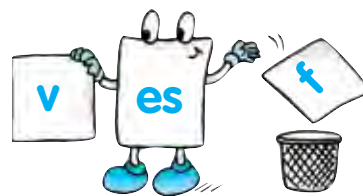
calves  
elves  
halves  
leaves

**Singular**

loaf  
shelf  
thief  
wolf

**Plural**

loaves  
shelves  
thieves  
wolves



Often nouns that end in **-f**, just need **-s** to form the plural.



**Singular**

chef  
chief  
cliff

**Plural**

chefs  
chiefs  
cliffs

**Singular**

handkerchief  
roof  
sheriff

**Plural**

handkerchiefs  
roofs  
sheriffs

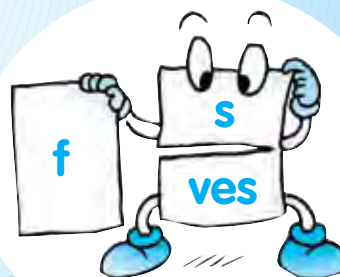
For some words that end in **-f**, the plural can be spelled in two different ways.

**Singular**

dwarf  
hoof  
scarf

**Plural**

dwarfs or dwarves  
hoofs or hooves  
scarfs or scarves



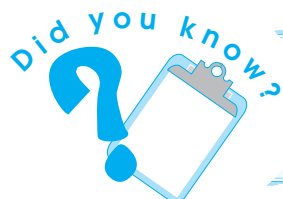
With some words that end in **-fe**, you change **f** to **v**, and add **-s**.

**Singular**

knife  
life  
wife

**Plural**

knives  
lives  
wives



But you only add **-s** to **giraffe** to form the plural.

If a noun ends in **-o**, you just add **-s** to form the plural.



a rhino



rhinos



a kangaroo



kangaroos

### Word File

#### Singular

a hippo  
a video  
a zoo

#### Plural

hippos  
videos  
zoos

But with some nouns that end in **-o**, you add **-es** to form the plural.



a flamingo



flamingoes

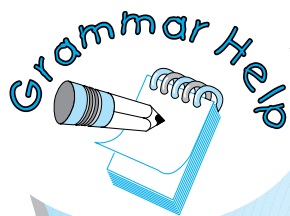
### Word File

#### Singular

a tomato  
a potato  
a hero

#### Plural

tomatoes  
potatoes  
heroes



With some nouns that end in **-o**, you can add either **-s** or **-es** to form the plural.

#### Singular

a mango  
a mosquito  
a zero  
a buffalo

#### Plural

mangoes  
mosquitoes  
zeroes  
buffaloes

#### Plural

mangos  
mosquitos  
zeros  
buffalos

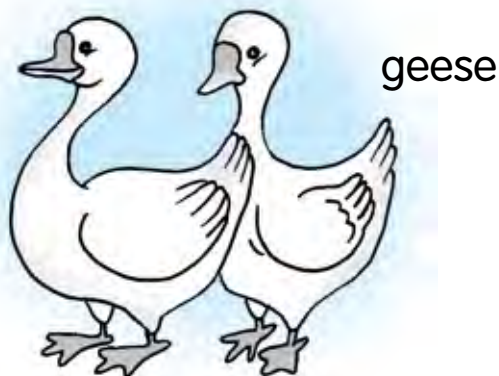
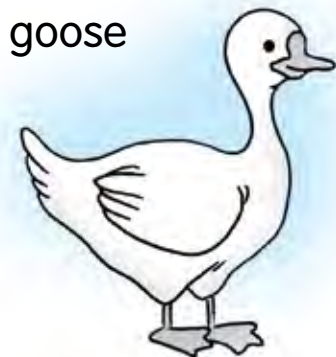
Some plural nouns don't follow the **-s** rule. They don't end in **-s**, **-es**, **-ies** or **-ves**. Instead, the word changes form.



mouse



mice



### Word File

#### Singular

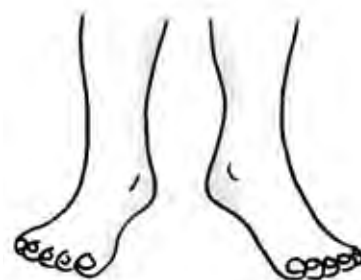
child  
man  
ox  
tooth  
woman

#### Plural

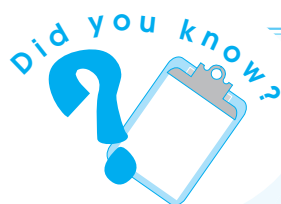
children  
men  
oxen  
teeth  
women



foot



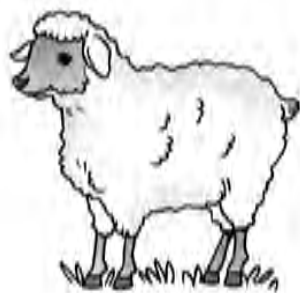
feet



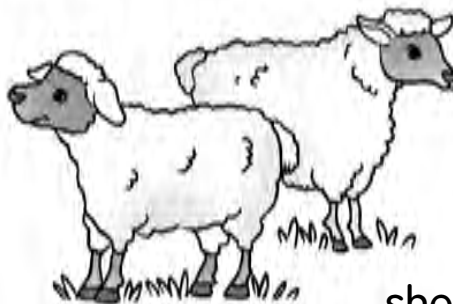
The plural of the **mouse** that you use with your computer is either **mice** or **mouses**.



Some plural nouns are the same as the singular noun.



sheep



sheep



reindeer



reindeer



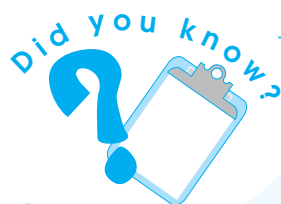
fish

fish



### Word File

| Singular | Plural |
|----------|--------|
| bison    | bison  |
| deer     | deer   |



You can use **fishes** as the plural of **fish** when you are talking about different kinds of fish: all the **fishes** of the Pacific Ocean.



Some nouns are always plural.

binoculars



goggles

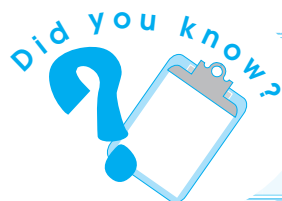


jeans

### Word File

|          |           |
|----------|-----------|
| pants    | scissors  |
| pajamas  | sneakers  |
| shorts   | slippers  |
| trousers | stockings |
| sandals  |           |

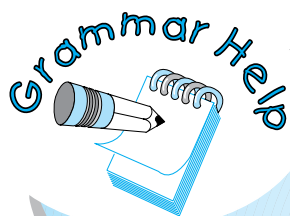
pliers



Another word for **spectacles** is **glasses**.



spectacles



You can make these plural nouns singular by using **a pair of**:

- a pair of binoculars
- a pair of spectacles
- a pair of goggles
- a pair of jeans
- a pair of shorts
- a pair of pliers



a pair of shoes



## Exercise 1

Look at the words below. Do you know which ones are *singular* and which are *plural*? Put a checkmark (✓) in the correct box.

|          | Singular                 | Plural                   |
|----------|--------------------------|--------------------------|
| word     | <input type="checkbox"/> | <input type="checkbox"/> |
| pencils  | <input type="checkbox"/> | <input type="checkbox"/> |
| books    | <input type="checkbox"/> | <input type="checkbox"/> |
| fan      | <input type="checkbox"/> | <input type="checkbox"/> |
| hat      | <input type="checkbox"/> | <input type="checkbox"/> |
| children | <input type="checkbox"/> | <input type="checkbox"/> |
| kites    | <input type="checkbox"/> | <input type="checkbox"/> |
| people   | <input type="checkbox"/> | <input type="checkbox"/> |
| crab     | <input type="checkbox"/> | <input type="checkbox"/> |
| foxes    | <input type="checkbox"/> | <input type="checkbox"/> |

## Exercise 2

Do you add *-s* or *-es* to these singular nouns to make them plural? Write your answers on the lines.

| Singular | Plural | Singular | Plural |
|----------|--------|----------|--------|
| 1 desk   | _____  | 6 basket | _____  |
| 2 class  | _____  | 7 peach  | _____  |
| 3 comb   | _____  | 8 belt   | _____  |
| 4 mug    | _____  | 9 taxi   | _____  |
| 5 bus    | _____  | 10 box   | _____  |

### Exercise 3

Do you change **-y** to **-ies**, or just add **-s** to make these singular nouns plural? Write your answers.

| Singular    | Plural | Singular  | Plural |
|-------------|--------|-----------|--------|
| 1 key       | _____  | 6 toy     | _____  |
| 2 city      | _____  | 7 baby    | _____  |
| 3 butterfly | _____  | 8 party   | _____  |
| 4 monkey    | _____  | 9 chimney | _____  |
| 5 fly       | _____  | 10 lady   | _____  |

### Exercise 4

All these singular nouns end with **-o**. Add either **-s** or **-es** as you write the plurals on the line.

| Singular   | Plural | Singular | Plural |
|------------|--------|----------|--------|
| 1 video    | _____  | 6 radio  | _____  |
| 2 piano    | _____  | 7 hippo  | _____  |
| 3 mango    | _____  | 8 zoo    | _____  |
| 4 kangaroo | _____  | 9 zero   | _____  |
| 5 rhino    | _____  | 10 photo | _____  |

# Collective Nouns

**Collective nouns** are words for groups of people, animals or things.

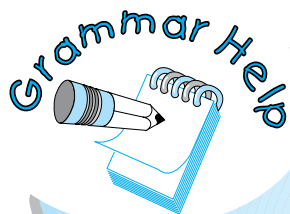
These are nouns for groups of people.



## Word File

Here are some more groups of people:

- |             |         |
|-------------|---------|
| an audience | a gang  |
| a band      | a group |
| a choir     | a team  |
| a class     |         |



Many **collective nouns** can be used with a singular or plural verb.

For example:

My family **was** happy to see me.

or

My family **were** happy to see me.

But the following collective nouns always take a plural verb:

cattle

people

the police

Here are more collective nouns that are used for groups of people, animals or things.



a **band** of musicians



a **brood** of chickens



a **school** of fish

### Word File

Here are some more collective nouns:

- a **bunch** of keys
- a **class** of pupils
- a **collection** of books
- a **deck** of cards
- a **fleet** of ships
- a **flock** of sheep
- a **gaggle** of geese
- a **gang** of robbers
- a **herd** of cattle
- a **litter** of cubs
- a **pod** of whales
- a **pack** of wolves
- a **pride** of lions
- a **set** of stamps
- a **swarm** of bees
- a **troupe** of actors



a **team** of players



a **flight** of steps

## Exercise

Farmer John had *several different* kinds of animals on his farm. Write the correct *collective noun* for each group of his animals.



Farmer John had:

a \_\_\_\_\_ of geese

a \_\_\_\_\_ of sheep

a \_\_\_\_\_ of cattle

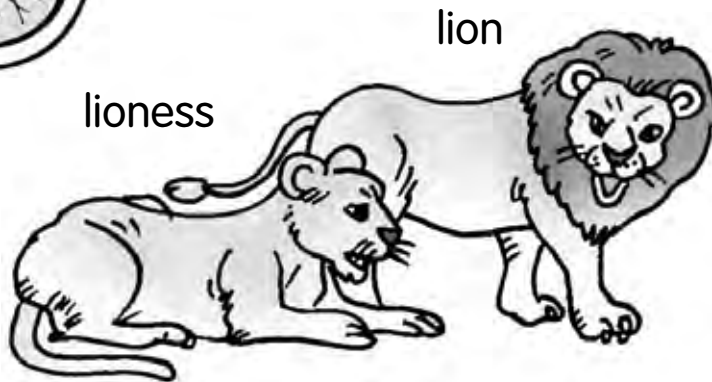
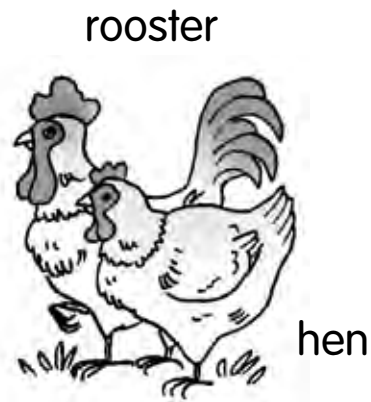
a \_\_\_\_\_ of horses

One day a \_\_\_\_\_ of coyotes tried to attack his animals. Farmer John yelled and waved a pitchfork to frighten them away.

# Masculine and Feminine Nouns

**Masculine nouns** are words for men and boys, and male animals.

**Feminine nouns** are words for women and girls, and female animals.



## Word File

### Masculine

boy  
man  
prince  
steward  
waiter

### Feminine

girl  
woman  
princess  
stewardess  
waitress

Here are some more masculine and feminine nouns for people.



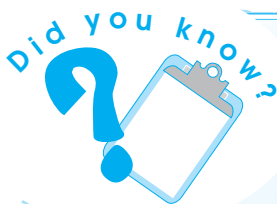
## Masculine

actor  
brother  
emperor  
father  
gentleman  
grandfather  
grandson  
headmaster  
man  
master  
nephew  
prince  
son  
steward  
uncle  
wizard



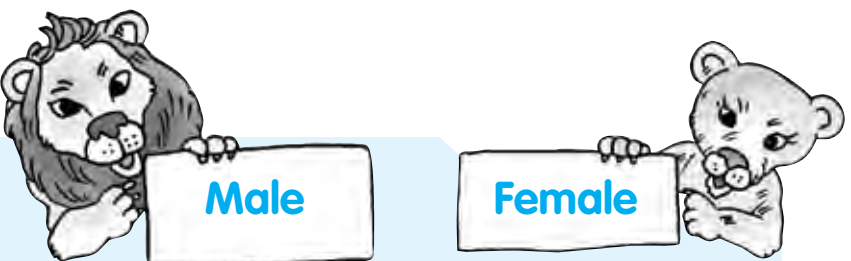
## Feminine

actress  
sister  
empress  
mother  
lady  
grandmother  
granddaughter  
headmistress  
woman  
mistress  
niece  
princess  
daughter  
stewardess  
aunt  
witch

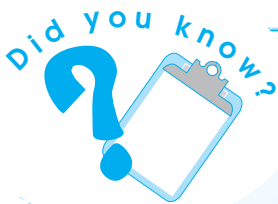


Masculine nouns belong to the **masculine gender**.  
Feminine nouns belong to the **feminine gender**.

Here are some masculine and feminine nouns for male and female animals.



| Animal  | Male     | Female  |
|---------|----------|---------|
| chicken | rooster  | hen     |
| cattle  | bull     | cow     |
| deer    | buck     | doe     |
| donkey  | jack     | jenny   |
| duck    | drake    | duck    |
| fox     | fox      | vixen   |
| goose   | gander   | goose   |
| horse   | stallion | mare    |
| lion    | lion     | lioness |
| sheep   | ram      | ewe     |
| tiger   | tiger    | tigress |



Nouns that end in **-ess** and **-ress** often belong to the feminine gender. For example:

|          |            |
|----------|------------|
| actress  | stewardess |
| lioness  | tigress    |
| princess | waitress   |



Many nouns are used for both males and females.



doctors



dancers



scientists

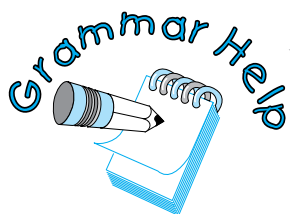


hairdressers

### Word File

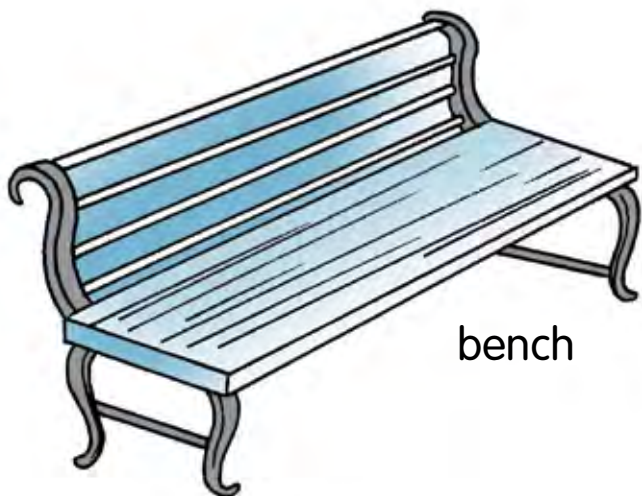
Nouns like these are used for both males and females:

- |             |          |
|-------------|----------|
| accountants | parents  |
| artists     | managers |
| designers   | pupils   |
| engineers   | singers  |
| lawyers     | teachers |



We call these nouns **common-gender** nouns.

