Beginning to intermediate students of all ages will greatly benefit from a clear understanding of 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.

- Lessons are tightly focused on core concepts of grammar
- More than 80 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
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.
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- Proper Nouns
- Singular Nouns
- Plural Nouns
- Collective Nouns
- Masculine and Feminine Nouns
- The Possessive Form of Nouns

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- Reflexive Pronouns
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- Demonstrative Pronouns
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- The Order of Adjectives
- Adjective Endings
- Describing What Something Is Made of
- The Comparison of Adjectives
- Adjective Phrases

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# Common Nouns

Words for people, places and things are called **common nouns**.

These common nouns are words for **things**.

- ruler
- pen
- crayons
- pencil
- book
- dictionary
- courage
- chair
- table
- sofa
- loyalty
- lamp
- carpet
- telephone
- hammer
- saw
- axe
- drill
- ladder
- lawnmower
- spade
- bicycle
- ship
- truck
- ferry
- train
- bus
- calculator
- television
- fridge
- cooker
- computer
- printer

These common nouns are words for **animals**. Notice that special names for **young animals** are included.

<table>
<thead>
<tr>
<th>animal</th>
<th>its young</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>puppy</td>
</tr>
<tr>
<td>cat</td>
<td>kitten</td>
</tr>
<tr>
<td>cow</td>
<td>calf</td>
</tr>
<tr>
<td>horse</td>
<td>foal</td>
</tr>
<tr>
<td>sheep</td>
<td>lamb</td>
</tr>
<tr>
<td>goat</td>
<td>kid</td>
</tr>
<tr>
<td>frog</td>
<td>tadpole</td>
</tr>
<tr>
<td>fox</td>
<td>cub</td>
</tr>
<tr>
<td>elephant</td>
<td>calf</td>
</tr>
<tr>
<td>kangaroo</td>
<td>joey</td>
</tr>
<tr>
<td>bear</td>
<td>cub</td>
</tr>
<tr>
<td>lion</td>
<td>cub</td>
</tr>
<tr>
<td>tiger</td>
<td>cub</td>
</tr>
<tr>
<td>whale</td>
<td>calf</td>
</tr>
</tbody>
</table>

These common nouns are words for **places**.

<table>
<thead>
<tr>
<th>place</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bank</td>
<td>airport</td>
</tr>
<tr>
<td>hotel</td>
<td>gas station</td>
</tr>
<tr>
<td>library</td>
<td>park</td>
</tr>
<tr>
<td>museum</td>
<td>farm</td>
</tr>
<tr>
<td>mall</td>
<td>zoo</td>
</tr>
<tr>
<td>theater</td>
<td>factory</td>
</tr>
<tr>
<td>hospital</td>
<td>nursery</td>
</tr>
<tr>
<td>school</td>
<td>university</td>
</tr>
<tr>
<td>office</td>
<td>mosque</td>
</tr>
<tr>
<td>temple</td>
<td>shop</td>
</tr>
<tr>
<td>shop</td>
<td>gym</td>
</tr>
<tr>
<td>post office</td>
<td>police station</td>
</tr>
<tr>
<td>restaurant</td>
<td>supermarket</td>
</tr>
<tr>
<td>stadium</td>
<td>synagogue</td>
</tr>
<tr>
<td>church</td>
<td></td>
</tr>
</tbody>
</table>
These common nouns are words for **people** who do certain things.

- singer
- dancer
- artist
- photographer
- magician
- athlete
- manager
- secretary
- teacher
- doctor
- dentist
- lawyer
- sailor
- pilot
- driver
- writer
- friend
- brother
- gardener
- police officer
- plumber
- farmer
- clerk
- technician

**Proper Nouns**

The names of particular people, places and things are **proper nouns**. They always **begin with a capital letter**.

These **people’s names** are proper nouns.

- Robin Hood
- Aladdin
- Frankenstein
- Harry Potter
- Santa Claus
- Mahatma Gandhi
- Confucius
- Florence Nightingale
- Muhammad Ali
- George Washington
- David Beckham
- Julia Roberts
- Nelson Mandela
- Alex Rodriguez
- Mom
- Dad
- Granny
- Grandad
- Uncle David
- Aunt Diana
- Ms. Hall
- Miss Park
- Mrs. Taylor
- Mr. Young
- Dr. Lee
- Professor Raj
- Jose
- Yang Ming

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

<table>
<thead>
<tr>
<th>days of the week</th>
<th>months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>January</td>
</tr>
<tr>
<td>Tuesday</td>
<td>February</td>
</tr>
<tr>
<td>Wednesday</td>
<td>March</td>
</tr>
<tr>
<td>Thursday</td>
<td>April</td>
</tr>
<tr>
<td>Friday</td>
<td>May</td>
</tr>
<tr>
<td>Saturday</td>
<td>June</td>
</tr>
<tr>
<td>Sunday</td>
<td>July</td>
</tr>
<tr>
<td></td>
<td>August</td>
</tr>
<tr>
<td></td>
<td>September</td>
</tr>
<tr>
<td></td>
<td>October</td>
</tr>
<tr>
<td></td>
<td>November</td>
</tr>
<tr>
<td></td>
<td>December</td>
</tr>
</tbody>
</table>
The names of **special days** and **celebrations** are also proper nouns.

- New Year’s Day
- Mother’s Day
- Independence Day
- Valentine’s Day
- Labor Day
- Ramadan
- Veterans’ Day
- Thanksgiving
- Memorial Day
- Halloween
- Christmas
- Yom Kippur

The names of **famous places, buildings** and **monuments** are proper nouns.

- Big Ben
- the Sphinx
- Graceland
- the Grand Canyon
- the Sydney Opera House
- Buckingham Palace
- the Leaning Tower of Pisa
- the Empire State Building
- the Taj Mahal
- the Eiffel Tower
- the Golden Gate Bridge
- the Great Wall of China
- Chaco Canyon Pueblo
- the Statue of Liberty

The names of **people who live in a particular country** are also proper nouns.

<table>
<thead>
<tr>
<th>country</th>
<th>people</th>
<th>country</th>
<th>people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>Afghans</td>
<td>Samoa</td>
<td>Samoans</td>
</tr>
<tr>
<td>Australia</td>
<td>Australians</td>
<td>New Zealand</td>
<td>New Zealanders</td>
</tr>
<tr>
<td>Britain</td>
<td>the British</td>
<td>Pakistan</td>
<td>Pakistanis</td>
</tr>
<tr>
<td>China</td>
<td>the Chinese</td>
<td>the Philippines</td>
<td>Filipinos</td>
</tr>
<tr>
<td>France</td>
<td>the French</td>
<td>Russia</td>
<td>Russians</td>
</tr>
<tr>
<td>Germany</td>
<td>Germans</td>
<td>Nicaragua</td>
<td>Nicaraguans</td>
</tr>
<tr>
<td>India</td>
<td>Indians</td>
<td>South Africa</td>
<td>South Africans</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Indonesians</td>
<td>Spain</td>
<td>Spaniards</td>
</tr>
<tr>
<td>Italy</td>
<td>Italians</td>
<td>Switzerland</td>
<td>the Swiss</td>
</tr>
<tr>
<td>Japan</td>
<td>the Japanese</td>
<td>Thailand</td>
<td>Thais</td>
</tr>
<tr>
<td>Korea</td>
<td>Koreans</td>
<td>USA</td>
<td>Americans</td>
</tr>
<tr>
<td>Malaysia</td>
<td>Malaysians</td>
<td>Vietnam</td>
<td>the Vietnamese</td>
</tr>
</tbody>
</table>
Exercise 1
Write each common noun under the correct heading.

<table>
<thead>
<tr>
<th>theater</th>
<th>lion</th>
<th>father</th>
<th>brother</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>restaurant</td>
<td>builder</td>
<td>stove</td>
</tr>
<tr>
<td>elephant</td>
<td>kangaroo</td>
<td>museum</td>
<td>library</td>
</tr>
</tbody>
</table>

things | animals | places | people

Exercise 2
Underline the common nouns and circle the proper nouns in these sentences.

1. I told Uncle John about my accident.
2. Kim and Stephanie wore masks on Halloween.
3. The lawnmower is broken.
4. We’re going to the movies tomorrow.
5. The lion is playing with one of its cubs.
6. My sister’s favorite soccer player is David Beckham.
7. I’m watching a videotape about the Sahara Desert.
8. The tourists visited Rome and saw the Colosseum.
9. Does this bus go to the stadium?
10. We’re reading a story about a boy called Harry Potter.

Exercise 3
Read the following passage containing common nouns and proper nouns. Put a C in the box after a common noun and a P in the box after a proper noun.

Mr. Peters lives in Maine in a big house by the sea. He has three cats and a dog. He likes to travel to different countries. Last Christmas, he went to Paris and saw the Eiffel Tower. He enjoyed eating French food in nice restaurants.
Singular Nouns

Nouns can be singular or plural.

When you are talking about just one thing or person, use a singular noun. For example:

- a tent
- a taxi
- a house

- a park
- a doctor
- a lady

- an idea
- an oven
- an exercise

Plural Nouns

Use a plural noun when you are talking about two or more people, places or things.

Just add s to make most nouns plural.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a computer</td>
<td>computers</td>
<td>a mountain</td>
<td>mountains</td>
</tr>
<tr>
<td>a chair</td>
<td>chairs</td>
<td>a river</td>
<td>rivers</td>
</tr>
<tr>
<td>a train</td>
<td>trains</td>
<td>an envelope</td>
<td>envelopes</td>
</tr>
<tr>
<td>a player</td>
<td>players</td>
<td>an insect</td>
<td>insects</td>
</tr>
<tr>
<td>a teacher</td>
<td>teachers</td>
<td>an oven</td>
<td>ovens</td>
</tr>
<tr>
<td>a taxi</td>
<td>taxis</td>
<td>an uncle</td>
<td>uncles</td>
</tr>
</tbody>
</table>

Notes

- Words called articles or determiners are used to signal nouns.
  - a river
  - an armchair
  - three biscuits
  - a castle
  - an idea
  - five eggs

- The article an is used before nouns that begin with the vowels a, e, i, o and u.
  - an artist
  - an eye
  - an insect
  - an umbrella

- The article a is used before nouns that begin with the other letters, called consonants. But some words don’t follow these rules.
  - a uniform, a unit, a user: a, not an, is used because the vowel u in these words is pronounced like the word you;
  - an hour, an heir, an honor: an, not a, is used because the consonant h in these words is not pronounced.
Nouns that end in **s, ss, ch, sh or x**, are made plural by adding **es**.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>buses</td>
</tr>
<tr>
<td>glass</td>
<td>glasses</td>
</tr>
<tr>
<td>dress</td>
<td>dresses</td>
</tr>
<tr>
<td>branch</td>
<td>branches</td>
</tr>
<tr>
<td>church</td>
<td>churches</td>
</tr>
<tr>
<td>beach</td>
<td>beaches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>sandwich</td>
<td>sandwiches</td>
</tr>
<tr>
<td>witch</td>
<td>witches</td>
</tr>
<tr>
<td>brush</td>
<td>brushes</td>
</tr>
<tr>
<td>flash</td>
<td>flashes</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>fox</td>
<td>foxes</td>
</tr>
</tbody>
</table>

Most nouns that end in **y** are made plural by changing the **y** to **i** and adding **es**.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>family</td>
<td>families</td>
</tr>
<tr>
<td>story</td>
<td>stories</td>
</tr>
<tr>
<td>teddy</td>
<td>teddies</td>
</tr>
<tr>
<td>fairy</td>
<td>fairies</td>
</tr>
<tr>
<td>puppy</td>
<td>puppies</td>
</tr>
<tr>
<td>housefly</td>
<td>houseflies</td>
</tr>
<tr>
<td>library</td>
<td>libraries</td>
</tr>
<tr>
<td>city</td>
<td>cities</td>
</tr>
<tr>
<td>lily</td>
<td>lilies</td>
</tr>
<tr>
<td>party</td>
<td>parties</td>
</tr>
<tr>
<td>dictionary</td>
<td>dictionaries</td>
</tr>
</tbody>
</table>

Nouns that have a **vowel** before the **y** are made plural by simply adding **s** at the end.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>key</td>
<td>keys</td>
</tr>
<tr>
<td>monkey</td>
<td>monkeys</td>
</tr>
<tr>
<td>donkey</td>
<td>donkeys</td>
</tr>
<tr>
<td>toy</td>
<td>toys</td>
</tr>
<tr>
<td>boy</td>
<td>boys</td>
</tr>
<tr>
<td>cowboy</td>
<td>cowboys</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>days</td>
</tr>
<tr>
<td>tray</td>
<td>trays</td>
</tr>
<tr>
<td>runway</td>
<td>runways</td>
</tr>
<tr>
<td>chimney</td>
<td>chimneys</td>
</tr>
<tr>
<td>trolley</td>
<td>trolleys</td>
</tr>
<tr>
<td>valley</td>
<td>valleys</td>
</tr>
</tbody>
</table>
Many nouns that end in \textit{f} are made plural by changing the \textit{f} to \textit{v} and adding \textit{es}.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>half</td>
<td>halves</td>
</tr>
<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
<tr>
<td>shelf</td>
<td>shelves</td>
</tr>
<tr>
<td>wolf</td>
<td>wolves</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
</tbody>
</table>

But some nouns that end in \textit{f} are made plural simply by adding \textit{s}.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>chief</td>
<td>chiefs</td>
</tr>
<tr>
<td>roof</td>
<td>roofs</td>
</tr>
<tr>
<td>handkerchief</td>
<td>handkerchiefs</td>
</tr>
<tr>
<td>cliff</td>
<td>cliffs</td>
</tr>
<tr>
<td>puff</td>
<td>puffs</td>
</tr>
</tbody>
</table>

Some nouns that end in \textit{f} can be made plural in \textit{two ways}.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>scarf</td>
<td>scarfs or scarves</td>
</tr>
<tr>
<td>hoof</td>
<td>hoofs or hooves</td>
</tr>
<tr>
<td>dwarf</td>
<td>dwarfs or dwarves</td>
</tr>
<tr>
<td>wharf</td>
<td>wharfs or wharves</td>
</tr>
</tbody>
</table>

Most nouns that end in \textit{fe} are made plural by changing the \textit{f} to \textit{v} and adding \textit{s}.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>knife</td>
<td>knives</td>
</tr>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
<tr>
<td>life</td>
<td>lives</td>
</tr>
<tr>
<td>midwife</td>
<td>midwives</td>
</tr>
</tbody>
</table>
Most nouns that end in o are made plural by adding s.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>video</td>
<td>videos</td>
</tr>
<tr>
<td>hippo</td>
<td>hippos</td>
</tr>
<tr>
<td>zoo</td>
<td>zoos</td>
</tr>
<tr>
<td>kangaroo</td>
<td>kangaroos</td>
</tr>
</tbody>
</table>

But other nouns that end in o are made plural by adding es.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>tomato</td>
<td>tomatoes</td>
</tr>
<tr>
<td>potato</td>
<td>potatoes</td>
</tr>
<tr>
<td>hero</td>
<td>heroes</td>
</tr>
</tbody>
</table>

Some nouns change spelling from the singular form to the plural.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>men</td>
</tr>
<tr>
<td>woman</td>
<td>women</td>
</tr>
<tr>
<td>child</td>
<td>children</td>
</tr>
<tr>
<td>person</td>
<td>people</td>
</tr>
<tr>
<td>mouse</td>
<td>mice</td>
</tr>
<tr>
<td>tooth</td>
<td>teeth</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
<tr>
<td>goose</td>
<td>geese</td>
</tr>
</tbody>
</table>

The plural form of some nouns is the same as the singular form.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td>deer</td>
<td>deer</td>
</tr>
<tr>
<td>fish</td>
<td>fish</td>
</tr>
<tr>
<td>aircraft</td>
<td>aircraft</td>
</tr>
<tr>
<td>salmon</td>
<td>salmon</td>
</tr>
</tbody>
</table>

What’s the plural of the kind of mouse that you use with a computer? The plural is either mice or mouses.

When you are talking about different kinds of fish, the plural can be fishes, for example: the various fishes of the Indian Ocean.
Some nouns are always plural.

- trousers
- shorts
- jeans
- pants
- tights
- pajamas

- glasses
- spectacles
- goggles
- scissors
- binoculars
- pliers

Some nouns are usually plural.

- shoes
- sandals
- slippers
- boots

- chopsticks
- gloves
- clogs
- socks

Exercise 4

Underline all the nouns in the following sentences. Are they common or proper nouns? Put a checkmark ✓ in the correct box.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you like cheese?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. They stood next to the Niagara Falls.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. May I borrow your umbrella?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The ambulance was driving very fast.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Carl did not agree with them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. She loves to visit Disneyland.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Would you like some more water?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The fog was very thick.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. May I invite Tom to join us?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. My car is very old.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 5**

Read the following passage. Write S in the box after each singular noun and P in the box after each plural noun.

Our teacher S is a very nice lady S. She’s very kind to all the children S in the class S and she tells us very funny stories S. Yesterday, she told a story S about the animals S on a farm S. They all had a race S. The pigs S and sheep S ran faster than the ducks S and cows S, but the heroes S of the story S were the mice S. They were faster than all the other animals S, even though they had the shortest legs S!

**Exercise 6**

Read the following passage. Notice that the plural nouns are missing. Write the correct plural form of the singular nouns in parentheses. The first one has been done for you.

Three ___________ (lady) in pink ___________ (dress) took their ___________ (baby) for a walk in the zoo. They saw four ___________ (giraffe), three ___________ (hippo), two ___________ (kangaroo) and an elephant. They walked for so long that their ___________ (foot) became sore, so they sat down on a bench for a rest near some ___________ (monkey). The ___________ (monkey) were playing with cardboard ___________ (box) and throwing ___________ (stick) at each other. After a while, the ___________ (lady) looked at their ___________ (watch) and decided it was time to go home.
Collective Nouns

Words for groups of people, animals or things are called collective nouns.

Here are some collective nouns for groups of people.

- a family
- a team
- a community
- a choir
- a band
- an orchestra
- an audience
- a crew
- a club
- a committee
- a company
- a gang
- the government
- the army

Collective nouns may be used with a singular verb or with a plural verb. If the group is acting as a single unit, use a singular verb. If group members are acting as individuals, use a plural verb. For example:

The crowd was orderly.

or

The crowd were clapping, yelling and cheering.

Here are more collective nouns you can use for groups of people.

- a crowd of shoppers
- a company of actors
- a class of schoolchildren
- a gang of thieves
- a panel of judges
- a platoon of soldiers

Many groups of animals have their own special collective nouns.

- a herd of cattle
- a flock of birds
- a drove of sheep
- a gaggle of geese
- a pack of wolves
- a pride of lions
- a pod of dolphins
- a school of fish
- a litter of puppies
- a troop of monkeys
- a brood of chickens
- a swarm of bees

Notes

Always use a plural verb with the collective nouns, people and the police. For example:

Those people live (not lives) in Asia.
The police have caught (not has caught) the thief.
Some groups of things also have their own special collective nouns.

- a **bunch** of bananas
- a **cluster** of grapes
- a **bunch** of flowers
- a **bouquet** of flowers
- a **range** of mountains
- a **fleets** of ships
- a **fleets** of vehicles
- a **deck** of cards
- a **flight** of steps
- a **suite** of rooms
- a **suite** of furniture
- a **set** of tools
- a **string** of beads
- a **grove** of trees

Some nouns name the amount or form of something.

- a **loaf** of bread
- a **bar** of soap
- a **ball** of string
- a **bar** of chocolate

The words a **piece** of mean a single serving or part of something.

- a **slice/piece** of bread
- a **slice/piece** of cheese
- a **piece/square** of chocolate
- a **slice/piece** of cake
- a **sheet/piece** of paper
- a **piece** of chalk
- a **piece** of information
- a **piece** of advice

---

**Exercise 7**

*Read the following passage. Write the missing collective nouns in the blank spaces. Remember that sometimes there are two words you can use.*

Mom took Kate, Rudy and Derrick to the zoo. The zoo was very busy. A [__________] of people had gathered round the monkeys. One of the monkeys had a [__________] of bananas. Watching the monkey eat made the children feel hungry. Mom took a [__________] of bread and some [__________] of cheese out of the picnic hamper and everyone made sandwiches. After eating the sandwiches, the children had two [__________] of chocolate each. Rudy wanted to give one piece to a monkey, but the zookeeper gave Rudy a very useful [__________] of advice. “Monkeys may look friendly, but sometimes they are very fierce,” he said.
Exercise 8

Read the sentences. Does the collective noun indicate a group acting together as a single unit? If so, circle the singular verb. Does the collective noun indicate a group in which each member acts individually? Circle the plural noun.

1. The jury (were/was) arguing about the importance of evidence.
2. A whole company of soldiers (is/are) marching in the parade.
3. A gaggle of geese (is/are) running every which way in the barnyard.
5. The police (has/have) arrested the suspect.
6. That troupe of actors always (stay/stays) at the Grand Hotel.
7. The committee (is/are) handing in their ballots.
8. Our school band (play/plays) many lively marches.
9. A big colony of ants (lives/live) under the front porch.
10. The government (are/is) entitled to collect taxes.

Exercise 9

Complete each phrase with a noun from the box that names a part or an amount of something.

- bushel
- scoop
- ream
- pair
- drop
- grain
- pinch
- galaxy

1. a __________________ of stars
2. a __________________ of sand
3. a __________________ of paper
4. a __________________ of salt
5. a __________________ of potatoes
6. a __________________ of bookends
7. a __________________ of ice cream
8. a __________________ of rain
## Masculine and Feminine Nouns

**Masculine nouns** are words for men, boys and male animals.  
**Feminine nouns** are words for women, girls and female animals.

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>girl</td>
</tr>
<tr>
<td>man</td>
<td>woman</td>
</tr>
<tr>
<td>father</td>
<td>mother</td>
</tr>
<tr>
<td>son</td>
<td>daughter</td>
</tr>
<tr>
<td>brother</td>
<td>sister</td>
</tr>
<tr>
<td>husband</td>
<td>wife</td>
</tr>
<tr>
<td>grandfather</td>
<td>grandmother</td>
</tr>
<tr>
<td>uncle</td>
<td>aunt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>nephew</td>
<td>niece</td>
</tr>
<tr>
<td>king</td>
<td>queen</td>
</tr>
<tr>
<td>prince</td>
<td>princess</td>
</tr>
<tr>
<td>emperor</td>
<td>empress</td>
</tr>
<tr>
<td>wizard</td>
<td>witch</td>
</tr>
<tr>
<td>actor</td>
<td>actress</td>
</tr>
<tr>
<td>policeman</td>
<td>policewoman</td>
</tr>
<tr>
<td>waiter</td>
<td>waitress</td>
</tr>
</tbody>
</table>

Many nouns are used for both males and females. They are called **common gender nouns**.

- teacher
- pupil
- child
- baby
- parent
- cousin
- doctor
- astronaut
- dancer
- scientist
- president
- manager

With animals, there is one general word for the animal and special words for the male and the female. Sometimes the word for the male animal is the same as the general word. Sometimes the word for the female animal is the same as the general word.

<table>
<thead>
<tr>
<th>animal</th>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>rabbit</td>
<td>buck</td>
<td>doe</td>
</tr>
<tr>
<td>horse</td>
<td>stallion</td>
<td>mare</td>
</tr>
<tr>
<td>sheep</td>
<td>ram</td>
<td>ewe</td>
</tr>
<tr>
<td>pig</td>
<td>boar</td>
<td>sow</td>
</tr>
<tr>
<td>chicken</td>
<td>rooster</td>
<td>hen</td>
</tr>
<tr>
<td>duck</td>
<td>drake</td>
<td>duck</td>
</tr>
<tr>
<td>cattle</td>
<td>bull</td>
<td>cow</td>
</tr>
<tr>
<td>goose</td>
<td>gander</td>
<td>goose</td>
</tr>
<tr>
<td>fox</td>
<td>fox</td>
<td>vixen</td>
</tr>
<tr>
<td>tiger</td>
<td>tiger</td>
<td>tigress</td>
</tr>
<tr>
<td>lion</td>
<td>lion</td>
<td>lioness</td>
</tr>
</tbody>
</table>
Complete the crossword puzzle with the correct masculine or feminine nouns.

**ACROSS**

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. bull</td>
<td></td>
</tr>
<tr>
<td>5. man</td>
<td></td>
</tr>
<tr>
<td>6. fox</td>
<td></td>
</tr>
<tr>
<td>9. _______</td>
<td>princess</td>
</tr>
<tr>
<td>10. _______</td>
<td>empress</td>
</tr>
<tr>
<td>12. stallion</td>
<td></td>
</tr>
<tr>
<td>13. brother</td>
<td></td>
</tr>
<tr>
<td>14. king</td>
<td></td>
</tr>
<tr>
<td>15. _______</td>
<td>duck</td>
</tr>
<tr>
<td>16. _______</td>
<td>witch</td>
</tr>
</tbody>
</table>

**DOWN**

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______</td>
<td>actress</td>
</tr>
<tr>
<td>2. waiter</td>
<td></td>
</tr>
<tr>
<td>4. husband</td>
<td></td>
</tr>
<tr>
<td>7. nephew</td>
<td></td>
</tr>
<tr>
<td>8. _______</td>
<td>aunt</td>
</tr>
<tr>
<td>11. _______</td>
<td>goose</td>
</tr>
</tbody>
</table>

1  2

3  4  5

6  7  8

9

10

11

12  13

14

15

16
The Possessive Form of Nouns

Use the possessive form of a noun to show ownership.

To make the possessive form, put an *apostrophe* and an *s ’s* after a singular noun.

This is my bed and that is Peter’s bed.
We all like Dad’s cooking.
It is my job to collect everybody’s plate after the meal.
The flies are buzzing around the horse’s tail.
This is Susan and Jenny’s room.
This is Tom’s hat and that is Tom’s father’s hat.

**Notes**

- How do you make the possessive form when two names linked by *and* are the owners? Put an ’s after the second name only. For example:
  Katy and Mike’s house is very big. (= the house that belongs to both Katy and Mike)
  Joe and Sarah’s dad works at the shoe factory. (= He is Joe’s dad and he is also Sarah’s dad.)

- Sometimes two possessive forms with ’s appear together, one after the other:
  This is John’s brother’s ball. (= The ball belongs to John’s brother.)
  Paul’s teacher’s house has a swimming pool. (= the house that belongs to Paul’s teacher)

After plural nouns that don’t end in *s*, use an *apostrophe* and an *s ’s* to make the possessive form.

The children’s room is always messy.
Some people’s houses are bigger than ours.
Rats’ tails are longer than mice’s tails.
Men’s voices are deeper than women’s voices.
After **plural nouns** that end in *s*, just add an apostrophe *s’*.

The pupils’ desks are arranged in rows.
The boys’ bedroom is bigger than the girls’ bedroom.
The strong winds destroyed all the farmers’ crops.
Mice’s tails are shorter than rats’ tails.

**Notes**

When a name ends in *s*, you can make the possessive form in either of two ways: add an apostrophe and an *s’*, or add just an apostrophe ’. For example:

<table>
<thead>
<tr>
<th>This is James’ house.</th>
<th>or</th>
<th>This is James’s house.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which is Charles’ bike?</td>
<td>or</td>
<td>Which is Charles’s bike?</td>
</tr>
</tbody>
</table>

**Exercise 11**

*Read the following passage. The possessive nouns are missing. Write the correct possessive form of the nouns in parentheses. The first one has been done for you.*

Peter is spending the day at ____ **Tom’s** (Tom) house. Peter likes Tom’s family. He especially likes __________ (Tom’s mom) cooking! The boys play lots of games together.

_________ (Tom) sister doesn’t like __________ (Tom and Peter) games.

She is playing by herself. Sometimes the __________ (boys) games become so noisy that Mom tells them to go and play in the garden. __________ (Tom) dog is in the garden, lying in the sunshine. Tom wants to play with the dog, but Peter is afraid of the __________ (dog) big teeth and sharp claws.

At 7 o’clock, __________ (Peter) dad arrives in his car to take Peter home. Tom says he likes __________ (Peter’s dad) new car. __________ (Peter) dad says that he’ll take Tom for a ride in it sometime.
A pronoun is a word that takes the place of a noun. There are different kinds of pronouns.

**Personal Pronouns**

Personal pronouns may be used as:
- the subject of a verb, or
- the object of a verb.

**Subject Pronouns**

The subject of a verb does the action of the verb. The personal pronouns I, you, he, she, it, we and they can all be used as the subject of a verb. Study the following two sentences:

Lisa likes cats. She has four cats.

In the first sentence, the proper noun Lisa is the subject of the verb likes. In the second sentence, the pronoun she is the subject of the verb has.

Here are some more pairs of sentences that show personal pronouns used as subjects of verbs.

My name is Michael. I am fourteen.
My father works hard. He works in a factory.
My sister is older than me. She is twelve.
Our dog is very naughty. It likes to chase cats.
Bob, you are a bad dog!
David and I are playing football. We like sports.
Jim and Jeff are my brothers. They are older than I am.
Object Pronouns

The object of a verb receives the action of the verb. The personal pronouns me, you, him, her, it, us and them can all be used as the object of a verb. Look at the following two sentences:

Lisa likes cats. She likes to stroke them.

In the first sentence, the noun cats is the object of the verb likes. In the second sentence, the pronoun them is the object of the verb stroke.

Here are some more pairs of sentences that show personal pronouns used as objects of verbs.

I’m doing my homework. Dad is helping me.
Goodbye, children! I’ll call you later.
Where is John? I need to speak to him.
Miss Garcia is very nice. All the children like her.
The car is very dirty. Mom is cleaning it.
Uncle Harry called Mary to ask her a question.
My chocolates are all gone. Someone has eaten them.

First Person, Second Person and Third Person

In grammar, the person who is speaking is called the first person. The one spoken to is called the second person, and the one spoken about is called the third person.

Here is a table to help you remember which pronouns to use.

<table>
<thead>
<tr>
<th>subject</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person singular</td>
<td>I</td>
</tr>
<tr>
<td>second person singular</td>
<td>you</td>
</tr>
<tr>
<td>third person singular</td>
<td>he</td>
</tr>
<tr>
<td></td>
<td>she</td>
</tr>
<tr>
<td></td>
<td>it</td>
</tr>
<tr>
<td>first person plural</td>
<td>we</td>
</tr>
<tr>
<td>second person plural</td>
<td>you</td>
</tr>
<tr>
<td>third person plural</td>
<td>they</td>
</tr>
</tbody>
</table>
Reflexive Pronouns

Reflexive pronouns are words that refer to the noun or pronoun that is the subject of the verb. The words *myself, yourself, himself, herself, itself, ourselves, yourselves* and *themselves* are reflexive pronouns.

My brother built this computer *himself*.

Be careful not to cut *yourself* with that knife.

John was looking at *himself* in the mirror.

Kate fell and hurt *herself*.

Our cat washes *itself* after every meal.

We baked the cake by *ourselves*.

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

The children cleaned their room all by *themselves*.

Bears like to rub *themselves* against a tree.

The bird washed *itself* by splashing in a puddle.

The players train every day to keep *themselves* fit.

Have *yourselves* a good time.

Here is a table to help you remember which reflexive pronoun to use with which personal pronoun.

<table>
<thead>
<tr>
<th>singular personal pronoun</th>
<th>reflexive pronoun</th>
<th>plural personal pronoun</th>
<th>reflexive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (subject pronoun)</td>
<td><em>myself</em></td>
<td>we (subject pronoun)</td>
<td><em>ourselves</em></td>
</tr>
<tr>
<td>me (object pronoun)</td>
<td><em>myself</em></td>
<td>us (object pronoun)</td>
<td><em>ourselves</em></td>
</tr>
<tr>
<td>you (subject/object</td>
<td><em>yourself</em></td>
<td>you (subject/object</td>
<td><em>yourselves</em></td>
</tr>
<tr>
<td>pronoun)</td>
<td></td>
<td>pronoun)</td>
<td></td>
</tr>
<tr>
<td>he (subject pronoun)</td>
<td><em>himself</em></td>
<td>they (subject pronoun)</td>
<td><em>themselves</em></td>
</tr>
<tr>
<td>him (object pronoun)</td>
<td><em>himself</em></td>
<td>them (object pronoun)</td>
<td><em>themselves</em></td>
</tr>
<tr>
<td>she (subject pronoun)</td>
<td><em>herself</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>her (object pronoun)</td>
<td><em>herself</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>it</td>
<td><em>itself</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Possessive Pronouns

Possessive pronouns are used to talk about things that belong to people. The words mine, yours, his, hers, ours and theirs are possessive pronouns.

This book is mine.
Have you lost yours, Tom?
This pen is mine and that one is his.
Sarah has lost her cat. Is this cat hers?
I can see our car, but where is yours?
We’ve had our lunch, but they haven’t had theirs.

Here is a table to help you remember which possessive pronoun to use with which personal pronoun.

<table>
<thead>
<tr>
<th>singular personal pronoun</th>
<th>possessive pronoun</th>
<th>plural personal pronoun</th>
<th>possessive pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, me</td>
<td>mine</td>
<td>we, us</td>
<td>ours</td>
</tr>
<tr>
<td>you</td>
<td>yours</td>
<td>you</td>
<td>yours</td>
</tr>
<tr>
<td>he, him</td>
<td>his</td>
<td>they, them</td>
<td>theirs</td>
</tr>
<tr>
<td>she, her</td>
<td>hers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Demonstrative Pronouns

Demonstrative pronouns are used for pointing out things. The words this, that, these and those are demonstrative pronouns.

This is my desk.
This is the Mings’ house.
That is my friend’s house.
That’s my mother’s car.
You’ll have to work harder than this.
We can do better than that.
It’s raining again. This is awful!
Who is that knocking at the door?
Hi, Kathleen. This is Michael.

These are my pets.
These are sheep but those are goats.
Those are horses.

Notes

- Use this and these when you are talking about things near you.
- Use that and those when you are talking about things farther away.
Interrogative Pronouns

Interrogative pronouns are used to ask questions. The words who, whose, what, which and whom are interrogative pronouns.

Who used all my paper?
Who is Mom talking to?
Who are those people?
Whose pen is this?
Whose are these shoes?
What is your brother’s name?
What does Tom want?
What is the date today?
What do you want to be when you grow up?
Which of these desks is yours?
Which do you prefer?
Which of your sisters is the tallest?
Whom did the President criticize?

Notes

- In writing and formal speaking, you can also use whom as the object of verbs and prepositions. For example:
  - Whom did the president criticize?
  - Whom is the principal talking to?
  - or
  - To whom is the principal talking?
  - but you cannot use whom as the subject of a verb. So you cannot say:
    - ✗ Whom came to the party last night?
  - You have to say:
    - ✔ Who came to the party last night?
- Who can be used as the subject or the object of a verb. For example:
  - Who broke the window? *(as the subject)*
  - Who are you inviting to your party? *(as the object)*
- Who can be used as the object of a preposition. For example:
  - Who is Mom talking to?
- You can also use whom as the object of a preposition. For example:
  - Whom is Mom talking to?
  - If you put the preposition before the interrogative pronoun, you must use whom:
    - To whom is Mom talking?

Indefinite Pronouns

An indefinite pronoun does not refer directly to any other word. Most indefinite pronouns express the idea of quantity.

Everybody is welcome at the meeting.
Many prefer their coffee with sugar.
Does anybody care for a cheese sandwich?
Few choose to live in the arid desert.
Indefinite Pronouns

all each most other
another either neither several
any everybody nobody some
anybody everyone none somebody
anyone few no one someone
both many one such

The pronoun they is considered an indefinite pronoun when it makes an indefinite reference.

They produce a lot of coal in your state.
Why don’t they repair the bad roads?

Exercise 1

Read the following passage. Write the missing subject and object pronouns in the blank spaces.