Words for things that are neither male nor female are called **neuter nouns**.



bench



leaves



mirror



fire



waterfall

### Word File

Here are some neuter nouns:

- |          |            |
|----------|------------|
| ball     | forest     |
| building | gymnasium  |
| broom    | playground |
| cake     | rock       |
| computer | sky        |
| card     | socks      |
| floor    | wind       |

## Exercise 1

Fill in the blanks with the correct *masculine* or *feminine* nouns.

### Masculine

### Feminine

- |    |         |         |
|----|---------|---------|
| 1  | master  | _____   |
| 2  | uncle   | _____   |
| 3  | _____   | niece   |
| 4  | _____   | lioness |
| 5  | tiger   | _____   |
| 6  | _____   | empress |
| 7  | husband | _____   |
| 8  | son     | _____   |
| 9  | _____   | mother  |
| 10 | _____   | madam   |

## Exercise 2

Fill in each blank with a suitable *masculine* or *feminine* noun.

- 1 The host and the \_\_\_\_\_ welcomed their guests.
- 2 The steward and the \_\_\_\_\_ look after the passengers on the plane.
- 3 My uncle and \_\_\_\_\_ lived in Nebraska.
- 4 The king and the \_\_\_\_\_ had two children, a boy and a \_\_\_\_\_. The prince was eight and the \_\_\_\_\_ was five.
- 5 Ladies and \_\_\_\_\_, welcome to our party this evening.

### Exercise 3

Look at the words in the box. Write each word under its correct heading.

|          |         |        |         |
|----------|---------|--------|---------|
| children | sun     | witch  | king    |
| boy      | son     | father | girl    |
| mother   | queen   | file   | teacher |
| lamp     | doctor  | dancer | wizard  |
| ram      | rooster | elf    | fish    |

**Masculine**

**Feminine**

**Common Gender**

**Neuter**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 4

## Pronouns

A **pronoun** is a word that takes the place of a common noun or a proper noun. There are different kinds of pronouns.

### Personal Pronouns

The words **I**, **you**, **he**, **she**, **it**, **we** and **they** are called **personal pronouns**. They take the place of nouns and are used as the **subject** of the verb in a sentence.

My name is **David**. **I** am the youngest in the family.

This is **my father**. **He** is a teacher.

This is **my mother**. **She** is a lawyer.

**I** have **a brother** and **two sisters**.

**They** are Peter, Sharon and Jenny.

**I** have **a dog**. **It** is called Lucky.

**Lucky**, **you** are a good dog.

Good morning, **children**! **You** may sit down now.

**My family and I** live in a big city. **We** have an apartment.



The **subject** of a sentence is the person, animal, place or thing that does the action shown by the verb.

The words **me**, **you**, **him**, **her**, **it**, **us** and **them** are also personal pronouns. They also take the place of nouns. These pronouns are used as the **object** of the verb in a sentence.

I am standing on my head. Look at **me**.

**My mother** is kind. Everybody likes **her**.

**Lisa**, I told **you** to tidy your bed!

**Sharon and Jenny!** Dad is waiting for **you**!

**Lucky and I** are playing in the park. Dad is watching **us**.

**You** must not play with **the knife**. Give **it** to **me**.

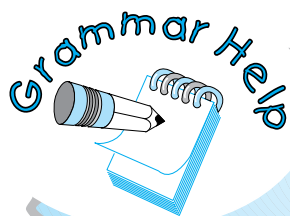
Pick up **your toys** and put **them** away.



**Baby birds** cannot fly.  
Mother bird has to feed **them**.



**Tom** likes riding **my bicycle**.  
I sometimes lend **it** to **him**.



The **object** of a sentence is the person, animal, place or thing that receives the action shown by the verb.



There are three groups of pronouns: **first person**, **second person** and **third person**.

The **person speaking** is called the **first person**.

The first-person pronouns are **I** or **me** (in the singular) and **we** or **us** (in the plural).

The **person spoken to** is called the **second person**. The second-person pronoun is **you** (in both singular and plural).

The **person (or animal, or thing) spoken about** is called the **third person**. The third-person pronouns are **he** or **him**, **she** or **her**, and **it** (in the singular), and **they** or **them** (in the plural).

The word **I** is always spelled with a capital letter.

The pronoun **he** is used for men and boys, **she** for women and girls, and **it** for things and animals.

Here is a table to help you.

|                               | Subject         | Object           |
|-------------------------------|-----------------|------------------|
| <b>First person singular</b>  | I               | me               |
| <b>Second person singular</b> | you             | you              |
| <b>Third person singular</b>  | he<br>she<br>it | him<br>her<br>it |
| <b>First person plural</b>    | we              | us               |
| <b>Second person plural</b>   | you             | you              |
| <b>Third person plural</b>    | they            | them             |

# Reflexive Pronouns

The words **myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves** and **themselves** are called **reflexive pronouns**.

They refer to the person or animal that is the subject of the verb.

I made this cake **myself**.

Be careful with the knife. **You**'ll cut **yourself**.

**Michael** is looking at **himself** in the mirror.

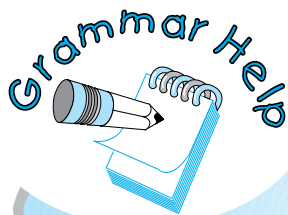
**Susan** has hurt **herself**.

Our **cat** washes **itself** after each meal.

**We** organized the party all by **ourselves**.

Come in, **children**, and find **yourselves** a seat.

**Baby birds** are too young to look after **themselves**.



Here is a table to remind you about reflexive pronouns.

|                      | Singular   | Plural  |
|----------------------|--|---|
| <b>First person</b>  | (I, me) myself   | (we, us) ourselves  |
| <b>Second person</b> | (you) yourself   | (you) yourselves  |
| <b>Third person</b>  | (he, him) himself<br>(she, her) herself<br>(it) itself | (they, them) themselves<br>(they, them) themselves<br>(they, them) themselves |



# Interrogative Pronouns

The words **who**, **whom**, **whose**, **what** and **which** are called interrogative pronouns.

These pronouns are used to ask questions.

## Who

**Who** is he talking to?

**Who** are those people?

## Whom

**Whom** are you playing with?

**Whom** is he talking to?

## Which

**Which** of these bags is yours?

**Which** do you prefer?

## Whose

**Whose** is this umbrella?

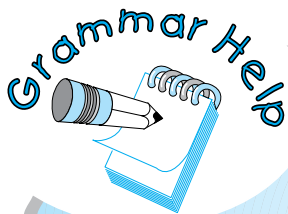
**Whose** are these gloves?

## What

**What** is your dog's name?

**What** are you talking about?

**What** is the time?



**Who** can be used as the **object** of a verb as well as the **subject**.

**Whom** is used only as the **object**. For example, you can say:

**Who** are you playing with?

or

**Whom** are you playing with?

# Demonstrative Pronouns

The words **this**, **these**, **that** and **those** are called **demonstrative pronouns**. They are showing words.



**Those** are goats.

**These** are sheep.

**This** is my house.

**This** is a hill.

**These** are donkeys.

What is **this**?

Did you drop **this**?

Hi, Jane! **This** is Michael!

**That** is John's house.

**That** is a mountain.

**Those** are horses.

What are **those**?

We can do better than **that**.

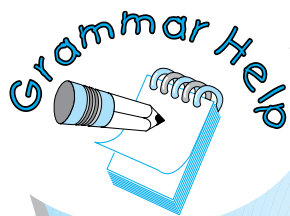
No, **that's** not mine.

You mean you won't?

**That's** amazing!

Hello, who is **that** speaking, please?

Hello, is **that** you, George?



You use **this** and **these** when you point to things **near** you.

You use **that** and **those** when you point to things **farther away**.

Demonstrative pronouns can be singular or plural:

**Singular**

this

that

**Plural**

these

those

## Exercise 1

Draw a line to join each of the *subject pronouns* to the *object pronoun* that matches.

I      he      it      she      they      you      we

us      her      you      them      me      him      it

## Exercise 2

Fill in the blanks with the correct pronouns.

- 1 Peter and I are brothers. \_\_\_\_\_ share a bedroom together.
- 2 Sue isn't well. Dad is taking \_\_\_\_\_ to see a doctor.
- 3 My brother is a teacher. \_\_\_\_\_ teaches English.
- 4 All his students like \_\_\_\_\_ very much.
- 5 Children, \_\_\_\_\_ are making too much noise!
- 6 Who are those people? Where are \_\_\_\_\_ from?
- 7 Mom is a doctor. \_\_\_\_\_ works in a hospital.
- 8 The sky is getting dark. \_\_\_\_\_ is going to rain.
- 9 John, we are all waiting for \_\_\_\_\_. Are you coming with \_\_\_\_\_?
- 10 May \_\_\_\_\_ borrow your pen?
- 11 Yes, of course. When can you return \_\_\_\_\_ to \_\_\_\_\_?
- 12 What are \_\_\_\_\_ reading, Jenny?

### Exercise 3

Fill in the blanks with the correct *reflexive pronouns* from the box.

|            |            |           |         |
|------------|------------|-----------|---------|
| yourselves | themselves | itself    | myself  |
| himself    | yourself   | ourselves | herself |

- 1 No one can help us. We have to help \_\_\_\_\_.
- 2 Jane always makes the bed by \_\_\_\_\_.
- 3 They painted the wall all by \_\_\_\_\_.
- 4 I hurt \_\_\_\_\_ in the playground yesterday.
- 5 John, you must behave \_\_\_\_\_ before your friends.
- 6 Children, you must do the homework \_\_\_\_\_.
- 7 Tom defended \_\_\_\_\_ against the bullies.
- 8 The dog is scratching \_\_\_\_\_.

### Exercise 4

Write the correct *interrogative pronouns* in the blanks to complete the sentences:

- 1 \_\_\_\_\_ is the matter with you?
- 2 \_\_\_\_\_ invented the computer?
- 3 \_\_\_\_\_ of the twins is older?
- 4 \_\_\_\_\_ do you wish to speak to?
- 5 \_\_\_\_\_ is this car in front of our house?
- 6 \_\_\_\_\_ knows the answer?
- 7 \_\_\_\_\_ came first, the chicken or the egg?
- 8 \_\_\_\_\_ would you like to drink?
- 9 \_\_\_\_\_ of them do you think will win the race?
- 10 \_\_\_\_\_ is the word for a stamp collector?

# 5

## Adjectives

An **adjective** is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes, though, the adjective appears after the noun, later in the sentence.



a **smart** dog



an **old** building



a **tall** basketball player

a **busy** street

a **dark** corner

a **deep** sea

a **large** bed

It is **windy**.

John's handwriting is very **neat**.

The sea is **rough**.

All the players are very **tall**.

The baby's hands are very **small**.

Sue's drawing is **beautiful**.

That problem is too **difficult**.

Peter is very **quiet** today.



a **low** fence

## Exercise 1

Underline the *adjectives* in the following sentences.

- 1 There is an empty room upstairs.
- 2 It's a hot summer.
- 3 You are so kind.
- 4 Don't be crazy.
- 5 This park is clean and green.
- 6 Many people exercise to keep healthy.
- 7 I think these eggs are rotten.
- 8 We are all bored. There isn't anything to do.
- 9 The pupils don't find the joke amusing.
- 10 James was absent because he was ill.

## Exercise 2

Fill in the blanks with suitable *adjectives* from the box.

|      |       |       |         |
|------|-------|-------|---------|
| hot  | large | short | free    |
| high | sweet | poor  | playful |

- 1 The ice cream is very \_\_\_\_\_.
- 2 It's very \_\_\_\_\_ in summer.
- 3 The company is giving away \_\_\_\_\_ gifts to its customers.
- 4 They live in a \_\_\_\_\_ house.
- 5 Jean is wearing a \_\_\_\_\_ skirt.
- 6 The climbers are climbing up a \_\_\_\_\_ mountain.
- 7 These puppies are very \_\_\_\_\_.
- 8 Many \_\_\_\_\_ people have no home.

# Adjective Endings

Adjectives have different **endings**.

Some adjectives end in **-ful** or **-less**.

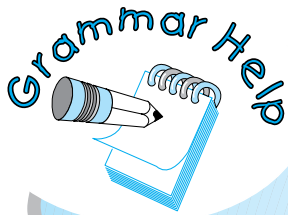


**homeless** people



**playful** puppies

a **beautiful** dress  
a **careless** driver  
a **faithful** dog  
a **harmless** insect  
a **useful** tool



An adjective that ends in **-less** is the opposite of the same adjective that ends in **-ful**.

For example:

careful – careless

useful – useless

colorful – colorless

harmful – harmless

The **-ful** ending means **having a lot of something**.

For example:

painful = having a lot of pain

hopeful = having a lot of hope

The **-less** ending means **without**.

For example:

leafless = without leaves

sleeveless = without sleeves



Some adjectives end in **-y**.

a **dirty** street  
a **noisy** room  
an **oily** pot  
a **sleepy** passenger  
a **sunny** day



a **stormy** sea

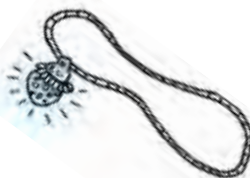


a **muddy** path

Some adjectives end in **-ive**.

an **active** child  
an **attractive** hat  
a **creative** toy

an **expensive** necklace



**talkative** pupils

Some adjectives end in **-ing**.

a **caring** nurse  
an **interesting** book  
**loving** parents  
**matching** clothes  
a **smiling** face

a **cunning** fox



**dazzling** sunshine



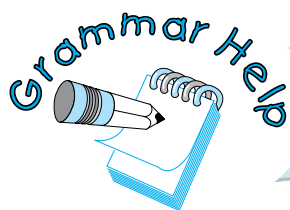
Some adjectives end in **-ly**.

a **costly** diamond ring  
an **elderly** woman  
**lively** kittens  
a **lonely** boy  
a **lovely** girl  
a **weekly** magazine

a **daily** newspaper



a **friendly** police officer



Many **adverbs** also end in **-ly**.

Here are some adjectives with the endings **-able**, **-al**, **-en**, **-ible**, **-ish** and **-ous**.

a **broken** chair



a **famous** pop singer

**childish** behavior  
a **comfortable** chair  
a **dangerous** place  
a **foolish** act  
a **horrible** smell  
a **loveable** koala

a **national** costume  
a **musical** instrument  
a **terrible** mess  
a **woolen** sweater  
a **wooden** table



a **poisonous** snake

## Exercise 1

Add the correct endings to turn these words into *adjectives*.

-y

-ful

-less

-al

1 peace \_\_\_\_\_

6 dirt \_\_\_\_\_

2 storm \_\_\_\_\_

7 music \_\_\_\_\_

3 mud \_\_\_\_\_

8 nation \_\_\_\_\_

4 forget \_\_\_\_\_

9 dust \_\_\_\_\_

5 spot \_\_\_\_\_

10 play \_\_\_\_\_

## Exercise 2

Add the correct endings to turn these words into *adjectives*.

-en

-y

-ing

-ish

-ous

-ly

1 wind \_\_\_\_\_

6 fool \_\_\_\_\_

2 gold \_\_\_\_\_

7 charm \_\_\_\_\_

3 friend \_\_\_\_\_

8 child \_\_\_\_\_

4 rot \_\_\_\_\_

9 love \_\_\_\_\_

5 danger \_\_\_\_\_

10 interest \_\_\_\_\_

# Kinds of Adjectives

There are different kinds of adjectives.

Some adjectives describe the **qualities** of nouns.



a **cold** drink



a **hot** bun



an **ugly** monster



a **fierce** dog



a **loud** crash

a **beautiful** rainbow  
a **clever** monkey  
a **difficult** question  
**happy** children  
a **kind** lady  
a **new** car  
an **old** house  
a **pretty** girl  
a **rich** family  
a **sad** story  
a **strong** man  
a **wicked** queen

Some adjectives tell you which place or country a person or thing comes from, or belongs to. They are called **adjectives of origin**.



**Chinese** kungfu



an **Indian** temple



A **Filipino** shirt



a **Mexican** hat



**Dutch** clogs

**Australian** apples  
a **Balinese** dancer  
the **English** language  
the **French** flag  
an **Italian** car  
a **Japanese** garden  
a **Scottish** kilt  
**Thai** boxing

Some adjectives tell you the **color** of things.