My name is Charlie. ___________ have two brothers. ___________ are both older than ___________. Sometimes they take me to the park and ___________ play football together. I like playing football with ___________ because they are very good. We are going to the park today. Would you like to come with ___________? ___________ can all play together. Afterwards, ___________ can come to my house if ___________ want to. I think ___________ will like my dad. He is very funny and ___________ makes great pizzas. Do ___________ like pizza?
**Exercise 2**

Some of the reflexive pronouns in the following sentences are used correctly, but some are not. Put a checkmark \( \checkmark \) in the box if the reflexive pronoun is correct. Put an \( \times \) in the box if it is not correct. Then write the correct reflexive pronoun in the blank space.

1. Sometimes I wash the dishes all by himself \( \square \) _______.
2. Dad had an accident. He cut herself \( \square \) _______ with a knife.
3. Sally washes the car by herself \( \square \) _______.
4. Do you think the doctor can cure itself \( \square \) _______ when he is ill?
5. The cat stays clean by licking itself \( \square \) _______.
6. Anna and May made the dinner all by herself \( \square \) _______.
7. Mom lets me walk to school by myself \( \square \) _______.
8. Can you dress themselves \( \square \) _______, boys and girls?
9. David can swim all by himself \( \square \) _______ now.
10. This light is automatic. It switches itself \( \square \) _______ on at night.

**Exercise 3**

Write a short sentence using each of the interrogative pronouns below.

*Example:* Who _______ Who is this man?

Who _____________________________________________

Whose ____________________________________________

What _____________________________________________

Which _____________________________________________

Whom _____________________________________________
Exercise 4

Read the following passage. Write the missing **demonstrative pronouns** in the blank spaces.

Henry and I went for a walk on the beach. “What’s ___________ over there?” I asked. “It looks like broken glass,” said Henry. He gave me a bag. “Put it in ___________,” he said. I put the broken glass into the bag. “We’d better put ___________ in the trash,” I said. He took the bag from me. “You have to hold it like ___________,” said Henry, “so that you don’t cut your hand.”

Exercise 5

Write the missing **possessive pronouns** in the blank spaces to complete the sentences.

1. I chose this seat first so it’s ___________.
2. Can we borrow your coloring pens? We’ve lost ___________.
3. We live in the city and they live in the countryside. Our house is smaller than ___________.
4. John, is this pencil ___________?
5. Sally is looking for her gloves. Are these gloves ___________?
6. Can Julie use your bike? ___________ is broken.
7. Tom got the books mixed up. He thought mine was ___________ and his was ___________.

Exercise 6

Circle at least one indefinite pronoun in each sentence.

1. One never knows who might be listening.
2. Many are called but few are chosen.
3. I finished my cookie and asked for another.
4. Both were punished for the crime they committed.
5. Several applied for the job, but no one was hired.
Adjectives describe nouns and pronouns. They give you more information about people, places, and things.

**Kinds of Adjectives**

- **Some adjectives tell about the size of people or things.**
  - a big house
  - a large army
  - a huge ship
  - a tall building
  - a long bridge
  - a high mountain
  - a short man
  - a thin boy
  - tiny feet
  - big hands
  - a short skirt
  - long trousers

- **Some adjectives tell about the color of things.**
  - a red carpet
  - a white swan
  - a blue uniform
  - a gray suit
  - an orange balloon
  - a yellow ribbon
  - a brown bear
  - green peppers
  - black shoes

- **Some adjectives tell what people or things are like by describing their quality.**
  - a beautiful woman
  - a handsome boy
  - a poor family
  - a rich couple
  - a strange place
  - a young soldier
  - an old uncle
  - a kind lady
  - a familiar voice
  - a flat surface
  - a hot drink
  - a cold winter
  - a sunny day
  - cool weather

- **Some adjectives tell what things are made of.** They refer to substances.
  - a plastic folder
  - a paper bag
  - a cotton shirt
  - a jade ring
  - a stone wall
  - a metal box
  - a silk dress
  - a wooden spoon
  - a clay pot
  - a glass door
  - a concrete road
  - a porcelain vase
Some adjectives are made from proper nouns of place. These adjectives are called **adjectives of origin**.

- a *Mexican* hat
- the *French* flag
- an *American* custom
- a *Japanese* lady
- an *Indian* temple
- a *British* police officer
- a *Filipino* dress
- *Washington* apples
- a *Spanish* dance
- an *Italian* car

### The Order of Adjectives

Sometimes several adjectives are used to describe a single noun or pronoun. When you use two or more adjectives, the usual order is: **size**, **quality**, **color**, **origin**, **substance**. For example:

- a **small** **green** **plastic** box
- a **stylish** **red** **Italian** car

Here are more examples.

- a **large** **Indian** temple
- a **colorful** **cotton** shirt
- *delicious* **Spanish** food
- *crunchy* **Australian** apples
- a **tall** **white** **stone** building
- a **long** **Chinese** **silk** robe
- an **old** **graceful** **Japanese** lady
- a **short** **handsome** **English** man

Adjectives of quality sometimes **come before** adjectives of size. For example:

- **beautiful long** hair
- **elegant short** hair

But adjectives of size **always come before** adjectives of color. For example:

- **beautiful long black** hair
- **elegant short red** hair

If you use any adjective of substance, it **comes after** the color adjective. For example:

- a **beautiful long black silk** dress
**Exercise 1**

Read the following passage and underline the adjectives. Write **S** above adjectives of **size**, **C** above adjectives of **color**, **Q** above adjectives of **quality** and **O** above adjectives of **origin**.

Sydney is a large Australian city with busy streets and expensive shops. In summer, it’s a very hot place. People wear cool clothes and drink cool drinks. There are beautiful sandy beaches where people can rest and look up at the wide blue sky. There are big parks for tourists to visit. Japanese tourists like to sit and watch other people. British tourists take photographs of the strange plants and colorful birds.

**Exercise 2**

The following passage contains a lot of adjectives. Some of the adjectives appear in the wrong order. First underline the wrongly ordered adjectives. Then write them in their correct order on the lines below the passage.

My friend Jeremy is a handsome tall boy. He always wears a white long T-shirt and a big red cap. He carries a blue huge canvas bag to school. His favorite food is red crunchy apples and he always has one in his bag. Our teacher is an English kind tall man called Mr. Clark. He wears a blue smart suit and glasses with black plastic thick frames.
Adjective Endings

Adjectives have many different endings.

Some adjectives end in **-ful**. These adjectives describe noun or pronouns that are full of something or have a lot of something.

- a beautiful face
- a cheerful baby
- a powerful machine
- a skillful player

- a painful injury
- a joyful smile
- a wonderful time
- a useful book

- a careful student
- a helpful teacher
- playful children
- colorful clothes

Some adjectives end in **-ous**.

- a famous writer
- a mountainous area
- a dangerous job
- a humorous film
- mischievous children

- a courageous soldier
- an adventurous explorer
- a poisonous snake
- a generous gift
- marvelous results

Some adjectives end in **-y**.

- a messy room
- a sleepy dog
- a muddy path
- an easy test

- a noisy car
- a cloudy sky
- a sunny day
- a lazy worker

- dirty hands
- thirsty children
- stormy weather
- juicy fruit

Some adjectives end in **-less**. These adjectives describe a person or thing that does not have something.

- a cloudless sky
- a sleeveless dress
- a careless driver
- a joyless song
- a useless tool

- a meaningless word
- a fearless fighter
- homeless people
- seedless grapes
- harmless animals
Some adjectives end in -al.

a national flag personal possessions
musical instruments a traditional costume
electrical goods magical powers
a coastal town medical equipment

Here are some adjectives that end in -ic, -ish, -ible, -able, -ive and -ly.

a fantastic singer a terrible mess an imaginative story
an energetic dog a sensible answer expensive jewelry
basic grammar horrible smells talkative children
enthusiastic shouting visible footprints a creative artist
a selfish act a likeable child friendly teachers
foolish behavior comfortable clothes a lovely dress
stylish clothes valuable advice a lively cat
childish talk suitable colors an elderly man

Many adjectives end in -ing.

loving parents an interesting book
a caring nurse a disappointing result
a flashing light an outstanding swimmer
a smiling face an exciting ride
a boring story chattering monkeys
a gleaming car shocking news

Notes

Words like smiling, caring and flashing are present participles of verbs. They are formed by adding ing to the verbs. Many present participles can also be used as adjectives.
Many of adjectives end in *ed*.

- a **closed** door  
  - satisfied customers
- **boiled** eggs  
  - worried passengers
- **wasted** time  
  - escaped prisoners
- a **painted** wall  
  - excited students
- **reduced** prices  
  - invited guests

### Describing What Something Is Made Of

Some nouns can be used like adjectives. For example, if you have a chair that is made of plastic, you can use the noun *plastic* as an adjective and say that the chair is a **plastic chair**. If you have a watch that is made of *gold*, you can say it is a **gold watch**.

But the nouns *wood* and *wool* can’t be used like this. To make adjectives of these nouns you have to add **en**.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>wood</td>
<td>wooden</td>
<td>a wooden door</td>
</tr>
<tr>
<td>wool</td>
<td>woolen</td>
<td>a woolen jumper</td>
</tr>
</tbody>
</table>

### Describing What Something Is Like

There’s another way to make adjectives from nouns. Suppose you want to say that something is **like** a certain material, although not made of it. To make these adjectives, add **-en** to some nouns and **-y** to other nouns.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold</td>
<td>golden</td>
<td>a golden sunrise (= bright yellow like <strong>gold</strong>)</td>
</tr>
<tr>
<td>silk</td>
<td>silky or silken</td>
<td>silky skin (= as soft as <strong>silk</strong>)</td>
</tr>
<tr>
<td>lead</td>
<td>leaden</td>
<td>a leaden sky (= dark gray like the color of <strong>lead</strong>)</td>
</tr>
</tbody>
</table>
Exercise 3

The following sentences contain adjectives made by adding endings to nouns. Write the noun that each adjective comes from on the line after each sentence. The first one has been done for you. Remember that some nouns must be changed slightly before the ending is added.

1. She’s always making careless mistakes. care
2. It was a very painful injury. ________
3. Witches and wizards have magical powers. ________
4. These oranges are very juicy. ________
5. Dogs are usually more energetic than cats. ________
6. Our neighbors are not very friendly. ________
7. She keeps her toys in a large wooden box. ________
8. Take off your muddy shoes before you come in. ________
9. May I borrow your pencil sharpener? Mine is useless. ________
10. What a beautiful dress! ________

Exercise 4

Fill in the blank spaces with adjectives made from the verbs in parentheses. Remember that both present participles and past participles can be used as adjectives. Choose the adjective that suits the sentence best. The first one has been done for you.

1. It wasn’t a very interesting (interest) movie. ________
2. We could hear the excited (excite) fans screaming. ________
3. I hope the pupils don’t think that my classes are boring (bore). ________
4. My dad had a very worried (worry) look on his face. ________
5. Have the police found the stolen (steal) car yet? ________
6. The supermarket sells lots of frozen (freeze) food. ________
7. The players on the winning (win) team don’t look tired at all. ________
8. Some of the old houses had broken (break) windows. ________
The Comparison of Adjectives

The Comparative Form

To compare two people or things, use the comparative form of an adjective. The comparative form is usually made by adding *er* to the adjective.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>dark</td>
<td>darker</td>
</tr>
<tr>
<td>light</td>
<td>lighter</td>
</tr>
<tr>
<td>high</td>
<td>higher</td>
</tr>
<tr>
<td>low</td>
<td>lower</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
</tr>
<tr>
<td>young</td>
<td>younger</td>
</tr>
<tr>
<td>rich</td>
<td>richer</td>
</tr>
<tr>
<td>poor</td>
<td>poorer</td>
</tr>
<tr>
<td>tall</td>
<td>taller</td>
</tr>
<tr>
<td>small</td>
<td>smaller</td>
</tr>
<tr>
<td>soft</td>
<td>softer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td>harder</td>
</tr>
<tr>
<td>warm</td>
<td>warmer</td>
</tr>
<tr>
<td>cold</td>
<td>colder</td>
</tr>
<tr>
<td>fast</td>
<td>faster</td>
</tr>
<tr>
<td>slow</td>
<td>slower</td>
</tr>
</tbody>
</table>

Notes

The word *than* is often used to compare two things or people. For example, you say:

- Mr. Lee is **taller than** Philip.
- A car is **faster than** a bike.

The Superlative Form

When you compare three or more people or things, use the superlative form of an adjective. The superlative form is usually made by adding *est* to the adjective.

<table>
<thead>
<tr>
<th>adjective</th>
<th>superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>dark</td>
<td>darkest</td>
</tr>
<tr>
<td>light</td>
<td>lightest</td>
</tr>
<tr>
<td>high</td>
<td>highest</td>
</tr>
<tr>
<td>low</td>
<td>lowest</td>
</tr>
<tr>
<td>old</td>
<td>oldest</td>
</tr>
<tr>
<td>young</td>
<td>youngest</td>
</tr>
<tr>
<td>rich</td>
<td>richest</td>
</tr>
<tr>
<td>poor</td>
<td>poorest</td>
</tr>
<tr>
<td>tall</td>
<td>tallest</td>
</tr>
<tr>
<td>small</td>
<td>smallest</td>
</tr>
<tr>
<td>soft</td>
<td>softest</td>
</tr>
<tr>
<td>hard</td>
<td>hardest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>adjective</th>
<th>superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>warm</td>
<td>warmest</td>
</tr>
<tr>
<td>cold</td>
<td>coldest</td>
</tr>
<tr>
<td>fast</td>
<td>fastest</td>
</tr>
<tr>
<td>slow</td>
<td>slowest</td>
</tr>
</tbody>
</table>

Notes

The word *the* is often used before the superlative form. For example:

- A bee is a small insect. A ladybird is smaller, but an ant is **the smallest**.
If the adjective ends in *e*, add *r* to form the comparative and *st* to form the superlative.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>nice</td>
<td>nicer</td>
<td>nicest</td>
</tr>
<tr>
<td>close</td>
<td>closer</td>
<td>closest</td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>largest</td>
</tr>
<tr>
<td>rude</td>
<td>ruder</td>
<td>rudest</td>
</tr>
<tr>
<td>safe</td>
<td>safer</td>
<td>safest</td>
</tr>
<tr>
<td>wide</td>
<td>wider</td>
<td>widest</td>
</tr>
</tbody>
</table>

Suppose the adjective is a short word that ends in a consonant and has a single vowel in the middle. Just **double the consonant** and add *er* to make the comparative and *est* to make the superlative.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>sad</td>
<td>sadder</td>
<td>saddest</td>
</tr>
<tr>
<td>wet</td>
<td>wetter</td>
<td>wettest</td>
</tr>
<tr>
<td>slim</td>
<td>slimmer</td>
<td>slimmest</td>
</tr>
<tr>
<td>thin</td>
<td>thinner</td>
<td>thinnest</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
</tbody>
</table>

Suppose the adjective has two syllables and ends in *y*. Just **change the *y* to *i*** and add *er* to make the comparative and add *est* to make the superlative.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>easy</td>
<td>easier</td>
<td>easiest</td>
</tr>
<tr>
<td>funny</td>
<td>funnier</td>
<td>funniest</td>
</tr>
<tr>
<td>dirty</td>
<td>dirtier</td>
<td>dirtiest</td>
</tr>
<tr>
<td>noisy</td>
<td>noisier</td>
<td>noisiest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
<tr>
<td>naughty</td>
<td>naughtier</td>
<td>naughtiest</td>
</tr>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>heaviest</td>
</tr>
<tr>
<td>lovely</td>
<td>lovelier</td>
<td>loveliest</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>prettiest</td>
</tr>
<tr>
<td>tidy</td>
<td>tidier</td>
<td>tidiest</td>
</tr>
<tr>
<td>friendly</td>
<td>friendlier</td>
<td>friendliest</td>
</tr>
<tr>
<td>tiny</td>
<td>tinier</td>
<td>tiniest</td>
</tr>
</tbody>
</table>
Use **more** and **most** to compare most other two-syllable adjectives. You will also use **more** and **most** with all adjectives that have *more* than two syllables.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>famous</td>
<td>more famous</td>
<td>most famous</td>
</tr>
<tr>
<td>precious</td>
<td>more precious</td>
<td>most precious</td>
</tr>
<tr>
<td>handsome</td>
<td>more handsome</td>
<td>most handsome</td>
</tr>
<tr>
<td>exciting</td>
<td>more exciting</td>
<td>most exciting</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>most beautiful</td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
<td>most expensive</td>
</tr>
<tr>
<td>comfortable</td>
<td>more comfortable</td>
<td>most comfortable</td>
</tr>
<tr>
<td>delicious</td>
<td>more delicious</td>
<td>most delicious</td>
</tr>
<tr>
<td>interesting</td>
<td>more interesting</td>
<td>most interesting</td>
</tr>
<tr>
<td>difficult</td>
<td>more difficult</td>
<td>most difficult</td>
</tr>
</tbody>
</table>

**Irregular Comparative and Superlative Forms**

A few adjectives don’t form their comparative and superlative forms in any of the usual ways. The comparative and superlative forms of these adjectives are different words, called irregular forms.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>far</td>
<td>farther or further</td>
<td>farthest or furthest</td>
</tr>
</tbody>
</table>

For example:

My painting is **good**, Melanie’s painting is **better**, but Andrew’s painting is the **best**.
Adjective Phrases

Phrases can be used like single adjectives to describe nouns and pronouns. Phrases that are used in this way are called adjective phrases.

Most adjective phrases come after the word they describe. Look at these examples. The adjective phrases are in bold and the nouns they describe are in color.

Who is the girl with long hair?
My friend lives in the house across the street.
Mrs. Morris is tall and slim.
This is the road to Toledo.
The lady in the bookshop is a friend of mine.

Some adjective phrases come before the word they describe. The words in these phrases are often joined with hyphens.

- a long-legged bird
- a well-dressed lady
- a fun-loving teenager
- user-friendly equipment

Exercise 5

Read the following passage. Write the correct comparative and superlative forms of the adjectives in parentheses in the blank spaces. The first one has been done for you.

Paul likes playing football. He’s a very good player, but his friend Sally is a better (good) player. She’s the ____________ (good) player in the whole school. She is ____________ (fast) and ____________ (strong) than all the boys, even the boys who are ____________ (old) and ____________ (big) than her. That’s why Paul likes her. Paul thinks all games are exciting, but football is the ____________ (exciting) game and it’s ____________ (noisy) than all the other games he plays with his friends. When the grass is wet, everyone gets dirty when they play football. But Sally gets ____________ (dirty) and ____________ (wet) than everyone else.
Exercise 6

Complete the following sentences. Write an adjective phrase that includes the preposition in parentheses. The first one has been done for you.

1. Is this the train to Tokyo (to)?
2. They live in a big house (near).
3. Emilly's desk is (opposite).
4. The bucket has a hole (in).
5. Who is the man (with)?

Exercise 4

Complete the following sentences. Write an adjective phrase, using the adjective in parentheses and another adjective linked with and or but. The first one has been done for you.

1. My dog is small and brown (small).
2. His sister's hair is (black).
3. Our teacher is (opposite).
4. Tomorrow's weather will be (sunny).
5. The museum was (quiet).
Determiners, or noun signals, are special adjectives used before nouns. There are different kinds of determiners.

The Articles

The words **a**, **an** and **the** are called the **articles**.

The words **a** and **an** are **indefinite articles**. They are used with singular nouns. Use **a** before nouns that begin with a **consonant**. Use **an** before nouns that begin with a **vowel**.

- John is reading **a book**.
- Would you like **a peach**?
- Is that **a dog** or **a fox**?
- You’ll need **a ruler** and **a pencil**.
- Is there also **an entrance** at the back of the building?
- Have you ever seen **an elephant**?
- I always take **an apple** to school.
- Do you have **an umbrella** that I can borrow?
- Would you like to live on **an island**?

Notes

- **Some vowels have a consonant sound as well as vowel sound**. Use the article **a** with nouns that begin with these vowels:
  - Is there **a university** in your town?
  - Does every child in the school wear **a uniform**?
  - We are taking **a European** vacation this summer.

- **Some words begin with a silent h**. Use **an** with nouns that begin with a **silent h**:
  - We’ve been waiting here for **an hour**.
  - Meeting the president was **an honor** for all of us.
The word the is called the definite article. Use the before a noun when you are talking to someone who already knows which person or thing you mean.

Dad is sitting in the garden.
Who made the mess on the carpet?
Turn the television off now.
I’ll wait for you in the car.
The boys are upstairs and the girls are outside in the street.

Using Nouns without Articles

When you are talking about something in general, not a particular thing, use a noun without an article. You can also use plural nouns without an article.

Frogs are my favorite animals.
Children like playing games.
Babies cry a lot.
Glasses are things that you wear to correct your eyesight.
Birds are animals that can fly.
People enjoy watching television.

Nouns that don't show quantity are normally used without a or an. The article the, however, may be used with nouns that don't show quantity.

I like sunshine.
I sometimes have fruit for breakfast.
You’ve got dirt on your face.
A clock measures time.
Put sugar in your tea to make it sweet.
I need time to think of a new plan.
Would you pass me the salt, please.
Can I borrow the paint when you’ve finished?

Notes
You often use the singular nouns school, home, work, church without an article:
We go to school by bus.
Dad has already left home for work.
They go to church on Sundays.
Demonstrative Determiners

The words **this**, **that**, **these** and **those** are also special pronouns called determiners. They are used to point out which thing or person you mean. They are called **demonstrative determiners**.

Use **this** and **these** to talk about things and people that are **near** you.

<table>
<thead>
<tr>
<th><strong>Use this with singular nouns</strong></th>
<th><strong>Use these with plural nouns</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who lives in <strong>this house</strong>?</td>
<td><strong>These trousers</strong> are too short.</td>
</tr>
<tr>
<td><strong>This car</strong> belongs to my mom.</td>
<td>I don’t like <strong>these comics</strong>.</td>
</tr>
<tr>
<td>Does <strong>this key</strong> fit the lock?</td>
<td><strong>These biscuits</strong> don’t taste very good.</td>
</tr>
<tr>
<td><strong>This book</strong> is my favorite.</td>
<td>I bought <strong>these apples</strong> for lunch.</td>
</tr>
<tr>
<td>Who gave you <strong>this money</strong>?</td>
<td>Is there an adult with <strong>these children</strong>?</td>
</tr>
<tr>
<td><strong>This cheese</strong> tastes funny.</td>
<td></td>
</tr>
</tbody>
</table>

Use **that** and **those** to talk about things that are **farther away** from you.

<table>
<thead>
<tr>
<th><strong>Use that with singular nouns</strong></th>
<th><strong>Use those with plural nouns</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This chair</strong> is mine and <strong>that chair</strong> is yours.</td>
<td>I gave my sandwiches to <strong>those boys</strong>.</td>
</tr>
<tr>
<td><strong>That animal</strong> is making a funny noise.</td>
<td><strong>Those children</strong> go to a different school.</td>
</tr>
<tr>
<td>Would you pass me <strong>that book</strong>, please?</td>
<td>These shoes are mine and <strong>those shoes</strong> are yours.</td>
</tr>
<tr>
<td>Who is <strong>that man</strong> talking to Dad?</td>
<td>These apples look fresh but <strong>those apples</strong> look rotten.</td>
</tr>
<tr>
<td>How much is <strong>that dress</strong>?</td>
<td><strong>Those people</strong> are from Africa.</td>
</tr>
</tbody>
</table>
Quantifying Determiners

Words such as many, much and several tell about quantity without giving an exact number. They are called quantifying determiners.

Some quantifying determiners are used only with plural nouns. They are few, a few, fewer, many, several and both.

- Few people have been to the moon.  
- We went to Europe many years ago.
- A few children are absent today.  
- Several friends went with me.
- I have fewer CDs than you.  
- Both brothers have dark hair.

Some quantifying determiners can be used with plural nouns and nouns that show no exact number. They are all, half, some, enough, a lot of, lots of, more, most, other and plenty of.

- All children seem to like chocolate.  
  We’ve eaten all the food in the refrigerator.  
- Half the balloons have burst already.  
  Jenny spends half her time watching television.
- Some girls like to play football.  
  Can I have some water?  
- Do you have enough books to read?  
  I don’t have enough material to make a dress.
- A lot of people like burgers.  
  There’s a lot of fruit in the bowl.  
  They went to a park with lots of animals in it.  
  You will gain weight if you eat lots of ice cream.
- You’ve got more brothers than I have.  
  There’s more space in my room than yours.
- Most teachers enjoy teaching.  
- Most lemonade contains sugar.  
- He likes playing with other children.  
- They had never tasted other food.
- Plenty of my friends have seen the Harry Potter movies.  
  Drink plenty of water every day.
Some determiners can be used only with nouns of no exact number. They are little (meaning not much), a little (meaning some), much and less.

We have little time to play.
There’s a little rice left.
Does the teacher give you much homework?
I’ve got less ice cream than you.

Some quantifying determiners can only be used with singular nouns. They are another, every and each.

I need another pencil.
He likes every child in the class.
Each house is painted a different color.

The quantifying determiners either and neither refer to two people or things.

I don’t like either drink.
Neither sister has long hair.

Some quantifying determiners are used with singular, plural, or nouns of no exact quantity. They are any, no, no other and the other.

Any dog will bite if it’s afraid.
Are there any good books in the library?
There wasn’t any space in the cupboard.

No child likes getting hurt.
There were no pencils in the drawer.
We’ve done no work today.

There is no other way of solving the problem.
She has no other friends.
We have no other food in the refrigerator.

Do you like this picture or the other picture?
The other boys laughed at him.
I like the other music better.
Interrogative Determiners

The words **what**, **which** and **whose** are used before nouns to ask questions. **Interrogative determiners** appear just before nouns.

- **What** time is it?
- **Which** boy is your brother?
- **Whose** pen is this?

Possessive Determiners

The words **my**, **your**, **his**, **her**, **its**, **our** and **their** are used before nouns to show ownership. They are called **possessive determiners**.

- I gave **my** sandwich to John.
- Is this **your** desk?
- Alan crashed **his** bike into a wall.
- Mrs. Park keeps **her** house very clean.
- The dog was licking **its** paws.
- There’s a snake in **our** garden.
- Susan and Peter have invited me to **their** party.

This table will help you remember how to use possessive determiners.

<table>
<thead>
<tr>
<th>singular personal pronoun</th>
<th>possessive determiner</th>
<th>plural personal pronoun</th>
<th>possessive determiner</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (subject pronoun)</td>
<td><strong>my</strong></td>
<td>we (subject pronoun)</td>
<td><strong>our</strong></td>
</tr>
<tr>
<td>me (object pronoun)</td>
<td><strong>my</strong></td>
<td>us (object pronoun)</td>
<td><strong>our</strong></td>
</tr>
<tr>
<td>you (subject/object pronoun)</td>
<td><strong>your</strong></td>
<td>you (subject/object pronoun)</td>
<td><strong>your</strong></td>
</tr>
<tr>
<td>he (subject pronoun)</td>
<td><strong>his</strong></td>
<td>they (subject pronoun)</td>
<td><strong>their</strong></td>
</tr>
<tr>
<td>him (object pronoun)</td>
<td><strong>his</strong></td>
<td>them (object pronoun)</td>
<td><strong>their</strong></td>
</tr>
<tr>
<td>she (subject pronoun)</td>
<td><strong>her</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>her (object pronoun)</td>
<td><strong>her</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>it (subject/object pronoun)</td>
<td><strong>its</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

The possessive determiner **your** can be used when you are talking to one person or more than one person:

- I’m very angry with you, John. **Your** behavior has been very bad today.
- Jake and Josh, **your** dinner is ready.
Numbers

Numbers are determiners, too. Numbers are often used before nouns to tell you exactly how many people or things there are.

- Our family has two dogs.
- There are twelve months in the year.
- We bought three pizzas.
- My grandfather lived for a hundred years.

Using Determiners Together

You can use quantifying determiners with each other and with numbers.

- Some people like winter but many more people prefer summer.
- There’s a little less space in this cupboard than in that one.
- There are five fewer children in my class than in your class.

Use of between a quantifying determiner and another kind of determiner.

- I don’t like any of these drinks.
- Some of my friends don’t like country music.
- Each of the boys answered the question correctly.
- I’ve had enough of your bad behavior!
- Five of these girls are taller than any of the boys.

The quantifying determiner all may be used with or without of. For example you can say:

- We ate all of the food in the fridge. or We ate all the food in the fridge.
- He spends all of his time playing football. or He spends all his time playing football.
- She likes all of my friends. or She likes all my friends.
**Exercise 1**

Read the following passage. Write the correct article in each blank space. If no article is needed, leave the space blank. The first one has been done for you.

John lives in an apartment with his mom, dad and sister Katy. The apartment has three bedrooms, a kitchen, a bathroom and a living room. John’s mom works in an office and his dad stays at home and looks after the apartment. He spends much of his time in the kitchen, preparing meals. John and Katy help their dad with the housework. John likes using a vacuum cleaner and Katy likes to sweep the floor. Dad gives John and Katy money when they help him. They usually spend the money on computer games!

**Exercise 2**

Notice the determiners in the following passage. What kind of determiners are they? Put a D in the box after a demonstrative determiner, a Q after a quantifying determiner, an I after an interrogative determiner, a P after a possessive determiner and an N after a number.

Sally is my friend. We play together every day. I usually go to her house to play. Her parents are very nice, but she has two brothers who sometimes spoil our games. Last week, her brothers pulled my hair. Sally’s mom was very angry with them. “Stop behaving in that rough way!” she shouted. I’m glad I don’t have any brothers.
Most verbs describe actions, so they are called **action verbs**. Action verbs tell what people or things are doing. Here are some common action verbs.

- drink  
- look  
- jump  
- swim  
- fall  
- eat  
- shout  
- walk  
- throw  
- climb  
- laugh  
- run  
- sit  
- catch  
- dance

**Subject and Verb Agreement**

When you use a verb, you have to say who or what is doing the action. This ‘who or what’ is the **subject** of the verb. The subject and the verb match each other. You say that the subject and the verb _agree_ when they match each other.

Use a **singular verb** if the subject is a **singular noun**. For example, the subjects ‘my dad’ or ‘our school’, or any of the pronouns **he**, **she** or **it**, require a singular verb. Most singular verbs end in _s_. Look at the subjects and their verbs in these examples. The subjects are in bold and the verbs are in color.

- **He** always **drinks** milk when he’s hot.  
- **She** **eats** bananas for breakfast.  
- **Mom** **walks** to work every day.  
- **My sister** **dances** like a professional dancer.  
- **The baby** **falls** when **she** **tries** to walk.  
- **Our cat** **climbs** the trees in our garden.

This form of the verb is called the **third person singular**. You use it when the subject of the verb is not you or the person you are speaking to, but some other person—a third person—or a thing.

Here are some more **third person singular verbs** that end in _s_.

- plays  
- sings  
- shines  
- rides  
- smiles  
- draws  
- paints  
- blows  
- thinks  
- stops  
- reads  
- rains  
- travels  
- talks  
- starts
The third person singular form of some verbs is made by adding \textit{es} at the end. Some examples are verbs that end in \textit{sh}, \textit{ch}, \textit{ss}, \textit{x}, \textit{zz} and \textit{o}.

<table>
<thead>
<tr>
<th>verbs</th>
<th>verbs</th>
<th>verbs</th>
<th>verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>brushes</td>
<td>watches</td>
<td>kisses</td>
<td>fixes</td>
</tr>
<tr>
<td>rushes</td>
<td>reaches</td>
<td>misses</td>
<td>mixes</td>
</tr>
<tr>
<td>polishes</td>
<td>teaches</td>
<td>passes</td>
<td>buzzes</td>
</tr>
<tr>
<td>crashes</td>
<td>catches</td>
<td>presses</td>
<td>does</td>
</tr>
<tr>
<td>washes</td>
<td>touches</td>
<td>dresses</td>
<td>goes</td>
</tr>
</tbody>
</table>

Here are some sentences with verbs in their \textit{third person singular form}. The subjects are in bold and the verbs are in color.

\begin{itemize}
  \item \textbf{She} always \textbf{brushes} her teeth at bedtime.
  \item \textbf{Dad} \textbf{polishes} his shoes until they shine.
  \item \textbf{My brother} \textbf{watches} television after school.
  \item \textbf{Kim} \textbf{catches} the ball with one hand.
  \item \textbf{Dad} \textbf{mixes} flour and water when he makes bread.
  \item \textbf{The bee} \textbf{buzzes} around the flowers.
  \item \textbf{My friend Sanjay} \textbf{goes} to the same school as I do.
\end{itemize}

How do you make the third person singular form of most verbs that end in \textit{y}? Usually, you just change the \textit{y} to an \textit{i} and then add \textit{es}.

<table>
<thead>
<tr>
<th>verbs</th>
<th>verbs</th>
<th>verbs</th>
<th>verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>carry</td>
<td>carries</td>
<td>hurry</td>
<td>hurries</td>
</tr>
<tr>
<td>cry</td>
<td>cries</td>
<td>fly</td>
<td>flies</td>
</tr>
<tr>
<td>study</td>
<td>studies</td>
<td>worry</td>
<td>worries</td>
</tr>
<tr>
<td>copy</td>
<td>copies</td>
<td>marry</td>
<td>marries</td>
</tr>
<tr>
<td>bully</td>
<td>bullies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\begin{itemize}
  \item A \textbf{cat} \textbf{carries} its kitten with its mouth.
  \item \textbf{Mr. Chen} \textbf{hurries} to work every morning.
  \item \textbf{The baby} \textbf{cries} a lot at night.
  \item \textbf{This plane} \textbf{flies} to the island every day.
  \item \textbf{Alice} \textbf{tries} hard at school.
  \item \textbf{She} \textbf{copies} all the questions in her notebook.
\end{itemize}
Some verbs that end in *y* have a vowel before the *y*. Just add an *s* at the end of these words to make the third person singular form.

buys  — says  — prays
pays  — annoy  — stay

Mom *buys* bread at the supermarket.

Mr. Carter *pays* all his bills with a credit card.

My friend *says* he has a salt-water aquarium.

She *annoys* me with her silly jokes.

Anna *stays* with her aunt on weekends.

If the subject of a verb is a plural noun, such as “Mom and Dad” or “our teachers”, use a plural verb. Do not add *s*, *es* or *ies* to plural verbs. Plural verbs are also used with the pronouns *I*, *we*, *you* and *they*.

Mom and Dad *love* us.

My sisters *listen* to music a lot.

The stars *shine* brightly on a clear night.

Some people *drink* tea.

I *like* juicy hamburgers.

We *learn* interesting things at school.

You all *know* the words to this song, children.

They always *walk* home from school together.

Suppose the subject of a noun refers to a group of people. Depending on the meaning of the sentence, you may use either a singular or a plural verb.

The audience was enjoying the play.

The audience have all gone home.

The class has thirty students.

The class are handing in their papers.

The band is performing until midnight.

The band were arguing among themselves.

Notes

Words that refer to groups of people or animals are called collective nouns. Here are some more examples:

crowd  — committee  — herd
crew  — litter  — flock
Transitive and Intransitive Verbs

Some verbs have an object. The object of a verb is the person or thing that is affected by the action of the verb. Look at this sentence:

Alice eats a banana for breakfast.

The subject of the verb is Alice. She is the person who does the action: she eats. The object of the verb is a banana. A banana is affected by the action of the verb. So in this sentence, the object of the verb ‘eat’ is ‘a banana’. Verbs that have objects are called transitive verbs.

Here are some sentences with transitive verbs. The verbs are printed in bold and their objects are printed in color.

John likes apples.
My sister cooks all our meals.
Dad buys tea at the market.
Sam knows the answer to the question.
My brother rides his bike in the street.
Mom writes stories in her spare time.

Some verbs don’t have an object. A verb that does not have an object is called an intransitive verb. Here are some sentences with intransitive verbs.