Please get me some **white** paint.



The sky is **gray**.

The sea is **blue**.  
George is wearing **brown** shoes.  
I don't like **green** apples.  
Carrots are **orange**.  
Flamingos are **pink**.  
Eggplants are **purple**.  
Roses are **red**.



Your hands are **black**!

Some adjectives tell you the **size** of the nouns they describe.

a **huge** balloon



a **fat** sumo wrestler



a **thin** boy



a **big** hat  
a **broad** shoulders  
a **high** mountain  
a **large** ship  
a **long** bridge  
a **low** ceiling  
a **narrow** path  
**small** animals  
**tiny** insects  
a **wide** street

a **short** man



The word **tall** describes people and narrow, upright objects. For example, you can say:

a **tall** girl      a **tall** bookcase

The word **high** describes bigger or wider objects that reach a great height. For example, you can say:

a **high** mountain      a **high** wall

**Numbers** are adjectives, too. They tell you how many people, animals, or things there are. Sometimes they are called **adjectives of quantity**.



**one** giant



**two** princes



**three** princesses



**four** mermaids



**five** witches



**six** fairies



**seven** elves



**nine** dwarfs

**eight** puppets



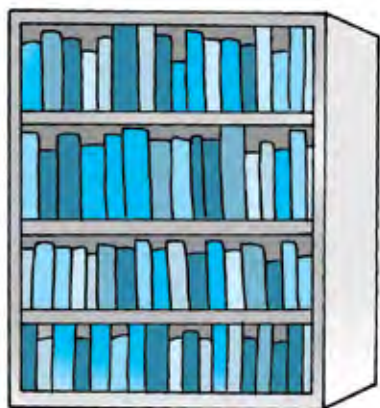
**ten** angels

**eleven** hens  
**twelve** geese  
**thirteen** birds  
**fourteen** mice

**fifteen** frogs  
**sixteen** snails  
**seventeen** kittens  
**eighteen** ants

**nineteen** lizards  
**twenty** butterflies

Other adjectives tell you something about quantity without giving you the exact number.



**a lot of** books



**some** soldiers

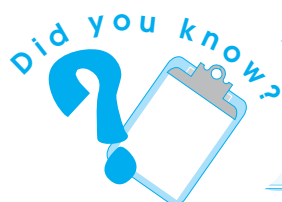


**a few** cups



**a few** puppies

**a little** ice cream  
**a little** rice  
not **many** people  
too **much** salt  
**lots of** insects  
**plenty of** money  
**some** food  
Is there **any** milk?



Adjectives that tell you about **quantity** are also called **quantifying determiners**.



## Exercise

Look at the underlined words in the following sentences. Do you know what kinds of adjectives they are?

In the blanks write *C* if the underlined words tell you about *color*, *S* if they tell you about *size*, *Ql* if they tell you about *quality*, *O* if they tell you about *origin*, or *Qn* if they tell you about the *number* or *quantity* of things.

- 1 Dad has two pairs of shoes. \_\_\_\_\_
- 2 One pair is brown and the other pair is black. \_\_\_\_\_
- 3 This is a very simple puzzle. \_\_\_\_\_
- 4 What color is the American flag? \_\_\_\_\_
- 5 A kind fairy appeared before Cinderella. \_\_\_\_\_
- 6 He is a proud man. \_\_\_\_\_
- 7 There is some food left. \_\_\_\_\_
- 8 Tom is wearing a blue T-shirt. \_\_\_\_\_
- 9 Jack has ten marbles; Peter has twenty. \_\_\_\_\_
- 10 How many marbles have Jack and Peter altogether? \_\_\_\_\_
- 11 There is an Indian temple in the city. \_\_\_\_\_
- 12 There is a large crowd outside the temple. \_\_\_\_\_
- 13 My house is just a few miles from the school. \_\_\_\_\_
- 14 They are driving a small car. \_\_\_\_\_
- 15 Sue likes those yellow and red balloons. \_\_\_\_\_

# Comparison of Adjectives

When you compare two people or things, use the **comparative** form of the adjective.

Lots of comparative adjectives end in **-er**.



small



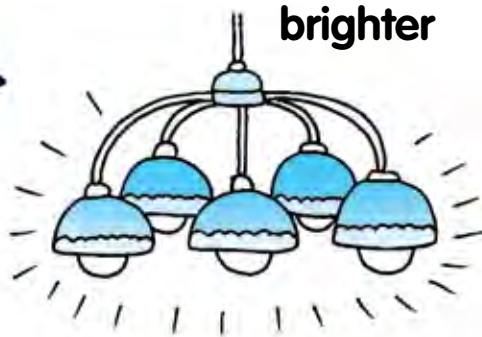
smaller

fast

faster



bright



brighter

cheap

**cheaper**

clear

**clearer**

loud

**louder**

new

**newer**

old

**older**

rich

**richer**

short

**shorter**

tall

**taller**

slow

**slower**

thick

**thicker**



The word **than** is often used with comparative adjectives. For example, you might say:

Jack is taller **than** John.

A sports car is faster **than** a motorbike.

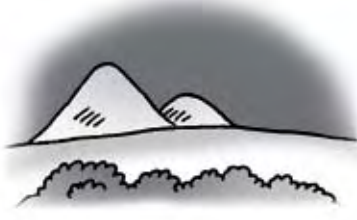
Use the **superlative** form of an adjective to compare three or more nouns. Lots of superlatives end in **-est**.



dark



darker



**darkest**



thick



thicker



**thickest**

|        |          |                  |
|--------|----------|------------------|
| clean  | cleaner  | <b>cleanest</b>  |
| easy   | easier   | <b>easiest</b>   |
| fat    | fatter   | <b>fattest</b>   |
| flat   | flatter  | <b>flattest</b>  |
| heavy  | heavier  | <b>heaviest</b>  |
| hot    | hotter   | <b>hottest</b>   |
| narrow | narrower | <b>narrowest</b> |
| noisy  | noisier  | <b>noisiest</b>  |
| simple | simpler  | <b>simplest</b>  |
| thin   | thinner  | <b>thinnest</b>  |
| wet    | wetter   | <b>wettest</b>   |



long



longer



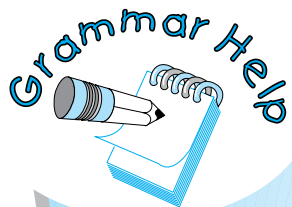
**longest**



You often add **the** before the superlative form. For example, you say:

Mount Everest is **the** highest mountain in the world.

Peter is **the** tallest boy in his class.



- ▶ With adjectives that end in **-e**, add **-r** to form the **comparative**, and **-st** to form the **superlative**. For example:

|       | Comparative | Superlative |
|-------|-------------|-------------|
| close | closer      | closest     |
| large | larger      | largest     |
| safe  | safer       | safest      |
| wide  | wider       | widest      |

- ▶ Some adjectives have only one syllable, end with a consonant, and have a single vowel before the consonant. With these adjectives, double the last letter before adding **-er** to form the **comparative**, and **-est** to form the **superlative**. For example:

|     | Comparative | Superlative |
|-----|-------------|-------------|
| big | bigger      | biggest     |
| dim | dimmer      | dimmest     |
| mad | madder      | maddest     |
| sad | sadder      | saddest     |

- ▶ Some adjectives have two syllables and end in **-y**. With these adjectives change the **y** to **i**. Then add **-er** to form the **comparative**, and **-est** to form the **superlative**. For example:

|        | Comparative | Superlative |
|--------|-------------|-------------|
| busy   | busier      | busiest     |
| dirty  | dirtier     | dirtiest    |
| happy  | happier     | happiest    |
| pretty | prettier    | prettiest   |

With some adjectives, you use **more** to make the comparative form, and **most** to make the superlative form.



beautiful



**more** beautiful



**most** beautiful

active

**more** active

**most** active

charming

**more** charming

**most** charming

cheerful

**more** cheerful

**most** cheerful

comfortable

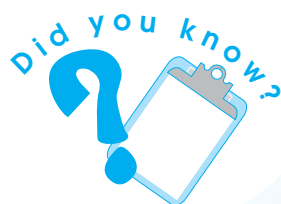
**more** comfortable

**most** comfortable

delicious

**more** delicious

**most** delicious



Adjectives that form their comparative and superlative with **more** and **most** are usually adjectives with two or more **syllables**, or sounds. For example:

ac-tive

ex-pen-sive

beau-ti-ful

fa-mous

charm-ing

for-tu-nate

cheer-ful

in-tel-li-gent

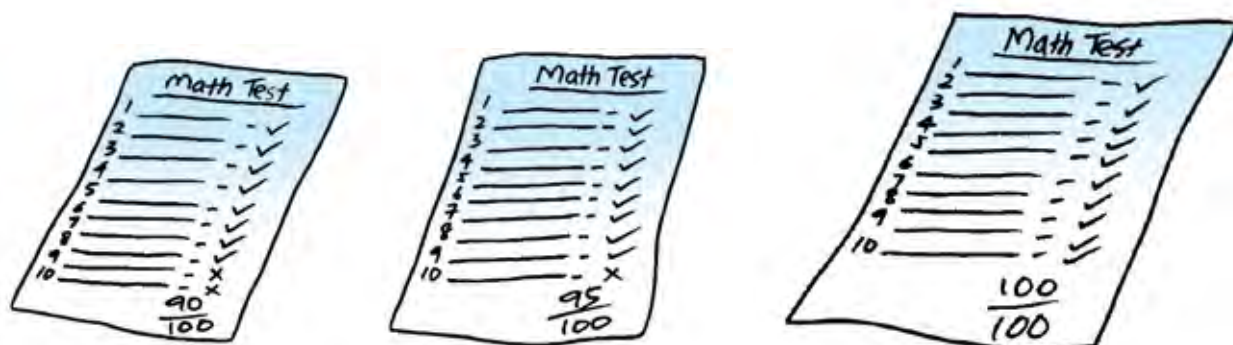
com-fort-a-ble

pow-er-ful

de-li-cious

val-u-a-ble

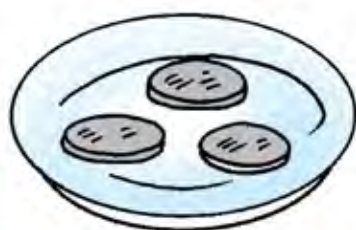
The comparative and superlative forms of some adjectives are completely different words.



good

better

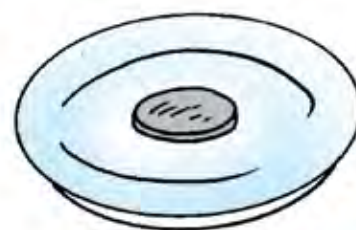
best



little



less



least

|      |              |              |
|------|--------------|--------------|
| bad  | <b>worse</b> | <b>worst</b> |
| few  | <b>less</b>  | <b>least</b> |
| many | <b>more</b>  | <b>most</b>  |
| much | <b>more</b>  | <b>most</b>  |



With these adjectives, you don't add **-er** or **more** to form the comparative, or **-est** or **most** to form the superlative.

## Exercise 1

Fill in the blanks with the correct *comparative* and *superlative* forms of the following *adjectives*.

|       | Comparative | Superlative |
|-------|-------------|-------------|
| hard  | _____       | _____       |
| cold  | _____       | _____       |
| soft  | _____       | _____       |
| tall  | _____       | _____       |
| rich  | _____       | _____       |
| mad   | _____       | _____       |
| funny | _____       | _____       |
| big   | _____       | _____       |
| sad   | _____       | _____       |
| busy  | _____       | _____       |
| noisy | _____       | _____       |

## Exercise 2

Fill in the blanks with the correct *comparative* and *superlative* forms of the following *adjectives*.

|           | Comparative | Superlative |
|-----------|-------------|-------------|
| foolish   | _____       | _____       |
| harmful   | _____       | _____       |
| poisonous | _____       | _____       |
| valuable  | _____       | _____       |
| difficult | _____       | _____       |
| generous  | _____       | _____       |

# 6

## Determiners

**Determiners** are words such as **this**, **those**, **my**, **their**, **which**. They are special adjectives that are used before nouns.

### The Articles

The words **a**, **an** and **the** belong to this group of words called **determiners**.

The words **a** and **an** are called **indefinite articles**. You can use them with singular nouns to talk about any single person or thing.



Do you wear **a** uniform to school?

Can you hear **a** bird singing ?



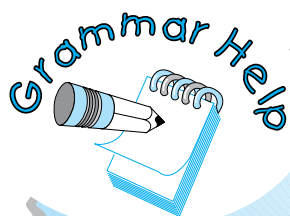
This is **a** picture of **an** elephant.

Rudy is reading **a** book.

Mom bought me **a** new dress today.

You will need **an** umbrella when you go out.

She eats **an** apple **a** day.



The article **an** is usually used before words beginning with **vowels**. The article **a** is used before words beginning with **consonants**.



The word **the** is called the **definite article**. Use **the** before a noun when you are talking about a certain person or thing.



**The** telephone is ringing.



Where's **the** cat?  
I think she is under **the** bed.

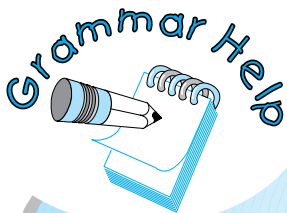


Tom has won **the** race.

Granny is sitting in **the** garden.  
**The** street is very busy today.  
**The** sky is getting dark.



**The** ice is melting.



You also use **the** before a noun when there is only **one**. For example:

the sun  
the moon  
the sky  
the front door of my house

# Demonstrative Determiners

The words **this**, **that**, **these** and **those** are determiners. They are used to tell which thing or person you mean. These words are called **demonstrative determiners**, or **demonstrative adjectives**.

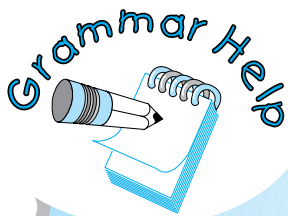


James lives in **this** house.



I am keeping **these** books.  
I am selling **those** books.

**This** ice cream is delicious.  
How much is **that** racket?  
What is **that** animal?  
Bring me **that** ball.  
Would you like **these** apples?



You use **this** and **these** to point to people or things **near** you.

You use **that** and **those** to point to people or things that are **farther** from you.

You use **this** and **that** before singular nouns.

You use **these** and **those** before plural nouns.

Here's a table to help you remember the rules:

| Singular | Plural |
|----------|--------|
| this     | these  |
| that     | those  |

# Interrogative Determiners

Use the words **what**, **which** and **whose** before nouns to ask about people or things. These words are called **interrogative determiners** or **interrogative adjectives**.



**What** size do you wear?



**What** kind of bird is that?

**What** time is it?

**What** color is her hair?

**What** kind of clothes do you like to wear?

**Which** school do you go to?

**Which** doll is your favorite?

**Which** road leads to the zoo?

**Which** runner is the winner?

Do you know **which** girl won the prize?

**Whose** footprints are these?

**Whose** baby is this?

**Whose** dog was barking in the middle of the night?

**what**  
**which**  
**whose**



# Possessive Determiners

The words **my**, **your**, **his**, **her**, **its**, **our**, **their** are called **possessive determiners** or **possessive adjectives**. Use these words before nouns to say who something belongs to.



I lent Margaret **my** guitar.



The dentist asked **his** patient to open **her** mouth.

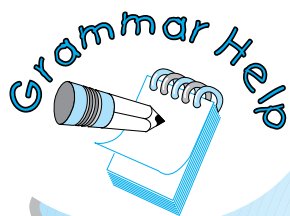
Is this **your** house?

Robert, **your** handwriting is difficult to read.

Michael is showing **his** tortoise to **his** friends.

My sister lost **her** way in the city.

The lion is chasing **its** prey.



Here is a table to help you remember the **possessive determiners**.

|               | Singular          | Plural                  |
|---------------|-------------------|-------------------------|
| First person  | my                | our                     |
| Second person | your              | your                    |
| Third person  | his<br>her<br>its | their<br>their<br>their |

## Exercise 1

Fill in the blanks with *a*, *an* or *the*.

- |                  |                        |
|------------------|------------------------|
| 1 _____ owl      | 7 _____ moon           |
| 2 _____ rocket   | 8 _____ Missouri River |
| 3 _____ apron    | 9 _____ mango          |
| 4 _____ sun      | 10 _____ animal        |
| 5 _____ page     | 11 _____ eagle         |
| 6 _____ computer | 12 _____ baby          |

## Exercise 2

Write *a*, *an* or *the* in the blanks to complete the sentences.