In China, lots of people walk to work.
The boys play in the yard after school.
Mr. Carter always drives very carefully.
Doris is a very successful businesswoman.
Michael and I both entered the race. He won but I lost.

Some verbs can be either transitive or intransitive. Notice that the transitive meaning and the intransitive meaning are sometimes different.

<table>
<thead>
<tr>
<th>transitive verbs</th>
<th>intransitive verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pilot flies the plane very well.</td>
<td>Eagles fly high in the sky.</td>
</tr>
<tr>
<td>The boys play football on weekends.</td>
<td>The boys play in the yard on weekends.</td>
</tr>
<tr>
<td>My mom runs her own company.</td>
<td>My mom runs in the park for fun.</td>
</tr>
<tr>
<td>We walk the dog every evening.</td>
<td>We walk on the beach every evening.</td>
</tr>
</tbody>
</table>
Exercise 1

Read the following sentences. Underline the verb in each sentence.

1. We live in an apartment on the boulevard.
2. Some children learn very fast.
3. We go for swimming lessons on Sunday.
4. I like my new bike.
5. Babies sometimes sleep during the day.
6. My dad buys a newspaper every morning.
7. These dolls belong to Kathleen.
8. I often walk to school with my dad.
9. My sister plays the piano very well.
10. Sarah sometimes reads in bed at night.

Exercise 2

Fill in the blank spaces with the third person singular form of the verbs in parentheses.

Example: Ali _______ looks (look) sad today.

1. Sumiko ____________ (speak) English very well.
2. Mr. Kim ____________ (come) to school on his motorbike.
3. My neighbor’s dog ____________ (bark) very loudly.
4. My little brother always ____________ (brush) his teeth properly.
5. Dad is so tall that his head almost ____________ (touch) the ceiling.
6. Our dog ____________ (catch) the ball in its teeth.
7. Mom ____________ (mix) vinegar and oil to make salad dressing.
8. Sally ____________ (try) not to disturb her brother when he’s reading.
9. Dad ____________ (buy) his newspaper from the store on the corner.
10. Her music ____________ (annoy) me when I’m doing my homework.
### Exercise 3

**Underline the verbs in the following sentences. Then show whether the verb is transitive or intransitive by putting a checkmark (√) in the correct box. Remember that depending on the meaning, some verbs can be either transitive or intransitive. For each of the transitive verbs you have marked, write the object of the verb on the lines. The first one is done for you.**

<table>
<thead>
<tr>
<th>Number</th>
<th>Sentence</th>
<th>Intransitive Verb</th>
<th>Transitive Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>My brother and I often play chess.</td>
<td></td>
<td>√</td>
<td>chess</td>
</tr>
<tr>
<td>2.</td>
<td>Mom and Dad work in the garden on weekends.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The library closes at 5 P.M.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Mr. Ross drives his car very carefully.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The cat jumped over the wall.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>My sister likes her new jeans.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Grandad walks the dog every evening.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Will you come with me to the shop?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The boys are skating in the park.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Dad is making sandwiches.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The children went to bed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>We buy our food at the supermarket.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Sally found a good hiding place.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>They are learning to speak English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Anna was reading an interesting book.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>On weekends, I usually go to the beach with Dad.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The cat is sleeping under the tree.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>They pushed the cart into the shed.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Simple Present Tense

Verbs have forms called tenses that tell you when the action happens. If the action happens regularly, sometimes or never, use the simple present tense.

- We always wash our hands before meals.
- Joe sometimes lends me his bike.
- Dad jogs in the park every day.
- We often go to the movies on Saturday.
- Mr. Ross takes a train to work.

The simple present tense is also used to state facts.

- The sun rises every morning.
- Penguins live in the Antarctica.
- Dogs love playing in water.
- The earth goes around the sun.
- Australia is an island.

Use the simple present tense to tell the events of a story that is happening now.

- I arrive at school. I see another girl crying. I ask her why she is sad. She says she hasn’t got any friends to play with. I tell her that she can play with me.

Use the simple present tense to talk about things that will happen in the future.

- My little sister starts school tomorrow.
- The new supermarket opens this Friday.
- Next week I go on holiday to Japan.
- We fly to London on Sunday.
- The train leaves in five minutes.
- My family moves to a new house next month.
am, is and are

The words am, is and are are the simple present forms of the verb be.

- Use am with the pronoun I.
- Use is with singular nouns like ‘my dad’ and ‘the teacher’, and with the pronouns he, she and it.
- Use are with plural nouns like ‘my parents’ and ‘Jenny and Mary’, and with the pronouns we, you and they.

I am twelve.
I am in the garden.
My mom is very tired today.
The teacher is tall.
She is also pretty.
Our dog is black.

The children are asleep.
Computers are very expensive.
My brother and I are upstairs.
We are in our bedrooms.
You are my best friend.
You and David are my best friends.

Here is a table to help you remember how to use is, am and are.

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>I am</td>
<td>we are</td>
</tr>
<tr>
<td>second person</td>
<td>you are</td>
<td>you are</td>
</tr>
<tr>
<td>third person</td>
<td>he is</td>
<td>they are</td>
</tr>
<tr>
<td></td>
<td>she is</td>
<td>they are</td>
</tr>
<tr>
<td></td>
<td>it is</td>
<td>they are</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>full form</th>
<th>short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I’m</td>
<td>I’m not</td>
</tr>
<tr>
<td>you are</td>
<td>you’re</td>
<td>he isn’t</td>
</tr>
<tr>
<td>he is</td>
<td>he’s</td>
<td>she isn’t</td>
</tr>
<tr>
<td>she is</td>
<td>she’s</td>
<td>it isn’t</td>
</tr>
<tr>
<td>it is</td>
<td>it’s</td>
<td>we aren’t</td>
</tr>
<tr>
<td>we are</td>
<td>we’re</td>
<td>you aren’t</td>
</tr>
<tr>
<td>they are</td>
<td>they’re</td>
<td>they aren’t</td>
</tr>
</tbody>
</table>

Notes

There are short ways of saying and writing am, is and are with pronouns. These short forms are called contractions.

You can use these contractions to replace am, is and are when they are used with not:

<table>
<thead>
<tr>
<th></th>
<th>full form</th>
<th>short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not</td>
<td>I’m not</td>
<td>I’m not</td>
</tr>
<tr>
<td>he is not</td>
<td>he isn’t</td>
<td>he isn’t</td>
</tr>
<tr>
<td>she is not</td>
<td>she isn’t</td>
<td>she isn’t</td>
</tr>
<tr>
<td>it is not</td>
<td>it isn’t</td>
<td>it isn’t</td>
</tr>
<tr>
<td>we are not</td>
<td>we aren’t</td>
<td>we aren’t</td>
</tr>
<tr>
<td>you are not</td>
<td>you aren’t</td>
<td>you aren’t</td>
</tr>
<tr>
<td>they are not</td>
<td>they aren’t</td>
<td>they aren’t</td>
</tr>
</tbody>
</table>
there is and there are

Use there with is and are to say what exists or what you can have. Use there is with singular nouns, and there are with plural nouns.

There is a tree in our garden.
There is a girl called Farah in my class.
There is fish for dinner.
There is nothing to do when it rains.
There’s a cat sitting on the bench.
There’s a boy in my class who can walk on his hands.
There are cows in the field.
There are some very big ships in the harbor today.

Exercise 4

Look at the pairs of subjects and verbs below. Then write a sentence using each subject with the simple present form of the verb. Remember that you can also use the simple present tense to talk about the future.

Example: Dad goes to work on his bike.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dad</td>
<td>go</td>
</tr>
<tr>
<td>2. My brother</td>
<td>ride</td>
</tr>
<tr>
<td>3. The dog</td>
<td>watch</td>
</tr>
<tr>
<td>4. The bus</td>
<td>leave</td>
</tr>
<tr>
<td>5. Tom and Sam</td>
<td>buy</td>
</tr>
<tr>
<td>6. We</td>
<td>eat</td>
</tr>
<tr>
<td>7. Aunt Grace</td>
<td>come</td>
</tr>
<tr>
<td>8. Our neighbor</td>
<td>like</td>
</tr>
<tr>
<td>9. The boys</td>
<td>start</td>
</tr>
<tr>
<td>10. My family</td>
<td>travel</td>
</tr>
</tbody>
</table>
Exercise 5

Complete the following sentences by writing am, is or are in the blank spaces.

1. The weather ______________ beautiful today.
2. All the children ______________ on the playground.
3. Boys! You ______________ always late for class.
4. ______________ you on the basketball team, too?
5. Nobody in my class ______________ interested in football.
6. ______________ this computer more expensive than that one?
7. Sally ______________ my best friend.
8. Mom and Dad ______________ downstairs watching television.
10. The Eiffel Tower ______________ the tallest monument in Paris.

Exercise 6

Read the following passage. Fill in there's, there are, there isn't or there aren't in the blank spaces.

I like playing in our park because ______________ some great things to play on. ______________ a big chute to slide on and a huge sandbox to play in. ______________ also some swings. Dogs are not allowed in the park so ______________ no dogs to bother us. ______________ also a lot of space for us to run around. It sometimes gets hot because ______________ many trees to give shade, but ______________ a fountain where we can drink water. It’s the best place in the town for children. ______________ another place as good as the park.
Exercise 7

Rewrite the following sentences using contractions. The first one has already been done to help you.

1. It is another sunny day today.
   
   It’s another sunny day today.

2. This is my sister. She is five.

3. I am not very interested in sports.

4. She is not my best friend. You are my best friend.

5. Cats are not as noisy as dogs.

6. We are busy doing our homework.

7. She is busy cleaning the car in the garage.

8. Our teacher is not very tall.

9. My parents are not home from work yet.

10. My friend is not very good at math.
The Present Progressive Tense

The present progressive tense is used to talk about things that are continuing to happen.

Make the present progressive tense by using am, is or are with a verb that ends in ing.

- I am learning how to swim.
- I am eating my lunch.
- I am watching television.
- She is reading a book.
- Dad is baking a cake.
- My sister is listening to music.
- Uncle David is cleaning his car.
- The dog is barking in the garden.
- We are singing our favorite song.
- My brother and I are playing a computer game.
- The teachers are showing us a film.
- They are bringing a television set into the classroom.

The present progressive tense is also used to talk about things that are planned for the future.

- I am going to the library tomorrow.
- My sister is giving me her bike when she gets her new one.
- We can’t go to the movies tomorrow because my mom is working.
- We are having a barbecue on Sunday.
- All my friends are coming to my party next week.
- We’re taking my cousin to the zoo later today.

Notes

The ing form of a verb is called the present participle. You use the present participle with am, is or are to make the present progressive tense.

- am + watching (present participle)
- is + listening (present participle)
- are + playing (present participle)
**Exercise 8**

*Fill in the blank spaces with the present progressive tense of the verbs in parentheses. Try to use contractions such as I’m, she’s and they’re where you can.*

1. We ________________ (go) to the zoo tomorrow.
2. He ________________ (fix) my bike in the garage.
3. I ________________ (help) Mom in the kitchen.
4. My sister and I ________________ (watch) television in our bedroom.
5. The train ________________ (leave) in ten minutes.
6. They ________________ (come) with us to the museum.
7. We ________________ (paint) some pictures for Aunt Susan.
8. The boys and girls ________________ (dance) in the hall.
9. The cat ________________ (chase) some birds.
10. My brother ________________ (tickle) me.

**Exercise 9**

*Complete the following sentences with either 1) the simple present form of the verb, or 2) the present progressive form of the verb.*

1. The teacher always ________________ (give) us interesting project work.
2. The wind ________________ (blow) very strongly today.
3. I ________________ (like) chocolate ice cream.
4. Be quiet! We ________________ (try) to listen to the radio.
5. Let’s go inside now. It ________________ (begin) to rain.
6. Penguins ________________ (eat) fish.
7. Dad never ________________ (let) us play in the street when it’s dark.
8. The children ________________ (go) swimming every day.
9. We’re trying to catch the ball that ________________ (roll) down the hill.
10. My teacher ________________ (know) a lot about plants and animals.
The Simple Past Tense

Use the simple past tense to talk about things that happened in the past. The simple past tense is usually made by adding ed to the verb.

- I opened the door and looked inside.
- The plane landed ten minutes ago.
- My cousin visited us last summer.
- We walked to school yesterday.
- She laughed when I told her the joke.

If a verb ends in e, just add ed to make the simple past tense.

- Who closed all the windows?
- We lived in that house when I was a baby.
- She smiled when she saw me.
- We raced each other on our bikes.

If a verb ends in y, change the y to i before adding ed.

- I carried my mom’s shopping bag.
- My brother cried when he fell off his bike.
- We hurried to the station to catch the train.
- Dad tried to help me with my homework.

With some short verbs that end in a consonant, you must double the consonant before adding ed.

- I climbed over the fence and ripped my shirt.
- The stranger grabbed my arm.
- The dog wagged its tail when it saw the biscuits.
- He slammed the door and walked off angrily.
was and were

The words was and were are the simple past forms of the verb be.

- Was is the simple past form of am and is. Use was with singular nouns like ‘my dad’ and ‘the teacher’, and with the pronouns he, she and it.
- Were is the simple past form of are. Use were with plural nouns like ‘my parents’ and ‘Jenny and Mary’, and with the pronouns we, you and they.

Ten years ago, I was only a baby.

When I was younger, I played with teddy bears.

My friend was ill yesterday.

Mom was angry when she saw the broken vase.

It was very wet on Monday.

It was six o’clock when we got home.

We were away on vacation last month.

John and I were in the garden.

You were nasty to me!

You and Sally were not at school yesterday.

Dinosaurs were prehistoric animals.

Those were my best jeans.

Here is a table to help you remember how to use was and were.

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>I was</td>
<td>we were</td>
</tr>
<tr>
<td>second person</td>
<td>you were</td>
<td>you were</td>
</tr>
<tr>
<td>third person</td>
<td>he was</td>
<td>they were</td>
</tr>
<tr>
<td></td>
<td>she was</td>
<td>they were</td>
</tr>
<tr>
<td></td>
<td>it was</td>
<td>they were</td>
</tr>
</tbody>
</table>

Notes

You may use these contractions when you are combining was and were with not.

<table>
<thead>
<tr>
<th>full form</th>
<th>short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was not</td>
<td>I wasn’t</td>
</tr>
<tr>
<td>he was not</td>
<td>he wasn’t</td>
</tr>
<tr>
<td>she was not</td>
<td>she wasn’t</td>
</tr>
<tr>
<td>it was not</td>
<td>it wasn’t</td>
</tr>
<tr>
<td>we were not</td>
<td>we weren’t</td>
</tr>
<tr>
<td>you were not</td>
<td>you weren’t</td>
</tr>
<tr>
<td>they were not</td>
<td>they weren’t</td>
</tr>
</tbody>
</table>
Irregular Verbs

Many common verbs have unusual present and past tense forms. These are called irregular verbs.

Remember that the simple past tense of most verbs is made by adding ed at the end: look becomes looked. Notice that the simple past tense of these common irregular verbs is quite different.

<table>
<thead>
<tr>
<th>irregular verb</th>
<th>simple past tense</th>
<th>irregular verb</th>
<th>simple past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>broke</td>
<td>keep</td>
<td>kept</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>kneel</td>
<td>knelt</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>know</td>
<td>knew</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>lose</td>
<td>lost</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>meet</td>
<td>met</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>ring</td>
<td>rang</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>sell</td>
<td>sold</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>speak</td>
<td>spoke</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>verb</th>
<th>simple past tense</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>cost</td>
<td>cost</td>
<td>I bought a new CD. It <strong>cost</strong> twenty dollars.</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>My brother <strong>cut</strong> his finger this morning.</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>She <strong>hit</strong> the ball into a neighbor’s garden.</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>I <strong>hurt</strong> my leg when I jumped off the wall.</td>
</tr>
<tr>
<td>let</td>
<td>let</td>
<td>Mom opened the door and <strong>let</strong> us in.</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>The tea tasted horrible because I <strong>put</strong> too much sugar in it.</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>Dad <strong>read</strong> us a story last night.</td>
</tr>
</tbody>
</table>
Exercise 10

Write each past tense verb below under the correct heading.

laughed    lived    smiled    landed
cried      pinned   hurried   played
hopped     tried     grabbed   raced

verb + ed   verb + d   double the last letter + ed   change y to i and add ed

Exercise 11

Complete the sentences with the simple past tense of the verbs in parentheses.

1. The boys _____________ (whisper) secrets to each other.

2. Uncle Ben _____________ (hurry) to catch his bus.

3. We _____________ (return) our books to the library.

4. She _____________ (kiss) the frog and it _____________ (change) into a prince.

5. Someone _____________ (tap) me on the shoulder.

6. The baby _____________ (cry) when we took her toy away.

7. John _____________ (pin) the badge onto his jacket.

8. Two doctors _____________ (rush) into the room.

9. This is the house that we _____________ (live) in when I was younger.

10. Grandad _____________ (lower) himself into the chair.
Exercise 12

Write was or were in the blank spaces in the following passage.

It ___________ a beautiful summer’s day and there ___________n’t a cloud in the sky. Mom, Dad and I ___________ all in the garden. Dad ___________ in the vegetable garden planting some seeds and Mom and I ___________ busy with other jobs. The sun ___________ hot and soon I ___________ feeling very tired. Mom and Dad ___________n’t tired at all. They went on working for a long time. I ___________ glad when it ___________ time to go inside and have a drink.

Exercise 13

Draw a circle around the correct past tense verb in each sentence below.

1. I (losed / lost) my watch in the park.
2. David (hurt / hurted) his knee when he (falled / fell).
3. I kicked the ball hard and it (breaked / broke) a window.
4. My new shoes (cost / costed) a lot of money.
5. I (getted / got) this book from the library.
6. We had a garage where we (keeped / kept) our car.
7. Ali (shew / showed) me the cut on his knee.
8. The glass (falled / fell) off the table and (breaked / broke).
9. We (selled / sold) our old car and (buyed / bought) a new one.
10. The bell (ringed / rang) and we all (goed / went) into school.
11. The dog (catched / caught) the ball in its mouth.
12. The man (kneeled / knelt) down to talk to the little boy.
13. I (meeted / met) my friend in the park.
14. Our cat (runned / ran) onto the road in front of a car.
15. Jane (writed / wrote) a letter to her best friend.
The Past Progressive Tense

Use the past progressive tense to talk about things that were happening in the past and had not stopped happening. They were continuing.

To make the past progressive tense, use was or were and a verb that ends in ing.

- I was watching television.
- Ben was finishing his homework.
- She was putting her books into her schoolbag.
- Jenny and I were tidying the classroom.
- We were all dancing at the party.
- You weren’t listening to the teacher.
- Some boys were looking out of the window.

You can also use the past progressive tense to say what was happening when something else happened.

- Sam was doing his math homework when the phone rang.
- Dad was cooking our dinner when I got home.
- When I saw Joe, he was looking for his dog.
- We were all enjoying the movie when the power went out.
- What were they doing when the bell rang?

Exercise 14

Complete the sentences with the past progressive tense of the verbs in parentheses.

1. At the block party lots of people _________________________ (dance) in the street.
2. I _________________________ (sit) in my bedroom reading a book.
3. Someone _________________________ (make) a very loud noise in the street.
4. Why _________________________ you all _________________________ (laugh) when I came in?
5. Mike and John _________________________ (wash) their paintbrushes.
6. Sally _________________________ (practice) the piano.
7. I ran so fast that my heart _________________________ (beat) really hard.
8. Our neighbors _________________________ (have) a barbecue.
The verb **have** is used to say **what people own or possess**.

- Use **have** with the pronouns **I**, **we**, **you** and **they**, and with **plural nouns** such as ‘my parents’ and ‘Tom and Susan’.

- Use **has** with the pronouns **he**, **she** and **it**, and with **singular nouns** such as ‘my dad’ and ‘the teacher’.

**I** have two brothers and one sister.

**Monkeys** have long tails.

**My sister and I** have a swing in our garden.

**John** has a big brother.

**Sally** has a pretty face.

**An elephant** has a long trunk. **It** also has big ears.

**His brother** has dark hair.

**Our apartment** has big windows.

Use **have** to talk about **things that people do or get**.

I can’t play football because **I** have a broken leg.

**We** have art lessons on Mondays.

**You** have a stain on your shirt.

**They** have the desks nearest the teacher.

**Peter** has a sore knee.

You also use **have** to talk about **things that people eat**.

**We** usually have lunch at school.

**Mom and Dad** sometimes have their breakfast in bed.

**Jenny** often has sandwiches for lunch.

**She** sometimes has cola to drink.
Verbs and Tenses: have, has and had

Here is a table to help you remember how to use have and has.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>I have</td>
</tr>
<tr>
<td>second person</td>
<td>you have</td>
</tr>
<tr>
<td>third person</td>
<td>he has</td>
</tr>
<tr>
<td></td>
<td>she has</td>
</tr>
<tr>
<td></td>
<td>it has</td>
</tr>
</tbody>
</table>

The simple past tense form of have and has is had.

I had a big toy car when I was small.
It was sunny so we had lunch in the garden.
They had a wonderful holiday in Europe.
Sally and I had chicken for dinner.
The boys had a fight in the playground.
Dad had a sore back yesterday.
She had long hair when I saw her a year ago.
Our cat had three kittens last week.

Use had when you're talking about wishes.

I wish I had a new bike.
Kathleen wishes she had a big sister.
Dad wishes he had a bigger garage.
The boys wish they had more space to play football in.

You can make the negative with didn’t have.

I wish I didn’t have so much homework.
Jack wishes he didn’t have a broken leg.
Dad wishes he didn’t have to work on weekends.
Do you wish you didn’t have English classes today?
The Present Perfect Tense

The present perfect tense shows action in the indefinite past. The present perfect tense is also used to show action begun in the past and continuing into the present.

To make the present perfect tense, use *have* or *has* and a verb that ends in *ed*.

*We have lived* in this house for five years. (= *and we still live there*)

*Your plane has already landed.* (= *and it’s still on the ground*)

*She has dirtied* her new shoes. (= *she made them dirty and they’re still dirty*)

*The teacher has pinned* a notice on the board. (= *and the notice is still there*)

*You don’t need your key. I’ve already opened* the door. (= *and it’s still open*)

Irregular Past Participles

Remember that irregular verbs don’t have a simple past form that ends in *-ed*.

Irregular verbs also have unusual past participles that don’t end in *-ed*. The past participle of some verbs is the same as the simple past tense.

<table>
<thead>
<tr>
<th>irregular verb</th>
<th>simple past tense</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
</tbody>
</table>

Notes

The *ed* form of a verb is called the past participle when it is used with *has* or *have* to make the present perfect tense:

- *have* + landed (past participle)
- *has* + opened (past participle)
Here are more examples of **irregular past participles**.

<table>
<thead>
<tr>
<th>irregular verb</th>
<th>simple past tense</th>
<th>past participle</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>keep</td>
<td>kept</td>
<td>kept</td>
<td>I have kept the letter you sent me.</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
<td>The police have caught the thieves.</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td>Maggie has brought her favorite CD to school.</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>made</td>
<td>The children have made a birthday card for their mom.</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
<td>sold</td>
<td>They’ve sold their car and now they have bought motorcycles.</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
<td></td>
</tr>
</tbody>
</table>

Some common **irregular verbs** have a past participle that is **different** from the simple past tense.

<table>
<thead>
<tr>
<th>irregular verb</th>
<th>simple past form</th>
<th>past participle</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was</td>
<td>been</td>
<td>Anna has been my best friend for years.</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>I’m sorry, I’ve broken your pencil.</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>done</td>
<td>Jack has already done his homework.</td>
</tr>
<tr>
<td>draw</td>
<td>drew</td>
<td>drawn</td>
<td>We’ve drawn a picture for you, Mom.</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>drunk</td>
<td>Have you drunk all your orange juice?</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
<td>Someone has eaten all the chocolates.</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>fallen</td>
<td>One of the pictures has fallen off the wall.</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
<td>gone</td>
<td>I’m sorry, but your train has already gone.</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>known</td>
<td>I’ve known Michael for two years.</td>
</tr>
<tr>
<td>see</td>
<td>saw</td>
<td>seen</td>
<td>Kathleen has already seen that movie.</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
<td>Miss Hill has spoken to the principal about the problem.</td>
</tr>
</tbody>
</table>
Some **irregular verbs** have a past participle that **does not change** at all.

<table>
<thead>
<tr>
<th>irregular verb</th>
<th>past participle</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>cut</td>
<td>I’ve cut my finger and it’s bleeding badly.</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>The children next door have hit their ball into the busy street.</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>This vacation has cost us hundreds of dollars already.</td>
</tr>
<tr>
<td>read</td>
<td>read</td>
<td>Dad hasn’t read my school report yet.</td>
</tr>
<tr>
<td>hurt</td>
<td>hurt</td>
<td>Can Anna sit down? She’s hurt her leg.</td>
</tr>
<tr>
<td>put</td>
<td>put</td>
<td>Have you put any sugar in my tea?</td>
</tr>
</tbody>
</table>

**Exercise 15**

*Complete the following sentences with has or have.*

1. My dog ____________ a long shiny coat.
2. Our teacher ____________ a very kind face.
3. You ____________ a lot of homework to do.
4. Sam and I ____________ desks near the front of the class.
5. Paul ____________ two brothers and a sister.
6. My friend Andy ____________ a big house.
7. Mice ____________ long tails.
8. Most dogs ____________ sharp teeth.
9. I ____________ more toys than my friend ____________.
10. These flowers ____________ a strange smell.
Exercise 16

Complete the sentence with the present perfect tense of the verbs in parentheses.

1. The children ________________ (make) the house very messy.
2. I ________________ (see) that actor in several movies.
3. The boys ________________ (drink) all the soda in the refrigerator.
4. Our dog ________________ (hurt) its leg.
5. One of the workmen ________________ (fall) off his ladder.
6. She’s sad because her friends ________________ (go) to the park without her.
7. Dad ________________ (have) a shower already.
8. I’ve been shouting so much that I ________________ (lose) my voice.
9. My sister’s boyfriend ________________ (buy) her a diamond ring.
10. Alan ________________ (do) this jigsaw puzzle so many times that he could do it with his eyes shut.

Exercise 17

Draw a circle around the correct past participle in each sentence below.

1. Your child has (broke/broken) my window!
2. Have you (eaten/ate) all your dinner?
3. I have (known/knew) Sally since we were in kindergarten.
4. Michael has (drew/drawn) a picture for his grandad.
5. The new girl seems nice, but I haven’t (spoke/spoken) to her yet.
6. We’ve (drank/drun) all the milk.
7. The ball has (went/gone) over the garden fence.
8. Has Tom (did/done) all his homework?
9. You have (been/was) late for school every day this week.
10. Help! I’ve (fell/fallen) down a hole!
The Future Tense

To show future action use the verbs **shall** and **will** with another verb that describes the action.

- You can use either **shall** or **will** with the pronouns **I** and **we**.
- Use **will** with the pronouns **you**, **he**, **she**, **it** and **they**.
- **Will** is also used with **singular nouns** like ‘my dad’ and with **plural nouns** like ‘all the boys in my class’.

**I shall** do my homework after dinner.
**I will** miss you when you leave.
**We shall** take the dog for a walk later.
**We will** visit Grandma this weekend.
**He will** be home later.
**She will** help us cook the food for the party.
**It will** soon be dark outside.
**I think** it **will** be sunny tomorrow.
**I expect** they **will** give you a present.
**Mom will** be very pleased with you.
**Your plant will** die without water.
**The school will** soon need a lot of repairs.
**John and I shall** be glad when the exams are over.
**Bill and Kim will** be late for school if they don’t hurry.

To make the negative form, use **will** and **shall** with **not**. The contraction for **will not** is **won’t**.

**I will not** help you unless you help me first.
**It won’t** be very sunny again until next summer.
**You won’t** like this food. It’s horrible!
**We shall not** go to the party without you.
To talk about facts in the future or plans that will not change, use the simple present tense.

Tomorrow is Sunday.

Summer vacation ends on Friday.

The new library opens next week.

We fly to Paris on Wednesday.

You can also talk about plans for the future and other future happenings by using be going to and another verb. Remember to:

- Use am and was with the pronoun I.
- Use is and was with the pronouns he, she and it, and with singular nouns like ‘my mom’ and ‘the teacher’.
- Use are and were with the pronouns we, you and they, and with plural nouns like ‘my friends’ and ‘John and Sally’.

I am going to visit my cousin tomorrow.

I am going to see the new Star Wars movie next week.

My friend John is going to move to Chicago next year.

Dad is going to buy me a skateboard.

Aunt Jane is going to have another baby soon.

It is going to be windy tomorrow.

I hope someone is going to fix the television soon.

You are going to help me, aren’t you?

My friends are going to teach me how to play chess.

Mom and Dad are going to buy a new computer.

Your books are going to fall off the shelf if you’re not careful.

Are you going to read your book now?
Exercise 18

Decide whether shall and will are used correctly in each sentence. Put a checkmark ✓ in the box for a correct use and an x ✗ in the box for an incorrect use.

1. My dad will [ ] be home later.
2. I will [ ] never forget my days at school.
3. Tom and Kumar shall [ ] come with us.
4. The weather report says that it shall [ ] be sunny again tomorrow.
5. We will [ ] miss my cousins when they leave.
6. Raj and I shall [ ] feel happier when the exams are over.
7. It will [ ] be late when we arrive in London.
8. I shall [ ] stay awake all night and watch for Santa Claus.
9. My grandparents shall [ ] enjoy coming to our house for Christmas.
10. The winter holidays shall [ ] give us all a good rest.

Exercise 19

Read the pairs of subjects and verbs below. Then write sentences about future events using the correct form of be going to. For example, for the first sentence you could write:

My friend Tom is going to sleep at my house tonight.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My friend Tom</td>
<td>sleep</td>
</tr>
<tr>
<td>2. We</td>
<td>ride</td>
</tr>
<tr>
<td>3. The dog</td>
<td>catch</td>
</tr>
<tr>
<td>4. Uncle Andy</td>
<td>come</td>
</tr>
<tr>
<td>5. It</td>
<td>rain</td>
</tr>
<tr>
<td>6. We</td>
<td>eat</td>
</tr>
<tr>
<td>7. Jamal and I</td>
<td>have</td>
</tr>
<tr>
<td>8. The teachers</td>
<td>read</td>
</tr>
</tbody>
</table>
do, does and did

The verb do is used to talk about actions. The words do and does are the simple present forms of the verb do.

- Use do with the pronouns I, we, you and they, and with plural nouns such as ‘my parents’ and ‘Tom and Susan’.
- Use does with the pronouns he, she and it, and with singular nouns such as ‘my dad’ and ‘the teacher’.

I always do my homework after dinner.
I do drawings with colored pencils.
We do our shopping at the supermarket.
You do magic tricks very well.
They do their housework on the weekend.
Mom and Dad do the cooking together.
Jim and Alan always do well in math tests.
The artist does beautiful paintings.
She does very interesting work.
He does the washing and she does the cooking.
Julie always does her exercises before breakfast.
My friend Hannah does karate at a local gym.
The vacuum cleaner does a better job than the broom.

Here is a table to help you remember how to use do and does.

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>I do</td>
</tr>
<tr>
<td>second person</td>
<td>you do</td>
</tr>
<tr>
<td>third person</td>
<td>he does</td>
</tr>
<tr>
<td></td>
<td>she does</td>
</tr>
<tr>
<td></td>
<td>it does</td>
</tr>
</tbody>
</table>
The simple past form of \textbf{do} is \textbf{did}.

- \textbf{I did} my homework but forgot to take it to school.
- \textbf{Sally did} her hair in front of the mirror.
- \textbf{The boys did} very badly in their spelling test.
- \textbf{Paul and Roger did} some magic tricks for us.
- \textbf{The children did} the housework while their parents relaxed.

To make the negative form of verbs in the simple present tense, use \textbf{do} and \textbf{does} with \textbf{not}.

- \textbf{I do not have} any brothers or sisters.
- \textbf{We do not want} any more bread, thank you.
- \textbf{My brother and I do not like} football.

You see beautiful mountains in Scotland but \textbf{you do not see} much sunshine.

- \textbf{Mom does not buy} our food at that supermarket.
- \textbf{Jenny does not eat} lunch at school because \textbf{she does not like} the food.
- \textbf{My cat does not make} as much noise as your dog.

The simple past tense of \textbf{does not} and \textbf{do not} is \textbf{did not}. The contraction is \textbf{didn’t}.

- \textbf{Maggie did not have} long hair when I first met her.
- I got sunburned because I \textbf{did not wear} my hat.
- The teacher \textbf{didn’t give} us any homework.
- Mom and Dad \textbf{didn’t buy} me a cell phone for my birthday.
- You \textbf{didn’t take} the dog for a walk last night.

\begin{table}[h]
\centering
\begin{tabular}{|l|l|}
\hline
\textbf{full form} & \textbf{short form} \\
\hline
I/we do not & I/we don’t \\
you do not & you don’t \\
they do not & they don’t \\
he/she/it does not & he/she/it doesn’t \\
\hline
\end{tabular}
\end{table}

\begin{table}[h]
\centering
\begin{tabular}{|l|l|}
\hline
\textbf{full form} & \textbf{short form} \\
\hline
I/we did not & I/we didn’t \\
you did not & you didn’t \\
they did not & they didn’t \\
he/she/it did not & he/she/it didn’t \\
\hline
\end{tabular}
\end{table}
**Exercise 20**

*Complete the following sentences with do, does or did.*

1. I always _________ my homework in my room.
2. Mom and Dad usually _________ the laundry together.
3. You _________ the same math problems last week.
4. We always _________ our shopping at the farmers' market.
5. The children _________ their work quietly while the teacher looks at their homework.
6. Uncle David _________ magic tricks when he comes to visit.
7. Last night, Mom _________ her exercises before bedtime.
8. Anna played the piano and Rachel _________ a lively dance.
9. Kamal always _________ well in math tests.
10. If John _________ the cooking, will you _________ the dishes?

**Exercise 21**

*Complete the following sentences with the contractions don’t, doesn’t or didn’t.*

1. Katy _________ go to school on the bus.
2. I _________ like chocolate ice cream.
3. If the weather _________ improve, we’ll have the party indoors.
4. _________ worry about the mess. It does not matter.
5. I _________ answer all the questions on the math test.
6. Mom and Dad _________ work on weekends.
7. My sister and I _________ visit Grandma last Sunday.
8. My friend John _________ finish his homework yesterday.
9. Our neighbors _________ like dogs very much.
The Infinitive

The **infinitive** is the base form of a verb. It is often preceded by the word *to*.

Infinitives often appear **after other verbs**.

- The rain *began* to fall.
- Sally and I *agreed* to meet this afternoon.
- I’ve *arranged* to see the doctor at 3 o’clock.
- I *hope* to visit Disneyland someday.
- I *like* to ride my bike in the street.
- My parents *have decided* to buy a new car.
- Paul *is learning* to swim.
- I *didn’t mean* to upset you.

Some verbs have an **object before the infinitive**. In these examples the objects are printed in color.

- Simon asked *me* to help him.
- The teacher told *us* not to run in the corridor.
- Susie persuaded her *friends* to play on the team.
- The manager allowed the *staff* to leave early.

Infinitives often appear **after adjectives**. In these examples the adjectives are printed in color.

- The boys were *afraid* to cross the busy road.
- I’m very *pleased* to see you again.
- This problem will be *difficult* to solve.
- The shelf is too *high* to reach.
- Don’t you think it’s *rude* to ignore the new girl in class?
- The experiment was *interesting* to watch.
- You’re *welcome* to come with me.
You can also use infinitives after some nouns and pronouns to say what you are using something for.

Take a book to read.
I phoned for a taxi to take us to the airport.
Has everyone got something to drink?
I’ve got lots of nice clothes to wear.
Find a space on the floor to sit in.

Infinitives sometimes follow words like how, what, which and where.