- 1 There is \_\_\_\_\_ rainbow in \_\_\_\_\_ sky.
- 2 Who is \_\_\_\_\_ man outside \_\_\_\_\_ gate?
- 3 \_\_\_\_\_ doctor gave Jane \_\_\_\_\_ injection.
- 4 Paul opened \_\_\_\_\_ door to let \_\_\_\_\_ dog in.
- 5 Mark is \_\_\_\_\_ only child in \_\_\_\_\_ family.
- 6 What's \_\_\_\_\_ largest animal in \_\_\_\_\_ world?
- 7 There's \_\_\_\_\_ nest in \_\_\_\_\_ tree.
- 8 Sue is writing \_\_\_\_\_ letter to her grandfather.
- 9 Jack has \_\_\_\_\_ brother and \_\_\_\_\_ sister.
- 10 We reached \_\_\_\_\_ top of \_\_\_\_\_ hill in two hours.

### Exercise 3

Fill in the blanks with the correct *demonstrative adjectives*.

- 1 Come and look at \_\_\_\_\_ insects.
- 2 Stop \_\_\_\_\_ man!
- 3 I was in fifth grade last year. I am in sixth grade \_\_\_\_\_ year.
- 4 Bring \_\_\_\_\_ chairs here.
- 5 \_\_\_\_\_ ice cream is delicious.
- 6 Can you see \_\_\_\_\_ stars in the sky?

### Exercise 4

Are the underlined words *demonstrative adjectives* or *demonstrative pronouns*? Write *DA* (for demonstrative adjectives) or *DP* (for demonstrative pronouns) in the blanks.

- 1 This house has five bedrooms. \_\_\_\_\_
- 2 Who is that man? \_\_\_\_\_
- 3 This is our school. \_\_\_\_\_
- 4 These are wild animals. \_\_\_\_\_
- 5 That is right. \_\_\_\_\_
- 6 What's that noise? \_\_\_\_\_
- 7 These books are Jane's. \_\_\_\_\_
- 8 Those books belong to me. \_\_\_\_\_
- 9 These are donkeys. \_\_\_\_\_
- 10 Those are horses. \_\_\_\_\_

## Exercise 5

Choose the correct *possessive adjectives* from the box to fill in the blanks.

|     |     |       |     |
|-----|-----|-------|-----|
| my  | his | your  | her |
| its | our | their |     |

- 1 Is this Jane's dog? Yes, this is \_\_\_\_\_ dog.
- 2 The dog is chasing \_\_\_\_\_ own tail.
- 3 Peter, is \_\_\_\_\_ father at home?
- 4 Rudy is showing \_\_\_\_\_ stamps to Ali.
- 5 I am going to \_\_\_\_\_ aunt's house this evening.
- 6 We always keep \_\_\_\_\_ classroom clean.
- 7 Children, have you all finished \_\_\_\_\_ homework?
- 8 The children are proud of \_\_\_\_\_ school.

## Exercise 6

Choose the correct *interrogative adjectives* from the box to fill in the blanks.

|      |       |       |
|------|-------|-------|
| what | which | whose |
|------|-------|-------|

- 1 \_\_\_\_\_ kind of animal is that?
- 2 \_\_\_\_\_ runner is the winner?
- 3 \_\_\_\_\_ is the matter?
- 4 \_\_\_\_\_ desk is this?
- 5 \_\_\_\_\_ handphone is ringing?
- 6 \_\_\_\_\_ is your name?
- 7 \_\_\_\_\_ twin is taller?
- 8 \_\_\_\_\_ hand is holding the pebble?

# 7

## Verbs and Tenses

Most **verbs** are **action words**. They tell you what people, animals or things are doing.

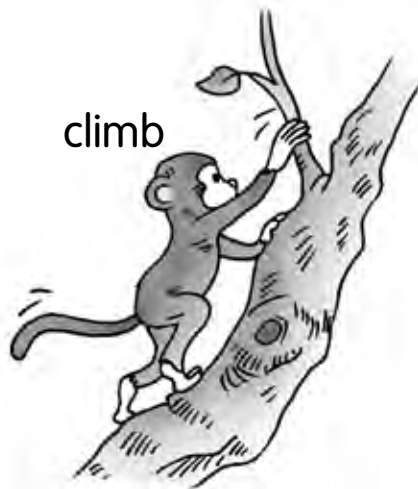
knock



burst



climb



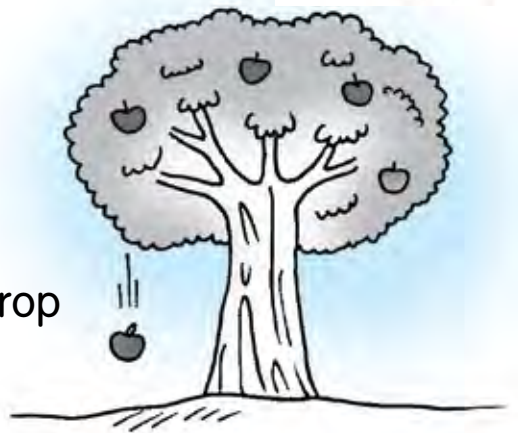
dig



read



drop



### Word File

- |       |       |
|-------|-------|
| act   | jump  |
| bake  | move  |
| bend  | pull  |
| buy   | run   |
| close | shout |
| cook  | sing  |
| cross | sit   |
| fall  | slide |
| fly   | stand |
| go    | start |
| grow  | swim  |
| hop   | walk  |



# The Simple Present Tense

The **simple present tense** expresses a general truth or a customary action.



Uncle Joe **wears** glasses.



The sun **rises** in the east.



Ducks **love** water.



The children **go** to school by bus.

Mary **enjoys** singing.

Peter sometimes **lends** me his bike.

Cows **eat** grass.

Monkeys **like** bananas.

Tom **collects** stamps.

The earth **goes** around the sun.

It often **snows** in winter.

We always **wash** our hands before meals.

We **eat** three meals a day.

Father **takes** the dog for a walk every morning.

Use the simple present tense to talk about things that are planned for the future.



Melanie **starts** school tomorrow.



Next week I **go** to summer camp.



The train **departs** in five minutes.

We **join** the senior scout troop in July this year.

My big brother **leaves** school at 4 o'clock.

The new supermarket **opens** next Friday.

The new grammar book **comes** out in September.

Grandad **retires** next year.

We **fly** to London next Thursday.

The plane **lands** at 5:30 P.M.

We **move** to our new house in a month.

My big sister **begins** her summer job next week.

## Exercise 1

**Underline the verbs in the following sentences.**

- 1 The children go to school by bus.
- 2 Bats sleep during the day.
- 3 These toys belong to Kathy.
- 4 Every pupil has a good dictionary.
- 5 Polar bears live at the North Pole.
- 6 Most children learn very fast.
- 7 Mr. Thomas teaches us science.
- 8 The earth goes around the sun.
- 9 We never cross the street without looking.
- 10 Many stores close on Sunday.

## Exercise 2

**Fill in the blanks with the *simple present tense* of the verbs in parentheses.**

- 1 Winter \_\_\_\_\_ after autumn. (come)
- 2 A dog \_\_\_\_\_. (bark)
- 3 You \_\_\_\_\_ tired. (look)
- 4 Everyone \_\_\_\_\_ mistakes. (make)
- 5 Ali \_\_\_\_\_ in a department store. (work)
- 6 Judy \_\_\_\_\_ English very well. (speak)
- 7 Tim's knee \_\_\_\_\_. (hurt)
- 8 Monkeys \_\_\_\_\_ bananas. (like)
- 9 Kate always \_\_\_\_\_ sandwiches for lunch. (eat)
- 10 He \_\_\_\_\_ very fast. (type)

# Am, Is and Are

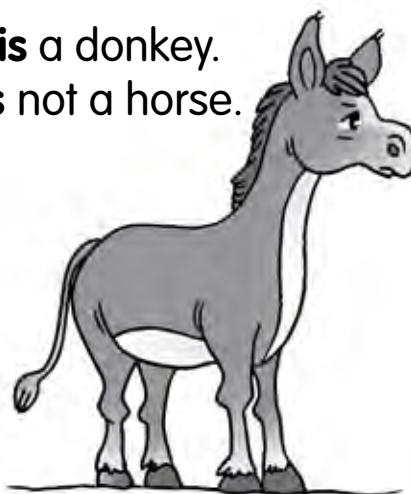
The words **am**, **is**, **are** are also verbs, but they are not action words. They are the simple present tense of the verb **be**.

Use **am** with the pronoun **I**, and **is** with the pronouns **he**, **she** and **it**. Use **are** with the pronouns **you**, **we** and **they**.



It **is** very hot today.  
It **is** not very comfortable.

It **is** a donkey.  
It **is** not a horse.



I **am** Peter. I **am** not Paul.

She **is** Miss Lee. She **is** a teacher.

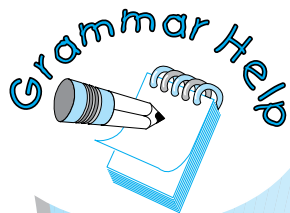
He **is** my father. He **is** a doctor. He **is** not a lawyer.

You **are** a stranger. You **are** not my friend.

We **are** in the same class, but we **are** not on the same team.

They **are** good friends. They **are** not enemies.





Here's a table to help you remember how to use **am**, **is** and **are**:

|                      | Singular                 | Plural                           |
|----------------------|--------------------------|----------------------------------|
| <b>First person</b>  | I am                     | we are                           |
| <b>Second person</b> | you are                  | you are                          |
| <b>Third person</b>  | he is<br>she is<br>it is | they are<br>they are<br>they are |

Learn these short forms called contractions:

|         |   |                            |          |   |         |
|---------|---|----------------------------|----------|---|---------|
| I am    | = | I'm                        | they are | = | they're |
| you are | = | you're                     | we are   | = | we're   |
| he is   | = | he's                       |          |   |         |
| she is  | = | she's                      |          |   |         |
| it is   | = | it's                       |          |   |         |
| am not  | = | aren't (only in questions) |          |   |         |
| is not  | = | isn't                      |          |   |         |
| are not | = | aren't                     |          |   |         |

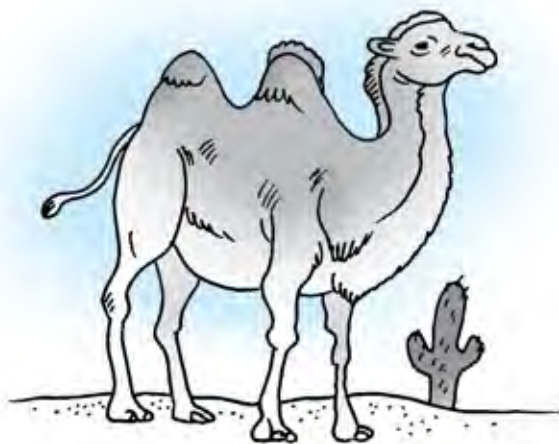
In questions, use **aren't** as a contraction of **am not**. For example, you can say:

I'm taller than you, **aren't** I?

But in a statement you say:

I'm **not** as old as you.

Use the verb **is** with singular nouns and **are** with plural nouns.



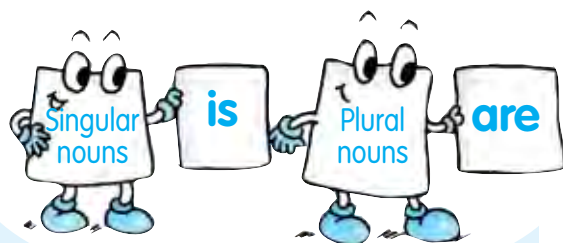
The camel **is** a desert animal.



Vegetables and fruit **are** healthy foods.



Lambs **are** baby sheep.



Kenneth **is** a lawyer.

Rex **is** a clever dog.

A duck **is** a kind of bird.

The playground **is** full of people today.

My house **is** near the school.

These questions **are** too difficult.

The balloons **are** very colorful.

Those people **are** very busy.

Dad and Mom **are** in the kitchen.

Use **is** and **are** with the word **there** to say what you can see and hear.



**There is** a castle on the hill.  
**There are** some clouds in the sky.



**There is** a wasps' nest  
in the tree.

**There is** a fence around the school.

**There are** a lot of books in the library.

**There are** two guards at the gate.

**Is there** any food in the fridge?

**Are there** any apples left on the tree?

How much rice **is there**?

**There are** a few sharks in the bay.

**There are** enough candies for everyone, **aren't there**?

**There are** two pigeons on the roof.



Learn this contraction:

there is = there's

## Exercise 1

Fill in the blanks with *am*, *is* or *are*.

- 1 They \_\_\_\_\_ my good friends.
- 2 He \_\_\_\_\_ a soldier.
- 3 You \_\_\_\_\_ taller than Charlie.
- 4 She \_\_\_\_\_ ill.
- 5 We \_\_\_\_\_ very hungry.
- 6 It \_\_\_\_\_ a sunny day.
- 7 I \_\_\_\_\_ angry with Joe.
- 8 You \_\_\_\_\_ all welcome to my house.

## Exercise 2

Fill in the blanks with *is* or *are*.

- 1 John's dog \_\_\_\_\_ very friendly.
- 2 Robert \_\_\_\_\_ ten years old.
- 3 These flowers \_\_\_\_\_ very pretty.
- 4 The two schools \_\_\_\_\_ close to each other.
- 5 Math \_\_\_\_\_ not a very difficult subject.
- 6 \_\_\_\_\_ dinner ready?
- 7 This computer \_\_\_\_\_ very easy to use.
- 8 All the windows \_\_\_\_\_ open.
- 9 Sue and Jane \_\_\_\_\_ neighbors.
- 10 His hair \_\_\_\_\_ curly.



## Exercise 3

Fill in the blanks with *There is* or *There are*.

- 1 \_\_\_\_\_ a fence around the barn.
- 2 \_\_\_\_\_ trees along the road.
- 3 \_\_\_\_\_ a rainbow in the sky.
- 4 \_\_\_\_\_ lots of parks in our town.
- 5 \_\_\_\_\_ nothing in the cupboard.
- 6 \_\_\_\_\_ not many bedrooms in the new house.
- 7 \_\_\_\_\_ lots of mistakes on your test paper.
- 8 \_\_\_\_\_ a wasps' nest in the tree.
- 9 \_\_\_\_\_ ants in the cookies.
- 10 \_\_\_\_\_ many different kinds of animals  
in the zoo.
- 11 \_\_\_\_\_ plenty of food on the table.
- 12 \_\_\_\_\_ a church on the hilltop.
- 13 \_\_\_\_\_ no more water in the pool.
- 14 \_\_\_\_\_ too many people on the beach.
- 15 \_\_\_\_\_ only a few customers in the shop.

# The Present Progressive Tense

When do you use the **present progressive tense**? To talk about actions in the present, or things that are still going on or happening now.



I'm **playing** chess with my friend.

She's **riding** a horse.

He's **taking** a walk in the park.

The man's **counting** the money.

They **are practicing** tai chi.

We're **rushing** to the airport to meet Mr. Smith.

They **are still sleeping**.

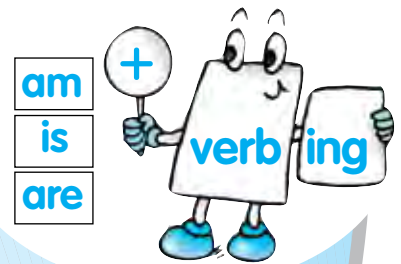
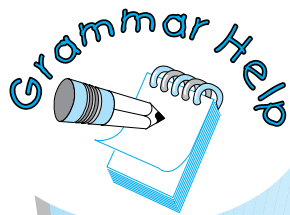
They **are swimming** in the sea.

What **are they doing**?

What's **happening**?

Why **aren't you doing** your homework?

**Aren't I sitting** up straight?



- ▶ Form the present progressive tense like this:

am + present participle

is + present participle

are + present participle

- ▶ The **present participle** is the form of a verb ending with **-ing**. For example:

show + ing = showing

come + ing = coming

- ▶ You have to double the last letter of some verbs before you add **-ing**. For example:

get + ing = **getting**      rob + ing = **robbing**

nod + ing = **nodding**      stop + ing = **stopping**

jog + ing = **jogging**      swim + ing = **swimming**

- ▶ Notice that the verbs above are all **short verbs** of just **one syllable**.

They all end with a **consonant** such as **b, d, g, m, p, t** and have only **one vowel** before the consonant.

- ▶ If a verb ends in **e**, you usually have to drop the **e** before you add **-ing**. For example:

chase + ing = chasing

cycle + ing = cycling

drive + ing = driving

smile + ing = smiling

Use the present progressive tense to talk about things you have planned to do, or things that are going to happen in the future. To form the present progressive tense, use **am**, **is** and **are** as **helping verbs** or **auxiliary verbs**.



When **are** you **taking** me to the zoo?



We **are having** a barbecue later this evening.

We **are going** camping tomorrow.

I'm **starting** piano lessons soon.

Jim's parents **are taking** him to Texas next week.

My favorite TV program **is starting** in a minute.

All our friends **are coming**.

Who's **bringing** salad for the barbecue? I **am**.

I **am visiting** Joe next week.

Where **are** you **going** for your vacation?

What **are** we **eating** for dinner?

## Exercise 1

Write the *present participle* of these verbs on the blanks.

- |   |       |       |    |       |       |
|---|-------|-------|----|-------|-------|
| 1 | come  | _____ | 7  | go    | _____ |
| 2 | run   | _____ | 8  | ask   | _____ |
| 3 | sleep | _____ | 9  | catch | _____ |
| 4 | fall  | _____ | 10 | write | _____ |
| 5 | jump  | _____ | 11 | drop  | _____ |
| 6 | climb | _____ | 12 | bring | _____ |

## Exercise 2

Fill in the blanks with the *present progressive tense* of the verbs in parentheses.

- 1 They \_\_\_\_\_ the roller-coaster ride. (enjoy)
- 2 Jill \_\_\_\_\_ her hair. (wash)
- 3 It \_\_\_\_\_ dark. (get)
- 4 The dentist \_\_\_\_\_ Sue's teeth. (examine)
- 5 The train \_\_\_\_\_ through the tunnel. (pass)
- 6 The men \_\_\_\_\_ very hard in the sun. (work)
- 7 What \_\_\_\_\_ the theater \_\_\_\_\_ today? (show)
- 8 We \_\_\_\_\_ a snowman. (make)
- 9 The plane \_\_\_\_\_ above the clouds. (fly)
- 10 The teachers \_\_\_\_\_ a meeting. (have)

# Have and Has

The verbs **have** and **has** are used to say what people own or possess. They are also used to talk about things that people do or get, such as illnesses. These words are the simple present tense of the verb **have**.



Peter **has** a sore knee.

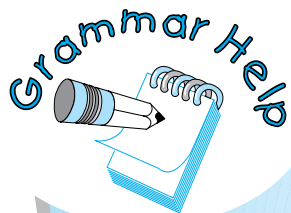


We **have** breakfast at 7:00 A.M.

He **has** a lot of stamps.  
She **has** long hair.  
Our house **has** large windows.  
I **have** a younger brother.  
We **have** art lessons on Mondays.  
**Have** a cookie, if you like.  
Dad **has** a cold.  
Jenny often **has** sandwiches for lunch.



Monkeys **have** long tails.



Use **has** with **he, she, it**, and with **singular nouns**. Use **have** with **I, you, we, they**, and with **plural nouns**.

Here is a table to help you remember the rules:

|                      | Singular                    | Plural                              |
|----------------------|-----------------------------|-------------------------------------|
| <b>First person</b>  | I have                      | we have                             |
| <b>Second person</b> | you have                    | you have                            |
| <b>Third person</b>  | he has<br>she has<br>it has | they have<br>they have<br>they have |

Learn these contractions:

|           |   |         |
|-----------|---|---------|
| I have    | = | I've    |
| you have  | = | you've  |
| he has    | = | he's    |
| she has   | = | she's   |
| it has    | = | it's    |
| we have   | = | we've   |
| they have | = | they've |
| have not  | = | haven't |
| has not   | = | hasn't  |

## Exercise 1

Fill in the blanks with *have* or *has*.

- 1 We \_\_\_\_\_ a new science teacher.
- 2 He \_\_\_\_\_ a bad temper.
- 3 I often \_\_\_\_\_ fruit for dessert.
- 4 You \_\_\_\_\_ a good chance of winning the prize.
- 5 She always \_\_\_\_\_ oatmeal for breakfast.
- 6 The broom \_\_\_\_\_ a blue handle.
- 7 They never \_\_\_\_\_ any problem with tests.

## Exercise 2

Fill in the blanks with *have* or *has*.

- 1 The girls \_\_\_\_\_ golden hair.
- 2 An insect \_\_\_\_\_ six legs.
- 3 Dad \_\_\_\_\_ his cell phone with him.
- 4 The children \_\_\_\_\_ a new swing set.
- 5 Many poor people \_\_\_\_\_ nothing to eat.
- 6 Chicago \_\_\_\_\_ a very big airport.
- 7 A triangle \_\_\_\_\_ three sides.
- 8 The man \_\_\_\_\_ two daughters.
- 9 James \_\_\_\_\_ a toothache.
- 10 All the passengers \_\_\_\_\_ their tickets.



# The Present Perfect Tense

Use the **present perfect tense** to talk about happenings in the past that explain or affect the present. The verbs **have** and **has** are used as “helping” or auxiliary verbs to form the present perfect tense.



It's **been** very wet today.



Kim's **cut** her finger.

Sam **has scored** two goals.

I've just **finished** my shower.

Uncle Tom **has lost** his wallet.

John **has gone** out.

The Lees **have moved** to Ohio.

It **has not rained** for months.

**Have** you **found** your keys yet?

Tim **has made** two spelling mistakes.

They **have opened** a new shop.



To form the **present perfect tense** join **have** or **has** to the past participle of the verb:

have + past participle

has + past participle

The **past participle** of a regular verb usually ends in **-ed**, just like the simple past tense. But the past participles of irregular verbs don't follow this rule.

## Exercise 1

Write the *past participle* of these verbs on the blanks.

- |   |       |       |    |      |       |
|---|-------|-------|----|------|-------|
| 1 | break | _____ | 6  | buy  | _____ |
| 2 | drink | _____ | 7  | find | _____ |
| 3 | cut   | _____ | 8  | draw | _____ |
| 4 | do    | _____ | 9  | hear | _____ |
| 5 | sing  | _____ | 10 | know | _____ |

## Exercise 2

Fill in the blanks with the *present perfect tense* of the verbs in parentheses.

- 1 Dad \_\_\_\_\_ his car key. (lose)
- 2 All the guests \_\_\_\_\_. (arrive)
- 3 Tony \_\_\_\_\_ a goal. (score)
- 4 Peter \_\_\_\_\_ in the tent several times. (sleep)
- 5 It \_\_\_\_\_ not \_\_\_\_\_ for two months. (rain)
- 6 Some prisoners \_\_\_\_\_ from the prison. (escape)
- 7 The plane \_\_\_\_\_ at the airport. (land)
- 8 John \_\_\_\_\_ a puppet. (make)
- 9 Dad and I \_\_\_\_\_ a big fish. (catch)
- 10 I \_\_\_\_\_ this movie twice. (see)

## The Simple Past Tense

Use the **simple past tense** to talk about things that happened in the past. The simple past tense is also used to talk about things that happened in stories.



The wicked Queen **gave** Snow White a poisoned apple.



Pinocchio's nose **grew** longer every time he told a lie.



Dinosaurs **lived** millions of years ago.

I **bought** a new camera last week.

Joe **learned** to play the guitar very quickly.

We **drove** to the safari park last weekend.

The giant panda **gave** birth to a cub last night.

Yesterday Dad **took** me to the carnival.

The plane **landed** a few minutes ago.

The children **visited** a farm during the holidays.

Who **invented** the computer?

Jack and Jill **went** up the hill.

Little Red Riding Hood **decided** to visit her grandmother.

The Three Bears **found** Goldilocks asleep in their house.

# Regular and Irregular Verbs

The simple past tense of most verbs ends in **-ed**. These verbs are called **regular verbs**.

## Spelling File

### Base Form

aim

bake

open

happen

pull

push

scold

shout

visit

wait

walk

work

### Simple Past

aimed

baked

opened

happened

pulled

pushed

scolded

shouted

visited

waited

walked

worked



Who **closed** all the windows?



It **snowed** last night.

Mom **opened** the door for us.

Sally **petted** the dog.

That event **happened** long ago.

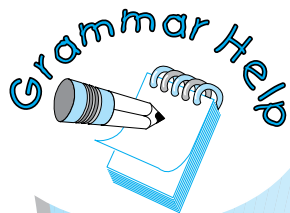
We **visited** our uncle last week.

They **walked** to school together yesterday.

They **worked** until twelve last night.

Dad **tried** to fix the light.

William Tell **aimed** at the apple on his son's head.



- ▶ The **simple past tense** is usually formed by adding **-ed** to the verb. For example:

jump + ed = jumped      lift + ed = lifted  
laugh + ed = laughed      look + ed = looked

- ▶ If the verb ends with **-e**, just add **-d**. For example:

agree + d = agreed      hate + d = hated  
die + d = died      live + d = lived

- ▶ Remember these spelling rules:

You must double the last letter of some verbs before adding **-ed**. For example:

fan + ed = **fanned**      pat + ed = **patted**  
grab + ed = **grabbed**      rip + ed = **ripped**  
nod + ed = **nodded**      slam + ed = **slammed**

- ▶ Notice that the verbs above are all **short verbs** of just **one syllable**. They all end with a **consonant** such as **b, d, m, n, p, t**, and have only a **single vowel** before the consonant.

- ▶ With verbs that end in **-y**, change the **y** to **i** before adding **-ed**. For example:

bury + ed = buried      fry + ed = fried  
carry + ed = carried      hurry + ed = hurried  
cry + ed = cried      try + ed = tried

The simple past form of some verbs does *not* end in **-ed**. Such verbs are called **irregular verbs**.

The simple past tense of some irregular verbs does *not* change at all.



David **hurt** his foot when he jumped over the drain.



The worker **cut** down the tree this morning.



Her ring **cost** only 10 dollars.

He **hit** the ball over the net.

Dad **read** to us last night.

He **shut** the door.

I **put** some sugar in my coffee.

### Spelling File

#### Base Form

beat

burst

cost

cut

hit

hurt

put

read

split

shut

#### Simple Past

beat

burst

cost

cut

hit

hurt

put

read

split

shut

Most irregular verbs, however, take a different form in the simple past tense.



Sam **bent** the stick in two.

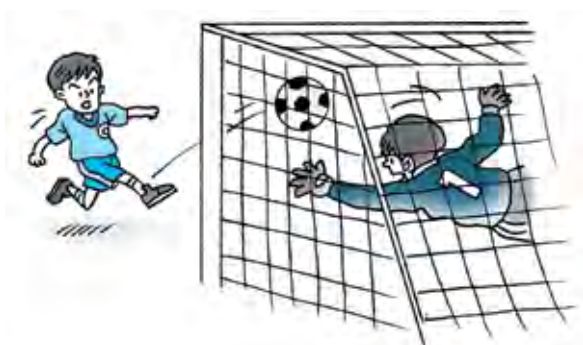
### Spelling File

#### Base Form

bend  
break  
bring  
buy  
fall  
fly  
get  
hear  
keep  
lose  
sell  
shoot  
sleep

#### Simple Past

bent  
broke  
brought  
bought  
fell  
flew  
got  
heard  
kept  
lost  
sold  
shot  
slept



Tom **shot** and scored a goal.

I **lost** my pen on the bus.  
We **sold** our car last week.  
The baby **slept** right through the night.  
Peter **got** a watch for his birthday.  
I **heard** a noise in the night.  
He **brought** his pet mouse to school.  
My book **fell** off the desk.



A bird **flew** into the classroom.

## Exercise 1

Write the *simple past tense* of these verbs on the blanks.

- |        |       |          |       |
|--------|-------|----------|-------|
| 1 take | _____ | 7 tell   | _____ |
| 2 walk | _____ | 8 write  | _____ |
| 3 rain | _____ | 9 sit    | _____ |
| 4 shut | _____ | 10 read  | _____ |
| 5 open | _____ | 11 close | _____ |
| 6 cry  | _____ | 12 cook  | _____ |

## Exercise 2

Fill in the blanks with the correct *simple past tense* of the verbs in parentheses.

- 1 She \_\_\_\_\_ home alone. (go)
- 2 The wind \_\_\_\_\_ throughout the night. (blow)
- 3 An apple \_\_\_\_\_ on his head. (drop)
- 4 The Princess's ball \_\_\_\_\_ into the well. (roll)
- 5 A frog \_\_\_\_\_ into the well and \_\_\_\_\_ it back to her. (jump/bring)
- 6 Jack \_\_\_\_\_ the highest grade in his English class. (get)
- 7 The party \_\_\_\_\_ at 8:00 P.M. (begin)
- 8 He \_\_\_\_\_ his old car and \_\_\_\_\_ a new one. (sell/buy)
- 9 Jack \_\_\_\_\_ up the ladder carefully. (climb)
- 10 Who \_\_\_\_\_ all the windows? (shut)



## Was and Were

The verbs **was** and **were** are also forms of the verb **be**. **Was** is the simple past tense of **am** and **is**. Use **was** with the pronouns **I**, **he**, **she** and **it**, and with **singular nouns**.

Edison **was** a famous inventor.



Beethoven **was** a German composer.

Sue **was** at the library this morning.

It **was** very wet on Monday.

Ten years ago she **was** only a baby.

He **was** not well yesterday.

Last year she **wasn't** tall enough to reach the high shelf.

Samantha **was** second in the race, **wasn't she?**

**Were** is the simple past tense of **are**. Use **were** with the pronouns **you**, **we** and **they**, and with plural nouns.

These **were** my best jeans.

The Romans **were** brave soldiers.

They **were** third in the wheelbarrow race.

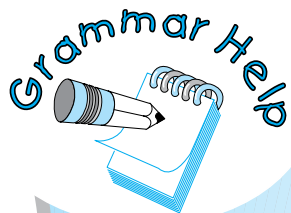
There **weren't** any clouds in the sky.

**Were** you still in bed when I phoned?

We **were** on the same school team.

Those **were** my best jeans.





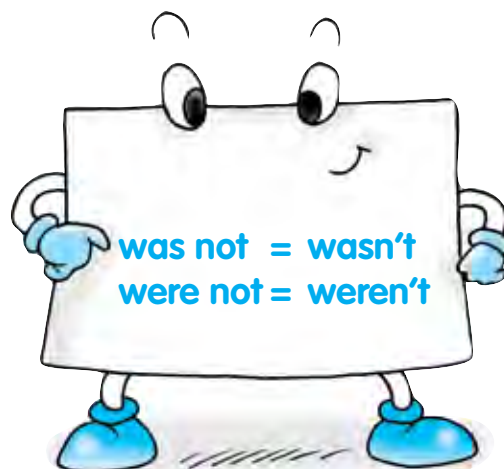
Here is a table to help you remember the rules:

|                      | Singular                    | Plural                              |
|----------------------|-----------------------------|-------------------------------------|
| <b>First person</b>  | I was                       | we were                             |
| <b>Second person</b> | you were                    | you were                            |
| <b>Third person</b>  | he was<br>she was<br>it was | they were<br>they were<br>they were |

Here's a table to show you the different forms of the verb **be**:

|                               | Simple Present | Simple Past |
|-------------------------------|----------------|-------------|
| <b>First person singular</b>  | am             | was         |
| <b>Second person singular</b> | are            | were        |
| <b>Third person singular</b>  | is             | was         |
| <b>First person plural</b>    | are            | were        |
| <b>Second person plural</b>   | are            | were        |
| <b>Third person plural</b>    | are            | were        |

Learn these contractions:



# The Past Progressive Tense

Use the **past progressive tense** to talk about actions that were going on at a certain moment in the past.



Mary **was waiting** for the bus when Peter passed by.

Miss May **was cleaning** the chalkboard.

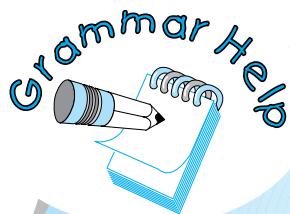
Sally **was packing** her books into her schoolbag.

Jenny and I **were tidying** the classroom.

The twins **were fighting** in the corner.

Michael and John **were washing** the paint brushes.