My brother is learning how to cook.
I can’t decide which to choose—the ice cream or the pudding.
I don’t know what to say.
Sally can’t remember where to hang her coat.

Infinitives are also used after helping verbs such as will, can, should, may and must. After these helping verbs use infinitives without the word to.

I can swim.
We think she will win the race.
You must try harder.
Do you think we should wait?
May I come in?

The helping verbs will, can, should, may and must are called auxiliary verbs.

The Imperative Form of Verbs

When you give an order or command, use the base form of a verb, such as give, read or come. This base form is called the imperative.

Open your books to page 25.
Stop and look before you cross the road.
Come to the front of the class.
Show me your homework.
Read the first sentence out loud.
Choose a partner and stand in a circle.
**Imperatives** are very direct. To be more polite, you can use **please** before the imperative.

- Please **show** me your homework.
- Please **read** the first sentence out loud.
- Please **come** to the front of the class.

To make negative imperatives, use **do not** or **don’t** before the base form of the verb.

- **Do not bring** calculators into the exam room.
- Please **don’t change** anything on my computer.

**Gerunds**

A **gerund** is the **ing** form of a verb used as a noun. Sometimes a gerund is called a **verbal noun** because it comes from a verb.

- **Running** is a good way to keep fit.
- Susan is very good at **drawing**.
- He loves **dancing** and **singing**.
- Have you ever tried **sailing**?
- I don’t like **watching television**.
- We enjoyed **visiting our grandparents**.

**Notes**

Sometimes it is difficult to know whether an **ing** word is a **gerund** or a **present participle**. If you can replace the **ing** word or its phrase with the pronoun **it**, then the word is a gerund. Look again at the examples on the left. Try replacing the words in bold with **it**.

Some gerunds can be used **in front of other nouns**, like adjectives.

- **a washing** machine = a machine that does washing
- **a shopping** bag = a bag for carrying your purchases
- **walking** boots = boots you wear for walking in the countryside
- **gardening** clothes = clothes you wear for gardening
Exercise 22

Look at the following half-sentences that contain adjectives. Complete each sentence with an infinitive. For example, for the first sentence you could write:

I was too afraid to touch the spider.

1. I was too afraid ____________________________.
2. Mom and Dad are happy ____________________________.
3. She seemed very pleased ____________________________.
4. The book was very interesting ____________________________.
5. Is your hand small enough ____________________________?
6. The dog looked too tired ____________________________.
7. The wall was impossible ____________________________.
8. The first question wasn’t easy ____________________________.
9. It was embarrassing ____________________________.
10. The sea was warm and wonderful ____________________________.

Exercise 23

Decide whether or not each sentence uses the infinitive correctly. Mark a correct use with a checkmark [✓], and an incorrect use with an x [✗].

1. She likes play in the park.
2. The sun was beginning to shine.
3. I decided to help Dad with the dinner.
4. Mom asked me close the window.
5. The teacher warned me to be quiet.
6. I didn’t know which tool use.
7. We couldn’t decide how many cakes to buy.
8. Can I to watch the TV, Mom?
9. Do you think I should help him?
10. I think I shall to go home now.
**Exercise 24**

*Study the following pairs of verbs and nouns. Then write a sentence using each pair with the verb as an imperative. Try to use negatives in some of your sentences. For the first pair, you could write:*

Show him the picture.  or  Don’t show him the picture.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>show</td>
<td>picture</td>
</tr>
<tr>
<td>bring</td>
<td>bike</td>
</tr>
<tr>
<td>eat</td>
<td>sandwiches</td>
</tr>
<tr>
<td>wash</td>
<td>hands</td>
</tr>
<tr>
<td>listen</td>
<td>parents</td>
</tr>
<tr>
<td>wait</td>
<td>name</td>
</tr>
<tr>
<td>sleep</td>
<td>classroom</td>
</tr>
<tr>
<td>make</td>
<td>noise</td>
</tr>
</tbody>
</table>

**Exercise 25**

*Make a gerund from each verb below. Then write a sentence using that gerund. For example, the gerund you can make from the first verb is cycling. You could write the sentence:*

She loves cycling in the countryside.

<table>
<thead>
<tr>
<th>verb</th>
<th>gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>cycle</td>
<td>cycling</td>
</tr>
<tr>
<td>paint</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>sleep</td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td></td>
</tr>
<tr>
<td>bake</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td></td>
</tr>
</tbody>
</table>
Auxiliary Verbs

Auxiliary, or helping verbs, are used before infinitives to add a different meaning. For example, you use auxiliary verbs to say:

- that someone is able to do something,
- that someone is allowed to do something, or
- that someone has to do something.

The helping verbs are **can, could, would, should, ought to, will, shall, may, might** and **must**.

**can and could**

Use **can** and **could** to say that someone is able to do something.

She can draw really good pictures.

Philip can run faster than Matt.

**Can** you ride a bike?

**Can** you help me with my homework?

She could already read before she started school.

Our teacher said we could go home early.

I ran as fast as I could.

Sarah could not come to the party because she was ill.

You may also use **can** and **could** to say that someone is allowed to do something.

My mom says you can come to our house for dinner.

Dad says I can’t walk to school on my own.

You can’t go in there without a ticket.

Mom said I could have ice cream after my dinner.

The big sign on the gate said PRIVATE, so we couldn’t go in.
Can and could are also used for asking for information or help, for offering something, and for suggesting something.

- Can you tell me if this train goes to Topeka?
- Could you show me where the accident happened?
- Could you open that window, please?
- You can borrow my pen, if you like.
- Your sister could come with us, if she wanted to.
- I could lend you my football.
- We can go to the library instead.
- You could ask your dad to help us.
- John can borrow his brother’s skates.

**will and would**

Use will and would when you are asking someone to do something.

- Will you please stop making that noise?
- Would you pass me that book, please?
- Please, will you close the door?

You can also use will and would to offer something or to suggest something.

- Will I hold this end of the rope?
- Will I carry the bag for you?
- Would you like another drink?
- Which cake would you like?

**shall and should**

You can use shall and should to ask for advice, offer something and suggest something.

- Should I bring waterproof clothes?
- Should I phone the police?
- Shall we go home now?
- Shall I go by car, or will it be better to walk?
- Shall I help you with that heavy bag?
- You should try that new French restaurant.

**Notes**

The contraction of will not is won’t and the contraction of would not is wouldn’t:

- Won’t you stay and eat with us?
- Wouldn’t it be better to wait?
ought to
You use ought to to make strong suggestions and talk about someone’s duty.

You look tired. You ought to go to bed early tonight.
I ought to get more physical exercise.
We ought to lock the door when we leave home.
You ought to turn off the computer when you’re not using it.
You ought to know how to spell your own name.
The teacher ought to make his classes more interesting.

must
Use must to talk about things that you have to do.

I must mail this letter today.
You must speak louder. I can’t hear you.
Children must not play with matches.
Go to bed now. Oh, must I?
Why must I do my homework tonight?

Notes
- Must keeps the same form in the past tense.
- The contraction of must not is mustn’t.
- She mustn’t let the dog sleep on her bed.

may and might
Use may to ask if you are allowed to do something and to tell someone that they are allowed to do something.

“May I go out to play now?” “Yes, you may.”
May I borrow your pen?
Please may I see your ticket?
John may leave now, but Sally may not.
May Kenny come with us to the movies?

Use may and might to talk about things that are possible or likely.

Take an umbrella. It might rain.
I may not have time to go swimming tonight.
We might go to the party later.
If you’re not careful, you may hurt yourself.
“Are you going to the concert?” “I don’t know. I might or I might not.”
**Verb Phrases**

A verb phrase consists of a verb and a preposition such as after, into and over. The preposition gives the verb a special meaning.

Here are some sentences that contain phrasal verbs. Read the meanings in parentheses.

Who looks after (= takes care of) the baby when your parents are at work?
Mike has blond hair and blue eyes. He takes after (= looks like) his mother.
Dad bumped into (= met by chance) an old friend at the station.
My sister is getting into (= is starting to be interested in) pop music.
Is your mom getting over (= recovering from) her illness?
Some health inspectors came to look over (= inspect) the factory.
We hoped that the thieves wouldn’t get away with (= escape punishment for) their crime.
I’m going to the store because we’ve run out of rice (= used all our rice).

**Exercise 1**

*Complete the sentences below by writing can or can’t on the blanks.*

1. You ____________ borrow my book, if you want to.
2. Sam looked everywhere but he ____________ find his pencil.
3. Don’t help me. I ____________ do it by myself.
4. Sandy ____________ open the window. She’s not tall enough to reach it.
5. “Why ____________ John come out to play?” “Because he’s ill.”
6. This is a film for adults only. Children ____________ watch it.
7. ____________ you help me with this heavy bag?
8. They’ve lost the map and ____________ find their way back to the hotel.
**Exercise 2**

*Complete the sentences using *would* or *wouldn’t* with a verb from the list below. The first one has been done for you.*

<table>
<thead>
<tr>
<th>stop</th>
<th>work</th>
<th>help</th>
<th>take</th>
<th>like</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait</td>
<td>buy</td>
<td>be</td>
<td>move</td>
<td>enjoy</td>
</tr>
</tbody>
</table>

1. We hoped it **would be** sunny for our picnic.
2. I pushed the horse hard but it **wouldn’t**.
3. I asked Dad if he **would** me some ice cream.
4. **Would** you **would** some more orange juice?
5. Sally switched on her computer but it **wouldn’t**.
6. Mom and Dad said they **would** me to the zoo as a treat.
7. We sat in the house and wished the rain **wouldn’t**.
8. Uncle David said he **would** me with my homework.
9. The man said he **wouldn’t** until the doctor was free.
10. I knew you **would** playing my new video game.

**Exercise 3**

*Tell whether each sentence below uses *may* or *may not* correctly. Show a correct use with a checkmark ✓ or an incorrect use with an x✗.***

1. Andrew may not go out to play now because he has finished his homework. ✓
2. Take an umbrella. It may not rain. ✓
3. Please may we not watch television now? x
4. You may not hurt yourself with that sharp knife. ✓
5. I may come out to play later if I’m feeling better. ✓
6. They are late. The bus may not have broken down. ✓
7. “May I read the story you have written?” “Yes, you may not.” x
8. “May Andrew stay for dinner?” “Yes, he may.” ✓
Exercise 4

Complete the sentences using should or shouldn’t and a verb from the list below. The first one has been done for you.

<table>
<thead>
<tr>
<th>go</th>
<th>eat</th>
<th>stop</th>
<th>believe</th>
<th>think</th>
</tr>
</thead>
<tbody>
<tr>
<td>wait</td>
<td>try</td>
<td>read</td>
<td>let</td>
<td>listen</td>
</tr>
</tbody>
</table>

1. They **should stop** making all that noise. It’s disturbing people.
2. Mom says I **should eat** more vegetables.
3. We **shouldn’t try** everything we see on television.
4. You **shouldn’t read** more about other people and less about yourself.
5. It’s getting late. I **should stop** home now.
6. You **should let** your best.
7. You **shouldn’t let** letters that are addressed to other people.
8. Parents **should let** their children go out after dark.
9. Students **shouldn’t let** outside the door until the teacher tells them to come in.
10. Children **shouldn’t let** to the advice their parents give them.

Exercise 5

Now rewrite the sentences from Exercise 4 above, using ought to or ought not to.

1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________
5. ___________________________
Exercise 6

Complete the sentences using must or mustn’t with a verb from the list below. The first one has been done for you.

<table>
<thead>
<tr>
<th>go</th>
<th>eat</th>
<th>stop</th>
<th>believe</th>
<th>tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>steal</td>
<td>be</td>
<td>read</td>
<td>park</td>
<td>listen</td>
</tr>
</tbody>
</table>

1. You ______________ at the curb and look before you cross the street.
2. Children ______________ to the teacher if they want to learn.
3. You ______________ everything your friends tell you.
4. You ______________ the question carefully before you write the answer.
5. If you want to be healthy, you ______________ a lot of fruits and vegetables.
6. You ______________ out on your own at night.
7. We ______________ because it is wrong.
8. Drivers ______________ their cars in the middle of the road.
9. If you want people to be nice to you, you ______________ nasty to them.
10. You ______________ always ______________ the truth.
Adverbs are words that tell you more about verbs, adjectives and other adverbs. Many adverbs end in *ly*. You make these adverbs by adding *ly* to adjectives.

She writes **neatly**.
The traffic was moving **slowly**.
We waited **patiently** to see the doctor.
They waved goodbye **sadly**.
David sings **beautifully**.
The children walked **quickly** into the classroom.

Adverb phrases are groups of words that functions as single adverbs to describe the action of the verb.

Are you sitting in a **comfortable chair**?
Mr. Dickson always dresses in **fashionable clothes**.
He draws cartoons **like a real cartoonist**.
The train arrived **on time**.

Adverbs of Manner

Some adverbs and adverb phrases describe the way people do things. They answer the question “How?”

The girls answered all the questions **correctly**.
He was driving **carelessly**.
The plane landed **safely**.
Katy plays the piano **skillfully**.
Sam is behaving **like a baby**.
Please speak **in a clear voice**.
She writes **in a very grown-up way**.
You can buy fruit **very cheaply** in this shop.
They sell everything **at very low prices**.
David sings **like a professional singer**.

**Notes**

Some words that end in *ly* are not adverbs. Some adjectives end in *ly* too. For example:

Sam was feeling very **lonely**.
She was wearing a **lovely** dress.
It was a very **lively** party.
Adverbs of Time

Some adverbs and adverb phrases answer the question “when?” They are called **adverbs of time**.

I’m going to my new school **tomorrow**.
The train has **already** left.
We moved into our new house **last week**.
My big brother goes to college in the autumn.
Our favorite TV program starts at 6 o’clock.
It rained heavily **last night**.
We’re going on a trip in a few days’ time.
We’ll leave as soon as possible.
My shoes will be too small for me **next year**.
I haven’t seen Mom **this morning**. Is she working **today**?

Adverbs of Place

Some adverbs and adverb phrases answer the question “where?” They are called **adverbs of place**.

It’s very sunny but cold **outside**.
The boys are playing **upstairs**.
That’s our ball **there**.
I couldn’t find my book **anywhere**.
They live in a house **nearby**.
The dog is in the garden.
Flowers like these grow in the park.
We’re going to New York City on our school trip.
My brother is studying at an English university.
They live on the northern side of the island.
Adverbs of Frequency

Some adverbs and adverb phrases answer the question “how often?” They are called adverbs of frequency.

Katy practices the piano regularly.
The children always go to school on the bus.
I’ll never make that mistake again.
Have you ever been to Japan?
We’ve been to Disneyland twice.
The shops are often very busy.
The newspaper is delivered daily.
We walk home from school every day.
I clean my bedroom every week.
Have you forgotten my name? I’ve told you three times already.
Dad polishes his shoes twice a week.
You should go to the dentist once every six months.

Adverbs of Duration

Some adverbs and adverb phrases answer the question “how long?” They are called adverbs of duration.

The library is temporarily closed.
We’re staying in a hotel overnight.
The teacher left the classroom briefly.
The snow lasted for three days.
Mom was away a very long time.
Stand still for a moment while I comb your hair.
He talked to his girlfriend for over an hour.
We waited for ages for a bus.
I haven’t seen my cousins for two years.
We stayed up all night talking.
Adverbs of Emphasis

We have seen that most adverbs describe verbs, but remember that some adverbs also describe adjectives or other adverbs. They are usually used to add emphasis.

Here are some examples. The emphasizing adverbs are printed in bold. The adjectives or adverbs they describe are printed in color.

Anna can run really fast.
That’s a very good drawing.
My rice is too hot.
The film was just terrible.
Your excuses are completely unbelievable.
These old tools are totally useless.
She sings quite beautifully.

Exercise 1

Choose an adjective from the box and turn it into an adverb to complete the sentences below. The first one has been done for you.

<table>
<thead>
<tr>
<th>close</th>
<th>firm</th>
<th>bright</th>
<th>neat</th>
<th>careful</th>
</tr>
</thead>
<tbody>
<tr>
<td>quick</td>
<td>sad</td>
<td>regular</td>
<td>quiet</td>
<td>clear</td>
</tr>
</tbody>
</table>

1. She writes very neatly.
2. You have to talk _____________ when you’re in the library.
3. Carry the glass _____________ so you don’t drop it.
4. You should exercise _____________ if you want to stay fit.
5. “Goodbye. I’m going to miss you,” she said _____________.
6. The sky was blue and the sun was shining _____________.
7. If you follow us _____________, you won’t get lost.
8. I can’t understand you. Please speak more _____________.
9. Let’s walk _____________ so we get home before it starts to rain.
10. Attach the sign _____________ to the wall.
Exercise 2

Are the bold words in the following sentences adverbs or adjectives? Write adverb or adjective on the line after each sentence.

1. The teacher smiled kindly. ________________
2. She has a lovely smile. ________________
3. The children in my class are very friendly. ________________
4. John had no friends and felt very lonely. ________________
5. It was raining, so they wisely decided to stay in. ________________
6. My dad buys a daily newspaper. ________________
7. Some snakes are deadly. ________________
8. I’ve nearly finished my homework. ________________
9. I shook hands politely with the head teacher. ________________
10. They played some very lively games. ________________

Exercise 3

Circle the verb in each sentence below. Then underline the adverb or adverb phrase that describes the verb. What kind of adverb is it? Write M for manner, T for time, P for place, F for frequency or D for duration in the box after each sentence. The first one has been done for you.