Mom **was cooking** our supper when I came home.



You form the **past progressive tense** like this:

was + present participle

were + present participle

In the examples above, **was** and **were** are called **helping verbs**, or **auxiliary verbs**. They help to form the **past progressive tense** when you join them to the **present participle** (the form of verbs ending in **-ing**). For example:

Ben **was doing** his homework.

Peter **was making** a model of a bridge.



## Exercise 1

Fill in the blanks with **was** or **were**.

- 1 We \_\_\_\_\_ the champions last year.
- 2 Where is James? He \_\_\_\_\_ here just now.
- 3 Mom and Dad \_\_\_\_\_ on vacation last week.
- 4 The weather \_\_\_\_\_ fine this morning.
- 5 There \_\_\_\_\_ a lot of people at our party yesterday.
- 6 There \_\_\_\_\_ a small lake here many years ago.
- 7 He \_\_\_\_\_ sick yesterday.
- 8 Don't blame him. It \_\_\_\_\_ my mistake.

## Exercise 2

When Miss May walked into the class what were the children doing? Fill in the blanks with the correct **past progressive tense** of the verbs in brackets.

- 1 James \_\_\_\_\_ to Peter. (talk)
- 2 Sue \_\_\_\_\_ a storybook. (read)
- 3 Rudy \_\_\_\_\_ the chalkboard. (erase)
- 4 David \_\_\_\_\_ his math exercise. (do)
- 5 Peter \_\_\_\_\_ Joe his new watch. (show)
- 6 Jane \_\_\_\_\_ a horse in her notebook. (draw)
- 7 Ahmad \_\_\_\_\_ for his pencil. (look)
- 8 Some children \_\_\_\_\_ a lot of noise. (make)

## The Future Tense

Use the **future tense** for things that have not happened yet, but are going to happen.

Use the verbs **shall** and **will** as **helping verbs** or **auxiliary verbs** to form the future tense.



They **will finish** the job next week.



I **shall be** eight years old next year.



The weatherman says it **will rain** this afternoon.

We **shall play** a game of chess after lunch.

You **will be** sick if you eat too much.

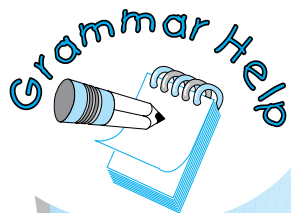
I hope it **won't rain** tomorrow.

Sharon is ill. She **will not be** at the party.

You **will enjoy** visiting New Zealand.

Dad **will be** back for dinner.

He **will make** lots of friends at his new school.



Use **shall** or **will** with **I** and **we**.

Use **will** with **you, he, she, it** and **they**.

Here is a table to help you remember the rules:

|               | Singular | Plural    |
|---------------|----------|-----------|
| First person  | I shall  | we shall  |
|               | I will   | we will   |
| Second person | you will | you will  |
| Third person  | he will  | they will |
|               | she will | they will |
|               | it will  | they will |

Learn these contractions:

I shall = I'll

I will = I'll

you will = you'll

he will = he'll

she will = she'll

it will = it'll

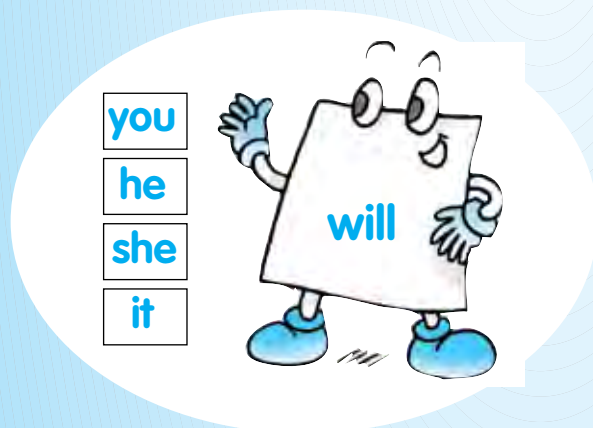
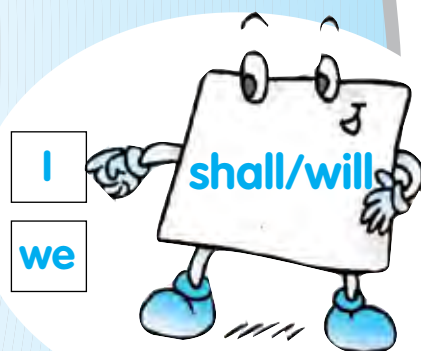
we shall = we'll

we will = we'll

they will = they'll

shall not = shan't

will not = won't



There are other ways of talking about future actions and happenings.

You can use **going to**.



I think I'm **going to be** sick.

We **are going to bake** a cake this afternoon.

I'm sure Mom and Dad **are going to be** proud of me.

When **are you going to clean** your room?

They **are going to wash** the car for Dad.

It **is going to get** dark very soon.

You can also use the **simple present tense** to talk about things that have been arranged for the future.

The new supermarket **opens** tomorrow.

James **moves** to the second grade next year.

The new school year **starts** on Monday.

Next month I **go** to summer camp.

We **have** a history test next week.

The bus **leaves** in ten minutes.



## Exercise 1

Fill in the blanks with the correct *future tense* of the verbs in brackets, using *shall* or *will*.

- 1 You \_\_\_\_\_ fat if you eat too many desserts. (grow)
- 2 The new school building \_\_\_\_\_ ready soon. (be)
- 3 We \_\_\_\_\_ to the zoo after breakfast. (go)
- 4 I \_\_\_\_\_ my bath before dinner. (take)
- 5 Peter \_\_\_\_\_ lots to do on his grandmother's farm. (find)
- 6 If we ask her, she \_\_\_\_\_ us how to play chess. (teach)
- 7 If he works hard, he \_\_\_\_\_ his exams. (pass)
- 8 \_\_\_\_\_ we \_\_\_\_\_ home now? (go)

## Exercise 2

Complete these sentences by changing *shall* or *will* to the appropriate form of the verb *be + going to* (i.e., *am, is, or are + going to*).

- 1 They will be busy tomorrow.  
They \_\_\_\_\_ be busy tomorrow.
- 2 I hope I will be ready on time.  
I hope I \_\_\_\_\_ be ready on time.
- 3 We shall visit James this evening.  
We \_\_\_\_\_ visit James this evening.
- 4 It will rain soon.  
It \_\_\_\_\_ rain soon.
- 5 Dad will take us to the movies tomorrow.  
Dad \_\_\_\_\_ take us to the movies tomorrow.



# Can and Could

The verbs **can** and **could** are both **helping** or **auxiliary verbs**. Use **can** and **could** to talk about people's **ability** to do things.

**Can** and **could** are used with the pronouns **I, you, he, she, it, we** and **they**, and with **singular** or **plural nouns**.

**Could** is the past tense of **can**.



Jack ran as far as he **could**.



Some birds **cannot fly**.

He **can run** faster than Arthur.

She **cannot afford** such an expensive ring.

I'm full. I **can't eat** any more.

**Can you help** me?

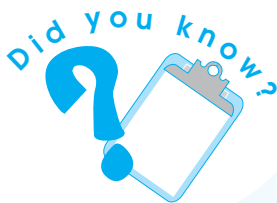
**Can I come** with you?

I knew you **could do** it if you tried.

She **could not come** because she was ill.

Miss Lee said we **could go** home early.

All the King's men **could not put** Humpty Dumpty together again.



People often use **can** when they are asking for permission to do something. For example:

**Can I use** your pen? Yes, here it is.

When you put **not** after **can**, you write it as one word: **cannot**

Learn these contractions: cannot = can't

could not = couldn't

## May and Might

**May** and **might** are **helping** or **auxiliary verbs**, too.

- ▶ Use **may** to ask if you are allowed to do something, or to give someone permission to do something.



**May** I watch television now?  
Yes, you **may**.

**May** I **borrow** your pen?  
You **may come** in.  
You **may go** now.

- ▶ **May** is also used to talk about things that are likely to happen.



Take an umbrella. It **may rain**.

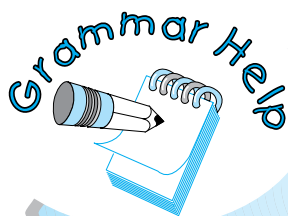
If it continues to rain, there **may be** a flood.

I **may go** to Sue's birthday party if I'm free.

You **may fall** down if you aren't careful.

- ▶ **Might** is used as the past tense of **may**.

He realized he **might catch** the earlier train if he hurried.  
I knew my teacher **might find** out.



You can also use **might** to talk about things that are possible. For example:

Put your purse away or it **might get** stolen.  
You **might slip**, so hold on to the railing.

## Exercise

Fill in the blanks with *can*, *could*, *may* or *might*.

- 1 \_\_\_\_\_ you jump over the hurdle?
- 2 We ran as fast as we \_\_\_\_\_.
- 3 Some people \_\_\_\_\_ speak three languages.
- 4 Jean \_\_\_\_\_ dance quite well.
- 5 The man is shouting. He \_\_\_\_\_ need help.
- 6 If you hurry you \_\_\_\_\_ catch the train.
- 7 Dave doesn't look well. He \_\_\_\_\_ have a fever.
- 8 The baby is crying. She \_\_\_\_\_ be hungry.
- 9 \_\_\_\_\_ I borrow your bike?
- 10 I don't know where Jane is. You \_\_\_\_\_ find her in the library.
- 11 \_\_\_\_\_ you drive?
- 12 Who \_\_\_\_\_ answer the question?
- 13 \_\_\_\_\_ you show me the way to the zoo?
- 14 He \_\_\_\_\_ play the piano.

## Do, Does and Did

Use **do**, **does** and **did** to talk about actions.

Use **do** with the pronouns **I**, **you**, **we** and **they**, and with **plural nouns**. Use **does** with the pronouns **he**, **she** and **it**, and **singular nouns**.

**Did** is the **simple past tense** of **do** and **does**.



Dad **does**  
the dishes.



Mom **does**  
the cooking.



We always  
**do** exercise together.

He **does** such interesting work.

They **do** amazing tricks.



Who **did** this drawing?  
Henry did.

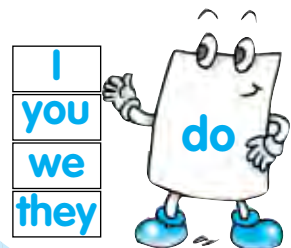
Sally **did** her hair in front  
of the mirror.

They **did** the dusting and  
cleaning.

Jane **did** all the laundry  
by herself.

You **did** well in the test.

I **did** poorly on my exam.



- ▶ Here's a table to remind you about the use of **do** and **does**:

|                      | Singular                       | Plural                        |
|----------------------|--------------------------------|-------------------------------|
| <b>First person</b>  | I do                           | we do                         |
| <b>Second person</b> | you do                         | you do                        |
| <b>Third person</b>  | he does<br>she does<br>it does | they do<br>they do<br>they do |

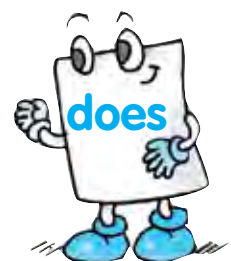
- ▶ Here's a table to remind you about the use of the verb **did**:

|                      | Singular                    | Plural                           |
|----------------------|-----------------------------|----------------------------------|
| <b>First person</b>  | I did                       | we did                           |
| <b>Second person</b> | you did                     | you did                          |
| <b>Third person</b>  | he did<br>she did<br>it did | they did<br>they did<br>they did |

- ▶ Learn these contractions:

do not = don't  
 does not = doesn't  
 did not = didn't

he  
 she  
 it



You can also use **do**, **does** and **did** as **helping verbs** to ask and answer questions.



Where **did** you find the wallet?



**Do** ducks **like** water?  
Yes, they **do**.

**Do** you **like** ice cream? Yes, I **do**.

**Does** it **rain** often here? Yes, it **does**.

**Does** he **enjoy** music? Yes, he **does**.

**Did** it **snow** last night? No, it **didn't**.

Who wants to come with me to the zoo? We all **do**!

What **do** you **want** for lunch?

Who broke this vase? Peter **did**!

**Does** Ken often **come** home late? Yes, he **does**.

Why **did** he **leave** so suddenly?

**Does** everyone **have** a dictionary?

Use **do not**, **does not** and **did not** to make other verbs negative.



The baby **does not look** very happy.



Dad **did not catch** his train.



The garden looks lovely, **doesn't** it? Yes, it **does**.

Cats **do not** like water.

I **don't enjoy** difficult math tests.

Sophie **doesn't want** to go to school.

He **didn't get** to the station in time.

**Don't you have** a ticket? No, I **don't**.

**Don't they go** to the gym on Mondays? Yes, they **do**.

**Didn't they win?** No, they **didn't**.

You **didn't draw** that picture yourself, **did** you?

**Did you see** the rainbow? No, I **didn't**.

**Do not forget** to switch off the air conditioner.

**Don't tell** lies!

## Exercise

Fill in the blanks with *do*, *does* or *did*.

- 1 The shoes were too small. They \_\_\_\_\_ not fit me.
- 2 Jack \_\_\_\_\_ not do well on the exam last week.
- 3 Where \_\_\_\_\_ eggs come from?
- 4 The vase is broken. Who \_\_\_\_\_ that?
- 5 What \_\_\_\_\_ this word mean?
- 6 How \_\_\_\_\_ the computer work?
- 7 \_\_\_\_\_ he drink coffee?
- 8 Who \_\_\_\_\_ that drawing?
- 9 Where \_\_\_\_\_ you buy that dress?
- 10 How \_\_\_\_\_ you spell your name?
- 11 \_\_\_\_\_ not play on a busy street!
- 12 \_\_\_\_\_ your work quietly!
- 13 \_\_\_\_\_ a snake have legs?
- 14 He \_\_\_\_\_ not have any brothers.
- 15 \_\_\_\_\_ cats like to eat fish?



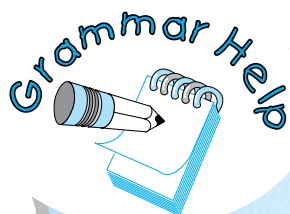
## Would and Should

The verb **would** is another **helping** or **auxiliary verb**.  
Use **would** as the past tense of **will**.



We started running so we **would get** there in time.

Peter said he **would come**.  
I knew you **would enjoy** Disneyland.  
The Prince said he **would** only **marry** a true princess.  
John and Sue said they **would meet** me at the airport.  
He promised he **wouldn't forget** her birthday.



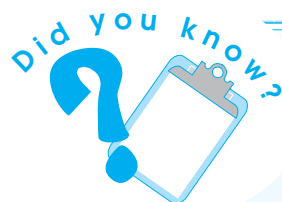
It is polite to use **would like** when you are offering people things, or asking for something yourself. For example:

**Would** you **like** a cup of coffee?

I am tired now. I **d like** a rest.

You **d like** a meal now, **wouldn't** you?

What color **would** you **like**?



When they are accepting an offer, people often use **would love** instead of **would like**.  
For example:

**Would** you **like** a chocolate?

Yes, please, I **would love** one.

**Should** is a **helping** or **auxiliary verb**. Use **should** to talk about necessary actions or things that people ought to do.



Children **should not play** in traffic.



You **should** always **look** before crossing the street.

If you are tired you **should go** to bed early.

You **should know** how to spell your own name.

We **should** all **drink** more water.

You **should do** more exercise.

**Should** I **turn** off the computer when I'm not using it?

**Shouldn't** you **tell** your Mom if you're going out?

We **should** always thank people for presents, **shouldn't** we?



Learn these contractions:

I would = I'd

you would = you'd

he would = he'd

she would = she'd

we would = we'd

they would = they'd

should not = shouldn't

would not = wouldn't

## Exercise

Fill in the blanks with *would* or *should*.

- 1 Every student \_\_\_\_\_ have a good dictionary.
- 2 \_\_\_\_\_ you like some coffee?
- 3 Yes, I \_\_\_\_\_ love a cup of coffee.
- 4 We \_\_\_\_\_ all learn good table manners.
- 5 We \_\_\_\_\_ like to go outdoors if it stops raining.
- 6 John said he \_\_\_\_\_ help me with science.
- 7 \_\_\_\_\_ you like to play a game with me?
- 8 Children \_\_\_\_\_ not watch too much television.
- 9 You \_\_\_\_\_ not play with fire.
- 10 He promised he \_\_\_\_\_ meet me after school.
- 11 We \_\_\_\_\_ not waste water.
- 12 You \_\_\_\_\_ all pay attention in class.
- 13 What \_\_\_\_\_ we do now?
- 14 \_\_\_\_\_ you help if I asked?
- 15 Of course, I \_\_\_\_\_ help you!

# 8

## Subject-Verb Agreement

When you write a sentence you must make sure that the **subject** and the **verb** agree.

If the subject is a **singular noun**, or the pronoun **he**, **she** or **it**, you need a **singular verb**.



She **enjoys** music.



She **shares** her books with her friends.

The zookeeper **is feeding** the animals.

The children **are playing** on the swings.

The earth **moves** round the sun.

Dad always **drives** to work.

The clerk **is wrapping** a package.

**Does** everyone **know** the answer?

Mom **has bought** a dress for Sara.



It **is snowing**.

Use a **plural verb** if the subject is a **plural noun**, or the pronoun **we**, **you** or **they**.



The two girls always **walk** home together.



All birds **lay** eggs.



The children are **playing** on the swing.

The stars **shine** brightly on a clear night.  
Mom and Dad **love** us a lot.  
**Do** you all **know** the words?  
We **have finished** our game of tennis.  
They **have** both **worked** very hard.

**Collective nouns** may be used with either **singular** or **plural** verbs. If the group members are all acting together as one, use a singular verb. If the members of the group are acting as individuals, use a plural verb.



The audience **are laughing**.



The band **is playing**.

### Singular

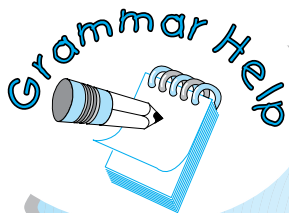
That family has moved to Texas.  
The team is coached by Mr. Clark.

### Plural

The family were giving their opinions.  
The team are sharing new ideas.



Our team **has won**.



Some plural nouns, such as **people, cattle, police**, don't end with **-s**. Always use a **plural verb** with these nouns. For example:

People **like** to be praised.

The cattle **are** in the field.

The police **have caught** the thief.

## Exercise 1

Fill in the blanks with verbs that match the subjects. Use the correct form of the *simple present tense* of the verbs in parentheses.

- 1 I always \_\_\_\_\_ to school with my brother. (go)
- 2 Mark always \_\_\_\_\_ to school with his brother. (go)
- 3 You \_\_\_\_\_ the answer. (know)
- 4 Luis \_\_\_\_\_ the answer, too. (know)
- 5 This book \_\_\_\_\_ very few drawings. (have)
- 6 These books \_\_\_\_\_ lots of beautiful drawings. (have)
- 7 Anne \_\_\_\_\_ my sister. (be)
- 8 Pat and Alice \_\_\_\_\_ good at English. (be)

## Exercise 2

Fill in the blanks with verbs that match the subjects. Use the correct form of the *simple present tense* of the verbs in parentheses.

- 1 A tiger \_\_\_\_\_. (roar)
- 2 All birds \_\_\_\_\_ eggs. (lay)
- 3 Dad \_\_\_\_\_ listening to music. (like)
- 4 Uncle Bob \_\_\_\_\_ his car every day. (wash)
- 5 She \_\_\_\_\_ all the answers. (know)
- 6 There \_\_\_\_\_ twelve months in a year. (be)
- 7 The twins often \_\_\_\_\_. (fight)
- 8 Our parents \_\_\_\_\_ us. (love)

# 9

## Adverbs

An **adverb** is a word that describes a verb. It tells you about an action, or the way something is done.

A lot of adverbs end in **-ly**.



They laughed **loudly**.

The baby is sleeping **soundly**.



The dog is barking **fiercely**.

Alice skated **beautifully**.

The Prince and the Princess lived **happily** ever after.

The birds are singing **sweetly**.

It is raining **heavily**.

The dog and the cat live together **peacefully**.

The soldiers fought **bravely**.

The sun is shining **brightly**.

The old man walked **slowly**.

### Spelling File

#### Adjective

beautiful  
brave  
bright  
fierce  
happy  
heavy  
loud  
peaceful  
slow  
sound  
sweet

#### Adverb

beautifully  
bravely  
brightly  
fiercely  
happily  
heavily  
loudly  
peacefully  
slowly  
soundly  
sweetly



Many adverbs are made by adding **-ly** to adjectives.



Some adverbs describe the way something is done.  
They are called **adverbs of manner**.



The driver braked **suddenly**.



The parcel arrived **safely**.



The dog jumped up **playfully**.

Please write **legibly**.

Please speak **clearly**.

Look **closely** at these footprints.

You have all answered **correctly**.

You can shop **cheaply**  
at this store.

Jamal dressed **smartly** for the party.

Maria is behaving **selfishly**.

The man drove **carelessly**.

The twins liked to dress **differently**.

She played **skillfully**.

### Spelling File

#### Adjective

careless  
cheap  
clear  
close  
correct  
different  
playful  
safe  
selfish  
skillful  
smart

#### Adverb

carelessly  
cheaply  
clearly  
closely  
correctly  
differently  
playfully  
safely  
selfishly  
skillfully  
smartly

Some adverbs describe when something happens.  
They are called **adverbs of time**.



Can I do my work **later**?  
No, do it **now**.



Paul has **just** arrived.

He **often** swims in the evening.

Lisa is **always** cheerful.

**Sometimes** I ride my bike to school.

Everyone arrived **early**.

David arrived **late**.

It's snowing **again**.

The mother bird started to build her nest **yesterday**.

She is continuing to build it **today**.

She will finish it **tomorrow**.

John's shoes were too big for him **last year**.

They fit him **this year**.

They will be too small for him **next year**.

It rained **last night**.

The weather is fine **this morning**.

Some adverbs tell you where something happens. They are called **adverbs of place**.



Mom and Dad are watching television **upstairs**.



The children are playing **downstairs**.



It's raining. Let's go **inside**.

Rex, you can stay **outside**.

Come **here**!

Please put the books **there**.

The workers are moving the rubbish **away**.

The miners are working **underground**.

They are going **abroad** to study.

There are trees **everywhere**.

Alice lived **next door**.

**Where's** Shamika?

## Exercise 1

Rewrite the following adjectives as *adverbs*.

- |             |       |               |       |
|-------------|-------|---------------|-------|
| 1 slow      | _____ | 7 cool        | _____ |
| 2 beautiful | _____ | 8 comfortable | _____ |
| 3 strong    | _____ | 9 wise        | _____ |
| 4 tidy      | _____ | 10 quiet      | _____ |
| 5 brave     | _____ | 11 merry      | _____ |
| 6 soft      | _____ | 12 busy       | _____ |

## Exercise 2

Underline the *adverbs* in the following sentences.

- 1 The man shouted loudly.
- 2 He arrived early.
- 3 The train has already left.
- 4 He drove carelessly.
- 5 The students talked noisily.
- 6 The children are playing outside.
- 7 Let's go now.
- 8 Tom spoke politely to his teacher.
- 9 Have you seen Anne's cat anywhere?
- 10 Come here!

# 10

## Prepositions

A **preposition** is a word that connects one thing with another, showing how they are related.

Some prepositions tell you about **position** or **place**.



There's a big balloon **in** the sky.



Jane is jumping **into** the pool.



The books fell **off** the shelf.

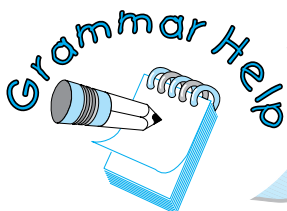
Dad always keeps his wallet **in** the drawer.

There is a long mirror **on** the wall.

The school is **near** the park.

There is an old castle **on** the hill.

The horse jumped **over** the hurdle.



A **preposition** is usually followed by a noun or pronoun.

Some prepositions are used to talk about **time**.



Many shops close **on** Sundays.



We watched the World Cup game **until** 2:00 A.M.



The trees lose their leaves **during** winter.



We always wash our hands **before** meals.



Dad gets home **about** six **in** the evening.

We get up **in** the morning.

We go to bed **at** night.

It's always hot **in** summer.

The movie starts **at** two **in** the afternoon.

Autumn begins **in** September.

They were married **in** 1990.

Joe arrived **after** me.

It has not rained at all **for** two weeks.

Breakfast is served **at** seven o'clock.

Kevin and Joe have been in the same class **since** first grade.

## Exercise 1

Underline the *prepositions* in the following sentences.

- 1 The man fell off the ladder.
- 2 We have dinner at 7:30 P.M.
- 3 Tom was born on a Friday.
- 4 There are seven days in a week.
- 5 Sue is running after her dog.
- 6 Several people are waiting at the bus stop.
- 7 I received a letter from Sara yesterday.
- 8 Why are you still in bed?

## Exercise 2

Fill in the blanks with the correct *prepositions* from the box.

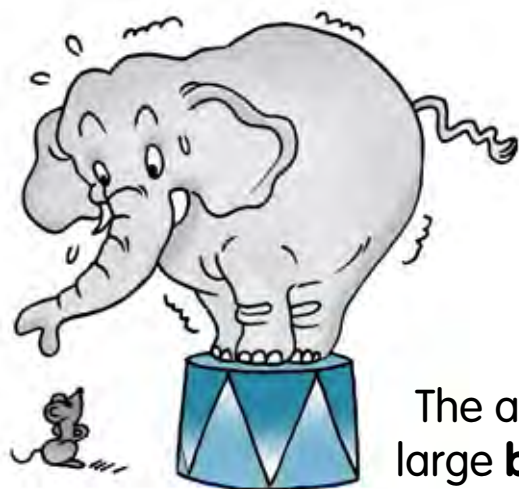
|      |        |      |    |         |
|------|--------|------|----|---------|
| near | by     | on   | at | between |
| in   | around | into | up | behind  |

- 1 The bus arrived \_\_\_\_\_ 8:30 A.M.
- 2 The children are swimming \_\_\_\_\_ the pool.
- 3 There's a picture \_\_\_\_\_ the wall.
- 4 There is a fence \_\_\_\_\_ the house.
- 5 Granny is sitting \_\_\_\_\_ fire.
- 6 Harold is hiding \_\_\_\_\_ the chair.
- 7 Jack climbed \_\_\_\_\_ the beanstalk.
- 8 We divided the candy \_\_\_\_\_ us.
- 9 I dived \_\_\_\_\_ the river.
- 10 Don't go too \_\_\_\_\_ the edge.

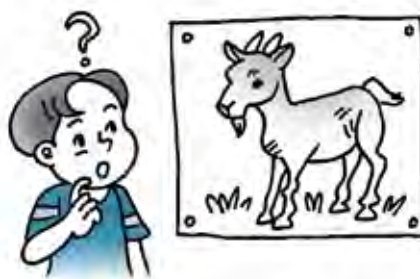
# 11

## Conjunctions

A **conjunction** is a linking word such as **and**, **or**, **but**. Conjunctions are used to connect words or sentences.



The animal is large **but** timid.

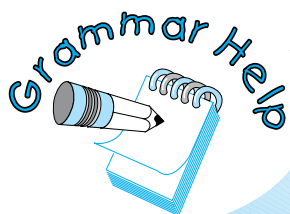


Is this a sheep **or** a goat?

a cat **and** its kittens  
a builder **and** his tools  
a doctor **and** a nurse  
slow **but** steady  
sweet **or** sour?  
a male **or** a female?  
A horse, a zebra **or** a donkey?  
Paul has a dog, a parrot **and** a cat.



It's cold, wet **and** windy today.



A **conjunction** may link two or more than two words or sentences.



The words **before**, **after**, **as**, **when**, **while**, **until**, **since**, are also conjunctions. They tell when something happens, so they are called **conjunctions of time**.



Maggie could play the piano **before** she was five.



I always brush my teeth **after** I've had my breakfast.



**After** he began exercising regularly, Jerry became healthier.



You have grown taller **since** I saw you last.

Look both ways **before** you cross the street.

Joe listened to music **while** he was doing his homework.

Miss Lee was smiling **as** she walked into the class.

Wait here **until** I come back.

Don't leave **until** you've finished your work.

Tran saw an accident **while** he was walking home.

Take all your belongings with you **when** you leave the plane.

Joe first met his wife **when** he was studying in London.

Tom and Joe have been friends **since** childhood.

## Exercise 1

Complete these sentences with *and*, *but* or *or*.

- 1 I asked for some bread \_\_\_\_\_ butter.
- 2 Mr. \_\_\_\_\_ Mrs. Chen have three children.
- 3 Maggie is a good singer \_\_\_\_\_ a poor dancer.
- 4 We wish you a Merry Christmas \_\_\_\_\_ a Happy New Year.
- 5 Is their new baby a boy \_\_\_\_\_ a girl?
- 6 The dictionary has 1000 words \_\_\_\_\_ 200 drawings.
- 7 Sue is taller than Nat \_\_\_\_\_ shorter than Mike.
- 8 Are you going by train \_\_\_\_\_ by bus?

## Exercise 2

Choose the correct *conjunctions of time* from the box to complete these sentences.

|       |       |       |        |
|-------|-------|-------|--------|
| when  | while | as    | before |
| after | since | until |        |

- 1 Jack always brushes his teeth \_\_\_\_\_ he has eaten a meal.
- 2 It started to rain \_\_\_\_\_ the children were playing in the garden.
- 3 Let's go home \_\_\_\_\_ it gets dark.
- 4 Give this letter to Anne \_\_\_\_\_ you see her.
- 5 She has known Jack \_\_\_\_\_ he was a child.
- 6 The party began at 8:00 P.M. and lasted \_\_\_\_\_ midnight.
- 7 Alice looked unhappy \_\_\_\_\_ she walked in.

# 12

# Interjections

An **interjection** is a word that expresses a sudden, strong feeling such as **surprise**, **pain**, or **pleasure**.

Cheers!



Oh dear!



Happy Birthday!



Ssh!



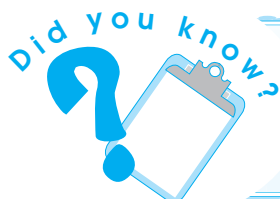
Ouch!



Look out!



Wow!  
Goodness!  
Oh!  
Good!  
Oh no!  
Hooray!  
Thanks!  
Help!  
Good luck!  
Well done!  
Gosh!  
Hey!  
Merry Christmas!  
Happy New Year!



Notice that an **exclamation point (!)** is often used after interjections.

# 13 Sentences

## What is a Sentence?

A **sentence** is a group of words that expresses a complete thought. A sentence must have a **subject** and a **verb**, but it may or may not have an object.

### Subject

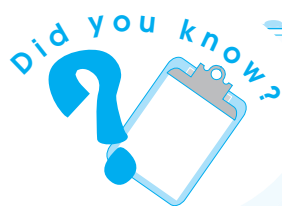
Sally  
Wendy and Kim  
The hedgehog  
Maggie  
It  
Dad  
I  
We  
They  
The dentist  
The old couple  
Janet

### Verb

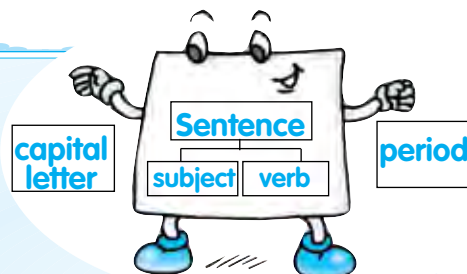
is making  
are fighting.  
curled up.  
is reading  
is raining.  
cooked  
am flying  
are eating  
are washing  
is examining  
have  
screamed.

### Object

a doll.  
  
a book.  
  
dinner.  
a kite.  
our breakfast.  
the dishes.  
Susan's teeth.  
no children.



A **sentence** that makes a statement begins with a **capital letter** and ends with a **period**.



# Kinds of Sentences

There are **four kinds** of sentences.

- ▶ A **declarative sentence** makes a **statement**.

The children are swimming.  
The telephone rang.  
Everyone sat down.

Richard is feeding  
the hens.



- ▶ An **interrogative sentence** asks a **question**.

Where are the twins?  
Are you going shopping today?  
What is your name?

What is Richard  
doing?



- ▶ An **exclamatory sentence** expresses strong emotion.

What lovely weather!

The silly girl!  
How stupid I am!



- ▶ An **imperative sentence** gives an **order**.

Please sit down.  
Tell me the truth.  
Speak up!

Come back!



# The Imperative

Use the base form of a verb to give **commands** or make direct requests. This use of the verb is called the **imperative**.



OK, children, **open** your books to page 25.

**Stand**, everyone!  
**Tidy** your bedroom immediately!  
**Choose** a partner!  
**Eat** plenty of vegetables.  
**Find** some nice round pebbles.  
**Come** back soon!  
**Take** a sandwich.  
**Come** and **look** at this, Tom!

Imperatives are a very direct way of telling people to do something. Using **do** or **please** before an imperative is more polite.



**Please** come in.

**Do** sit down.  
**Do** check these figures again.  
**Please** help yourselves to some food.  
**Please** don't change anything on my computer.



You can also use the helping verb **would** to sound polite. For example:

Please **would** you clear the table?  
**Would** you please talk quietly?



## Exercise

Look at the groups of words below. Do you know which are *sentences* and which are not?

Put a checkmark in the space next to sentences, and an X next to other word groups.

- |                                |                          |
|--------------------------------|--------------------------|
| 1 Mrs. Chen is a good teacher. | <input type="checkbox"/> |
| 2 not well today               | <input type="checkbox"/> |
| 3 Do the work yourself.        | <input type="checkbox"/> |
| 4 How are you?                 | <input type="checkbox"/> |
| 5 basic rules of grammar       | <input type="checkbox"/> |
| 6 bread and butter             | <input type="checkbox"/> |
| 7 Welcome to the National Zoo. | <input type="checkbox"/> |
| 8 brush his teeth              | <input type="checkbox"/> |
| 9 toys in the box              | <input type="checkbox"/> |
| 10 more than one               | <input type="checkbox"/> |
| 11 What is the time now?       | <input type="checkbox"/> |
| 12 Sit down!                   | <input type="checkbox"/> |
| 13 Please come here.           | <input type="checkbox"/> |
| 14 Mark is sleeping.           | <input type="checkbox"/> |
| 15 Open the door.              | <input type="checkbox"/> |

# The Subject and the Object

The **subject** of a sentence sometimes does something to someone or something else.

The person or thing that receives the action is called the **object**.



Dad is cooking supper.



We have built a sandcastle.

## Subject

## Verb

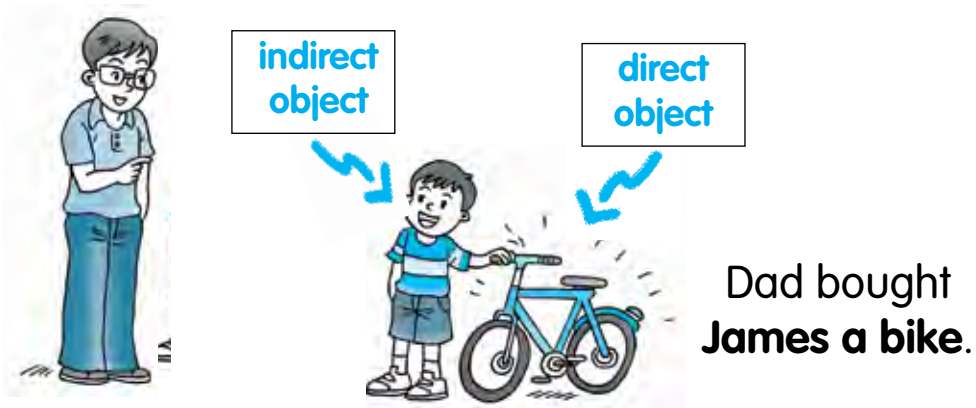
## Object

|           |                |                |
|-----------|----------------|----------------|
| Susan     | has bought     | a painting.    |
| Hannah    | is reading     | her book.      |
| The twins | climbed        | the hill.      |
| James     | stroked        | the cat.       |
| Mom       | is holding     | the baby.      |
| Jacob     | is making      | a kite.        |
| They      | were playing   | football.      |
| I         | am writing     | a story.       |
| Emma      | crossed        | the street.    |
| You       | have forgotten | your umbrella. |



# Direct and Indirect Objects

Some verbs have **two objects**. The **direct object** receives the action of the verb. The **indirect object** tells to whom or for whom the action is done.



| Subject  | Verb       | Indirect Object | Direct Object |
|----------|------------|-----------------|---------------|
| The bank | lends      | people          | money.        |
| Madison  | is making  | her doll        | a dress.      |
| I        | am writing | Grandma         | a letter.     |
| Grandma  | is reading | Diana           | a story.      |
| Andrew   | gave       | his dog         | a bone.       |
| We       | left       | you             | some food.    |
| Joshua   | is showing | us              | his stamps.   |
| Miss Lee | found      | Alice           | a chair.      |



The **indirect object** usually comes before the **direct object**.

## Exercise 1

Read the following sentences. Then draw a line under the *subjects* and a circle around the *objects*.

- 1 Anne has drawn a panda.
- 2 They are playing table tennis.
- 3 Little Kate knows the alphabet well.
- 4 Dad bought a computer.
- 5 I am writing a letter.
- 6 Birds have feathers.
- 7 The workmen are building a house.
- 8 Samantha has a pretty doll.
- 9 The children received one gift each.
- 10 Do you know the answer?

## Exercise 2

There are two objects in each sentence. Draw a line under the *direct objects* and a circle around the *indirect objects*.

- 1 Dad gave Dave a present.
- 2 Mom is making the children a meal.
- 3 Mr. Thomas bought them ice cream cones.
- 4 I sent Anne a birthday card.
- 5 Granny told us a story.
- 6 The waiter brought the guests their drinks.
- 7 Can I get you a sandwich?
- 8 The police officer showed us the way to the museum.

## Positive and Negative Sentences

A **positive sentence** tells you that something is so.

A sentence that tells you something is *not* so is called a **negative sentence**. It contains a negative word like **not, never, no, no one, nobody, none**, or a negative verb like **isn't** or **can't** or **won't**.



### Positive sentence

Peter is running.  
We should tell the truth.  
Everyone is in the garden.  
The fridge is empty.  
It is very cloudy.  
I have sold the last newspaper.  
Someone has eaten all the cookies.



### Negative sentence

He is **not** walking.  
We should **never** tell lies.  
There is **no one** in the house.  
There is **nothing** in it.  
It **isn't** sunny.  
I have **no** newspapers left.  
There are **none** in the bag.

## Questions

There are two kinds of questions: yes or no questions and **wh**- questions.

- ▶ You ask a **yes** or **no** question to get **yes** or **no** as the answer. Use the verbs **be**, **have** or **do**, or any of the helping verbs, to ask **yes** or **no** questions.

Can you swim? **Yes**.

Is it raining? **No**.

Are they coming? **No**.

May I come in? **Yes**.

- ▶ In questions, the helping or auxiliary verbs come before the subject of the sentence. When **be** and **have** are used as ordinary verbs, they come before the subjects, too.

### Statement

Jim is ill today.  
She has an older brother  
The cats want to be fed.  
We should go now.  
It will rain tomorrow.  
You may use my computer.  
Kate can ride a bike.

### Question

**Is** Jim ill today?  
**Has** she an older brother?  
**Do** the cats **want** to be fed?  
**Should** we **go** now?  
**Will** it **rain** tomorrow?  
**May** I **use** your computer?  
**Can** Kate **ride** a bike?



Here are some different ways of asking the same question:

Has he a sister called Jane?

Does he have a sister called Jane?

Has he got a sister called Jane?

**Wh-** questions usually include the verbs **be, have, do**, or any of the helping verbs.

- ▶ To ask for facts, use the question words **what, which, who, whom, how, when, where**. The helping verbs in **wh-** questions usually come before the subject. So does the verb **be** when it is used as an ordinary verb.

Where **are** you?

What **is** David **saying**?

How **did** you **get up** here?

Why **was** the girl **crying**?

Which color **do** you **prefer**?

Who **is** she **going to invite** to her party?

Whom **is** she **going to invite** to her party?

What **is** your problem?

When **do** the stores **open** in the morning?

Where **shall** I **put** this box?

What **have** you **done** to my computer?

How **am** I **going to finish** all this work?

What **would** you **like** for dinner?



Whose dictionary **is** this?

- ▶ If the **wh-** question word is the subject of the question, it comes before the verb. For example:

Who **told** you that?

What **made** you change your mind?

## Exercise 1

Write *short answers* to the following questions.

**Example:** Is he tall? Yes, he is.

- 1 Do you know the answer? Yes, \_\_\_\_\_.
- 2 Is Sara at home? No, \_\_\_\_\_.
- 3 Do they know any grammar? Yes, \_\_\_\_\_.
- 4 Are all of you coming to my house this evening?  
Yes, \_\_\_\_\_.
- 5 Is Mrs. Chen your English teacher? No, \_\_\_\_\_.
- 6 Can you dance? No, \_\_\_\_\_.

## Exercise 2

Fill in the blanks with the correct question words from the box.

|       |      |     |       |
|-------|------|-----|-------|
| where | when | why | how   |
| whose | what | who | which |

- 1 \_\_\_\_\_ is your house?
- 2 \_\_\_\_\_ wallet is this?
- 3 \_\_\_\_\_ are you always late?
- 4 \_\_\_\_\_ wrote this book?
- 5 \_\_\_\_\_ of the two boys is smarter?
- 6 \_\_\_\_\_ size do you wear?
- 7 \_\_\_\_\_ old is he?
- 8 \_\_\_\_\_ is Jeff going to get a haircut?

# 14

## Punctuation

**Punctuation marks** are signs such as **periods**, **commas** and **question marks**. You use them in sentences to make the meaning clear.

### Period

You put a **period** at the end of a sentence.

He drew a horse



Albert is my good friend.  
Please don't be late.  
The bird is sitting on a branch.  
It's snowing heavily today.  
There's a rainbow in the sky.  
This big house belongs to a rich man.  
I can swim.  
Ethan is good at drawing.  
They all enjoyed playing baseball.

# Comma

Use a comma between **nouns** and **noun phrases** in a list.

I bought two apples, three oranges and some grapes.  
He enjoys tennis, badminton, skating and football.  
At school we study English, math, science, history and geography.

Use commas between **adjectives** when you use several of them to describe something.

A giraffe is a tall, long-necked, long-legged animal.  
He is a tall, handsome, smart and ambitious young man.

Use a comma after **yes** and **no**, and before **please** in sentences. You also use a comma before or after the name of the person you are speaking to.

Goodbye, George!

No, it has stopped.  
Good morning, sir!  
Can you tell me what time it is, please?  
Yes, it's a quarter past three, George.



Commas are used to show where there is a brief pause.

Unfortunately, she injured her knee skiing.  
She was in the bedroom, listening to music on the radio.



## Exclamation Point

An **exclamation point** is often used after a command, an interjection, or a word that shows **surprise** or **anger**.

Sit down!

Oh dear!

What a surprise!

You are fired!

I told you not to do that!

Quiet!

Put the knife down!

Help! Help!

Eeek! A ghost!

Stop him!

## Question Mark

Use a **question mark** after a **question**.

How are you?

What's your name?

How many stamps do you have?

Where do they come from?

Who has taken my pen?

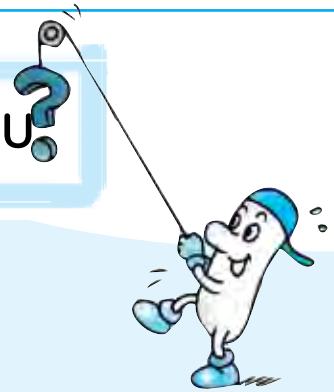
Can you lend me your bicycle?

Where are you going?

Why are you always late?

What's the meaning of this word?

Do you know the answer to this problem?



# Apostrophe

Use an **apostrophe** with an **s ('s)** to show who owns something.

The **'s** is added after singular nouns or names.



This is Peter's bed and  
that is Michael's bed.



A squirrel's tail is big  
and bushy.

We all like Mom's cooking.

Amanda clears everybody's plates after dinner.

John's dog is very friendly.

All the pupils have a month's vacation in June.

I spent the evening at David's playing video games.

I took a ride in Tom's car.

Father is holding Susie's hand.

Jane is wearing her mother's shoes.

We're going to our aunt's house.

There is a bird's nest in that tree.

Our dog's collar is brown.

Is this Portland's tallest building?

- ▶ Follow the same rule when a name or a singular noun ends in **-s**. Write an apostrophe first and then add another **s**.

The princess's golden ball fell into a well.

A rhinoceros's skin is very thick.

Dad is at his boss's party.

- ▶ For plural nouns that end in **-s**, put the apostrophe after the **-s**.

Birds' beaks are all different shapes and sizes.

Miss Lee is marking her pupils' work.

This is my parents' wedding photo.

Dresses are upstairs in the ladies' department.

Henry goes to a boys' school.

Dr. Kim parked his car in the doctors' parking lot.

My brothers' bedrooms are always messy.

The girls' bedrooms are usually tidy.

A flood has destroyed all the farmers' crops.

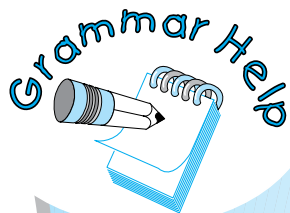
- ▶ Some plural nouns do not end in **-s**. Just add **'s** to these plural nouns.

There are slides and swings and seesaws in the children's playground.

The men's changing room is occupied.

The bookstore sells newspapers, comics and women's magazines.

Doctors look after people's health.



- ▶ You can also refer to **a person's office or shop** by using a possessive form with an apostrophe.  
For example:

I'll buy some bread at **the baker's**.

I was reading a book at **the dentist's**.

It's time you went to **the barber's**.



- ▶ You can also refer to your **friends' homes** in the same way:

I'm going next door to **Peter's**.

I stayed the night at **Susan's**.

- ▶ How do you make a possessive form of two people joined by **and**, such as Peter and John, or Mary and Anne? Put **'s** only after the **second name**.

For example:

Barbara and **David's** house

Jill and **Andy's** party

- ▶ These possessive forms of names and nouns can be used without a following noun. For example:

Which desk is **Susan's**?

**George's** is in the back row.

This room is **my brother's**.

The **apostrophe** can also be used to show that one or more letters in a contraction have been left out.

I've finished my math, but I haven't finished my spelling.

We'll come to your party, but Sue won't be able to come.

He's gone to the library.

Dad wasn't at home and the children weren't at home either.

I don't like potatoes and Susan doesn't like tomatoes.

I didn't watch which way I was going and I can't find my way home.

We're late because we couldn't find your house.

Mom's finished her shopping but she hasn't gone through the checkout line yet.



Mary'd like a cat as a pet,  
but she wouldn't like a turtle.



You are taller than Peter, but  
you aren't as tall as I am.



The words **has** and **is** are often shortened to **'s** after a noun or proper noun. For example:

The mail **has** arrived.

The mail**'s** arrived.

Sally **is** here.

Sally**'s** here.

## Exercise 1

Write the *punctuation marks* from the box to complete the following sentences:



- 1 He hates cheese
- 2 Who is your teacher
- 3 Stop that man
- 4 Keep quiet
- 5 Good morning madam
- 6 George are you okay
- 7 Peter David and Susan are playing hide and seek
- 8 Mom bought meat fish and vegetables at the supermarket
- 9 What is the time now
- 10 Anne is a pretty girl

## Exercise 2

Complete the following sentences by writing the *apostrophe(')* in the correct place:

- 1 This is Peters bike.
- 2 Paul cant find his shoes.
- 3 Miss Lee is marking the pupils papers.
- 4 They are all on the childrens playground.
- 5 Dont make so much noise!
- 6 Doctors take care of peoples health.
- 7 Theyre having a game of tennis.
- 8 Jack doesnt look well.



# BASIC ENGLISH GRAMMAR

*for English Language Learners*

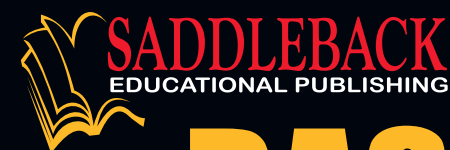
## Book 1

*Younger students at beginning to intermediate levels will greatly benefit from this step-by-step approach to English grammar basics. This is the ideal supplement to your language arts program whether your students are native English speakers or beginning English language learners. Skill-specific lessons make it easy to locate and prescribe instant reinforcement or intervention.*

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- Nearly 70 practice exercises are included for ready reinforcement
- A wealth of examples are provided on every topic
- Concise explanations are bolstered by extra grammar tips and useful language notes



BASIC ENGLISH GRAMMAR BOOK 1



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Book 1



*for English Language Learners*

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