1. Kent did his homework carelessly. ________________ M
2. We start our vacation next week. ________________
3. Farah read the poem in a very clear voice. ________________
4. The accident happened during the afternoon. ________________
5. The man walked very slowly. ________________
6. My cousin arrived yesterday. ________________
7. I left my schoolbag in the car. ________________
8. It stopped raining for a few minutes. ________________
9. Dad goes jogging regularly. ________________
10. We eat our meals in the dining room. ________________
**Exercise 4**

*Complete the sentences with an adverb or adverb phrase from the box. The kind of adverb you will need is in parentheses after each sentence. The first one has been done for you.*

<table>
<thead>
<tr>
<th>outside</th>
<th>this morning</th>
<th>ever</th>
<th>on the bus</th>
<th>clearly</th>
</tr>
</thead>
<tbody>
<tr>
<td>all day</td>
<td>in old clothes</td>
<td>for a week</td>
<td>already</td>
<td>every day</td>
</tr>
</tbody>
</table>

1. His face was dirty and he was dressed **in old clothes clearly**. (manner)
2. Have you **ever** been in a plane? (frequency)
3. She was so ill that she missed school **for a week**. (duration)
4. I did some homework last night and finished it **clearly**. (time)
5. We went **outside** to play. (place)
6. Dad takes the dog for a walk **every day**. (frequency)
7. Sally left her pencil case **outside**. (place)
8. Speak **clearly** so everyone can hear you. (manner)
9. It was a fine day and the children played in the garden **already**. (duration)
10. “Go and do your homework.” “I’ve **already** done it.” (time)
Prepositions are words that show a connection between other words. Most prepositions are little words like at, in and on. Prepositional phrases are groups of words, such as out of and on top of.

Preposition or Adverb?

Some words can be used either as prepositions or as adverbs. If the word is followed by a noun or a pronoun, it is a preposition.

Look at these pairs of examples. In each of the sentences marked preposition, there is a noun or pronoun after the preposition. This noun or pronoun is called the object of the preposition. Notice that objects are printed in color.

She put her hand inside my bag.

It was raining, so they decided to stay inside.

His friends walked past him without speaking.

A car drove past at high speed.

John’s house is across the street.

They got into the boat and rowed across.

Water was running down the walls.

He tripped over his shoelaces and fell down.
**Prepositions of Place**

Some prepositions show *where* something happens. They are called *prepositions of place*.

Sally was sitting *under* a tree.

There’s a wooden floor *underneath* the carpet.

Some geese flew *over* their house.

John and Sarah were hiding *inside* the wardrobe.

There was a tree *beside* the river.

I have a friend who lives *in* Wyoming.

A big truck parked *in front of* their car.

The cat jumped *on top of* the cupboard.

One girl sits *in the middle of* the playground and the others dance round her.

**Prepositions of Time**

Some prepositions show *when* something happens. They are called *prepositions of time*.

School starts *at* nine o’clock.

I brush my teeth *in* the morning and *at* night.

We’re going to the zoo *on* Saturday.

No, you can’t watch a video. It’s *past* your bedtime already.

I visited my grandparents *during* the summer.

You must finish the work *by* Friday.

I’ll do my homework *before* dinner.

“Mom, can you help me with my homework?” “Not now. You’ll have to wait *until* this afternoon.”
Prepositions of Direction

Some prepositions show where something is going. They are called **prepositions of direction**.

- The boys chased **after** each other.
- The football rolled **down** the hill.
- A man was walking his dog **along** the riverbank.
- The freeway goes right **through** the city.
- We were travelling **towards** Miami.
- A girl went **past** them on a bike.
- This road leads **away from** the stadium.
- They watched the train pull **out of** the station.

Prepositions with Special Uses

Many prepositions are used in other ways. Here are some of them.

**of**

- I bought a bag **of** rice and a quart **of** milk.
- Would you like a glass **of** orange juice?
- Kathleen is a member **of** the chess club.
- I need three pieces **of** paper.
- Most **of** the children in my class like school.
- There are several ways **of** cooking meat.

**for**

- I made this bookmark **for** Mom.
- Is there room **for** me on this seat?
- I’d like a new computer **for** Christmas.
- We’re going downtown **for** a meeting.
- What’s this bag **for**?
- This word is too difficult **for** me to spell.
**with**

He pounds nails in **with** a hammer.
Mix the flour **with** water.
She painted the picture **with** her new paints.
Would you like to come **with** us to the arcade?
I can do difficult problems **with** help from Mom.
Who is the man **with** the beard?
Michael came home **with** dirty hands.
Cross the busy street **with** care.

**except and instead of**

I like all kinds of food **except** pasta.
Everyone likes chocolate **except** Tom.
We go to school every day **except** Saturday and Sunday.
You should eat fruit **instead of** candy.
Dad is coming to the theater with us **instead of** Mom.
We could watch TV **instead of** reading our books.

**like, as and than**

The words **like**, **as** and **than** are used to compare things.

Kathleen looks **like** her dad.
Andrew smiles **like** his mother.
Peter sings **like** a professional singer.
Are these shoes the same **as** those?
Sue is nearly as tall **as** the teacher.
My backpack is bigger **than** John’s.
Dad is taller **than** all of us.
This painting is more beautiful **than** that one.
The neighborhood streets are less busy **than** downtown streets.
Prepositions with Adjectives, Verbs or Nouns

Prepositions are used with some **adjectives**. The adjectives in these examples are printed in color.

- Dad was **angry** with us.
- We were **afraid** of the big dog.
- She’s not very **interested** in sports.
- John is very **good** at drawing.

Prepositions are used with some **verbs**. The verbs in these examples are printed in color.

- I’m **looking** for my pencil. Have you seen it?
- Can you **think of** another word for ‘pleased’?
- Does this book **belong to** you?
- We’re **listening to** CDs.
- I **agree with** you.
- I **lent** my skateboard **to** Sue.
- **Tell me about** the show you saw.
- **Cut the cake into** five pieces.
- They **borrowed** money **from** the bank.

Prepositions are used with some **nouns**. The nouns in these examples are printed in color.

- What’s the **answer to** this question?
- Is there a **reason for** this delay?
- What’s the **matter with** you?
- Here’s an **example of** good behavior.
- **Congratulations on** winning the competition!
- Traffic can cause **damage to** the environment.
**Exercise 1**

Underline the **prepositions** in the following sentences.

1. There was a sign above the door.
2. The ball rolled under a car.
3. She put the letter in her pocket.
4. Sam hid behind the fence.
5. Tuesday comes after Monday.
6. Mr. Shin is from Korea.
7. The train went through the station without stopping.
8. I left the book on the table.
9. My favorite TV program starts at 6:00 o’clock.
10. There’s a path between the two houses.

**Exercise 2**

Complete the following sentences with the **prepositions** from the box. The type of preposition you need is in parentheses. The first sentence has been done for you.

<table>
<thead>
<tr>
<th>after</th>
<th>under</th>
<th>toward</th>
<th>during</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>before</td>
<td>at</td>
<td>away from</td>
<td>across</td>
</tr>
</tbody>
</table>

1. A cat was sitting on the roof of my car. (place)
2. Some people were talking the movie. (time)
3. A man was coming us on his bike. (direction)
4. The party starts six o’clock. (time)
5. She put the book her bag. (place)
6. We walked the street to the park. (place)
7. I’ll be late for school! It’s nine o’clock already! (time)
8. She keeps her slippers her bed. (place)
9. We always wash our hands meals. (time)
10. She ran the dog because she was frightened. (direction)
Exercise 3

Circle the preposition in each sentence. Then underline the noun or pronoun that is the object of the preposition. The first one has been done for you.

1. There is a new bookstore across the street.
2. Which letter comes after D?
3. She found the missing ticket under the carpet.
4. We opened the cupboard and found nothing in it.
5. Mom keeps a family photograph on her desk.
6. Students mustn’t talk during the exam.
7. Our vacation starts on Friday.
8. You can play outside after lunch.
9. We ran inside the house when it started to rain.
10. A plane flew over their heads.

Exercise 4

Complete each sentence by using a preposition from the box.

of for with except instead of

1. We baked a cake ________ Mom’s birthday.
2. All the boys went swimming ________ Tom.
3. Can I come ________ you to the beach?
4. Most ________ the children in my class like computer games.
5. Stir the sauce ________ a wooden spoon.
6. Would you like rice ________ pasta?
7. How many pounds ________ hamburger did you buy?
8. Dad is good at everything ________ cooking.
9. Children, what would you like ________ dinner?
10. Who’s the lady ________ the long blonde hair?
Exercise 5

Read the following sentences. Then tell whether like, as and than are used correctly in each sentence. Put a checkmark ✓ in the box for a correct use and put an x ✗ in the box for an incorrect use. If the wrong preposition is used, write the correct preposition on the line. The first one has been done for you.

1. John is nearly as tall than his dad. ✗ as

2. Our house is smaller than David’s.

3. That car isn’t the same like this one.

4. Sally plays tennis like a professional player.

5. This video is longer than the one we watched last night.

6. Whales look as dolphins but they’re much bigger.

7. The wind sometimes sounds like a howling dog.

8. This ring is more expensive as that one.

9. The sea was as calm as a swimming pool.

10. Mom is a few months younger than Dad.
Conjunctions are words used to link words, phrases or clauses. Some common conjunctions are and, but and or.

**and, but and or**

Use **and** to link words that are similar.

- We buy fruit and vegetables at the grocery store.
- The president visited towns and cities across the country.
- The house is warm and comfortable.
- The weather was cold and windy.
- There were several cars and trucks in the street.

Use **but** to link words that are different and do not normally go together.

- He works quickly but neatly.
- The teacher is firm but fair with the children.
- The musicians are young but very talented.
- The weather was sunny but cold.
- Karate is tiring but fun.
- We want a vacation that's interesting but relaxing.
- Some animals are big but gentle.

Use **or** to talk about choices.

- You can have a soda or lemonade.
- Would you like pasta or rice?
- Who is cooking the dinner, Mom or Dad?
- Does the sauce taste sweet or sour?
- Do we turn right or left?
- Is your sister older or younger than you?
- Should the children bring bikes or skateboards?
The word or is often used with not and other negative words.

She does not like apple juice or orange juice.
I didn’t see or hear anything strange.
He can’t sing or dance.
They’ve never been to Europe or Asia.

Conjunctions Linking Phrases

Use the conjunctions and, but and or to link phrases. The phrases in these examples are printed in color.

We like going shopping and visiting museums.
I tell my parents and my best friend all my secrets.
Some of my toys are dirty and a bit broken.
The car is very old but still very reliable.
The weather was very sunny but rather cold.
I’m older than Anna but younger than Jack.
Is it quicker to go by train or by car?
You could call it a thin book or a thick magazine.
She couldn’t decide whether to stay in bed or get up and take a shower.

Conjunctions with Lists

Use the conjunctions and and or with lists of words. Remember to put a comma between the words. Then use and or or between the last two words.

We bought milk, eggs, cheese and butter.
My favorite teachers are Mr. Lee, Mrs. Carter and Mr. Park.
In the morning I get up, take a shower, eat breakfast and brush my teeth.
Kathleen didn’t have any paper, pens or pencils.
People travel to work by car, bus or train.
I haven’t eaten breakfast, lunch or dinner.
Conjunctions That Join Sentences

Conjunctions are also used to join two sentences to make them one. Here are some examples with and, but and or.

Mom is working in the garden. Dad is busy in the kitchen.
Mom is working in the garden and Dad is busy in the kitchen.

Sam is playing football. Eric is reading a book.
Sam is playing football and Eric is reading a book.

I switched on the TV. There were no interesting programs on.
I switched on the TV, but there were no interesting programs on.

Meera phoned her friend Anna. She wasn’t at home.
Meera phoned her friend Anna, but she wasn’t at home.

Would you like to go to the movies? Shall we go for a burger?
Would you like to go to the movies or shall we go for a burger?

Hurry up! You’ll be late for school.
Hurry up or you’ll be late for school!

Other Words for and

There are other words for and that also join two sentences.

Dad washed the car. He polished it.
Dad not only washed the car, but he also polished it.

Sally baked the cake. She decorated it.
Sally not only baked the cake, but she decorated it as well.

John did his homework. He cleaned his room.
John not only did his homework, but he cleaned his room, too.

They visited Sydney. They also visited Hong Kong and Tokyo.
They visited Sydney, as well as Hong Kong and Tokyo.

Sam ran faster than Kim. He ran faster than David too.
Sam ran faster than both Kim and David.
Other Words Used for *but*

There are other words for *but* that also join sentences.

Grandpa is old *but* very fit.
*Although* Grandpa is old, he’s very fit.

The weather was sunny *but* cold.
*Even though* the weather was sunny, it was cold.

The bus is slower than the train *but* it’s cheaper.
*While* the bus is slower than the train, it’s cheaper.

This computer is very old *but* reliable.
*Though* this computer is very old, it is very reliable.

Other Words for *or*

There are other words for *or* that name choices or join two sentences.

The movie wasn’t funny. It wasn’t interesting.
The movie was *neither* funny *nor* interesting.

You can do your homework now. You can do your homework after dinner.
You can do your homework *either* now *or* after dinner.

We could walk. We could take a taxi.
We could walk, *or else* take a taxi.
Conjunctions of Time

The conjunctions *before*, *after*, *since*, *until*, *when*, *while*, *as* and *as soon as* are used to say when something happens. They are called **conjunctions of time**.

Take the toy out of the box **before** you throw the box away.

**Before** you leave the house, be sure that you’ve got your backpack.

I usually do my homework **after** I have my dinner.

**After** I went to bed, I heard a strange noise downstairs.

We’ve moved to a new house **since** I last wrote to you.

**Since** the new teacher arrived, we all enjoy our work more.

You can’t watch TV **until** you’ve done your homework.

**Until** the rice is cooked, we can’t eat dinner.

I’ll call you **when** I get home.

**When** the wind blows, the branches on the tree bend.

Dad watches TV **while** he does his exercises.

**While** we’re waiting for the bus, let’s play a game.

People stand back **as** the train goes through the station.

**As** the president’s car goes past, everybody waves.

We went inside **as soon as** it started to rain.

**As soon as** you’ve finished your homework, let me see it.

Conjunctions of Place

The conjunctions *where* and *wherever* are used to talk about places. They are called **conjunctions of place**.

Does anybody know **where** Mr. Carter lives?

**Where** the road is narrow, big trucks can’t get through.

The dog follows Andrew **wherever** he goes.

**Wherever** there are mountains, you will also find streams.
Conjunctions of Reason

The conjunctions *because*, *since*, *as* and *in case* tell why someone does something. They are called *conjunctions of reason*.

I sat down *because* I was feeling tired.

*Because* we arrived late, we missed the beginning of the play.

I took an apple *since* it was the only fruit in the bowl.

*Since* you have finished your homework, you can help me make dinner.

Mom switched off the TV *as* it was past my bedtime.

*As* you’re my best friend, I’ll lend you my new bike.

Take an umbrella *in case* it rains.

*In case* you forget the number, I’ve written it on this piece of paper.

Conjunctions of Purpose

The conjunctions *so*, *so that* and *in order to* tell what the purpose of something is. They are called *conjunctions of purpose*.

The children are wearing hats *so* they won’t get sunburned.

John finished his homework before dinner *so* he could watch his favorite TV program.

Let’s write down the address *so* we don’t forget it.

We left early *so that* we wouldn’t be late.

John took a map *so that* he wouldn’t get lost.

I hid the comics under the bed *so that* nobody could find them.

She goes jogging every morning *in order to* keep fit.

*In order to* get to sleep, he reads a really boring book at bedtime.

Dad painted the walls white *in order to* make the room look brighter.
Exercise 1

Complete the following sentences by adding and, but or or.

1. Mrs. Taylor is tall __________ slim.
2. Learning geography is hard __________ interesting.
3. I don’t like football __________ soccer.
4. Do you pull the handle __________ push it?
5. These tools are old __________ still useful.
6. We visited lots of castles __________ palaces in England.
7. The classes are quite difficult __________ I’m doing well.
8. I didn’t know whether to turn left __________ right.

Exercise 2

Complete the following sentences by adding commas and and or or. The first one has been done for you.

1. You’ll need paper scissors glue.
   
   You’ll need paper, scissors and glue.

2. I don’t enjoy football swimming homework.

3. Shall we play tennis read a book watch TV?

4. Do you want to sit next to Peter David Sam?

5. We visited India Japan South Korea on our trip.

6. Mr. Carter likes classical music pop music jazz.

7. No one likes people who are rude mean cruel.

8. Dad has to make our breakfast help us get dressed take us to school.
**Exercise 3**

*Choose the sentence from the box that goes with each sentence below. Join the two sentences with **and**, **but** or **or**. The first one has been done for you.*

<table>
<thead>
<tr>
<th>You weren’t at home.</th>
<th>Put it in the fridge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture of your favorite animal.</td>
<td>We couldn’t find it.</td>
</tr>
<tr>
<td>Nobody answered.</td>
<td>Will he drop it?</td>
</tr>
<tr>
<td>Do you want to play at my house?</td>
<td>Is Nicole smarter?</td>
</tr>
<tr>
<td>It was closed.</td>
<td>She didn’t know the answer.</td>
</tr>
</tbody>
</table>

1. Shall I bring my computer games to your house?
   
   **Shall I bring my computer games to your house or do you want to play at my house?**

2. We went to the supermarket.

3. Take this milk.

4. We looked everywhere for the key.

5. I phoned you this morning.

6. Jim asked the teacher.

7. Take a pencil.

8. Is Susan the smartest student in the class?

9. Do you think he’ll catch the ball?

10. We knocked at the door.
Exercise 4

Complete each sentence with one of the sentence parts in the box. Underline the conjunction in your sentence. The first one has been done for you.

in case the ground is muddy. so you’re not tired in the morning.
as soon as you’ve done your homework. before you start to paint.
where I had spilled the juice. since I last saw my cousin.
so he could show it to his friends. until it is soft enough to eat.
because it had started to rain. while their dad cooked dinner.

1. The children went inside

   The children went inside because it had started to rain.

2. He took his new toy to school

3. Put on your apron

4. The children played in the garden

5. Wear your boots

6. You can watch a video

7. There was a mark on the carpet

8. Cook the pasta

9. Go to bed early

10. It’s been six months
10 Sentences

A sentence is a group of words that expresses a complete thought. Sentences always have a subject and a verb.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>is working.</td>
</tr>
<tr>
<td>He</td>
<td>is reading.</td>
</tr>
<tr>
<td>The children</td>
<td>are playing.</td>
</tr>
<tr>
<td>They</td>
<td>are singing.</td>
</tr>
</tbody>
</table>

Four Kinds of Sentence

A declarative sentence makes a statement.

- It is raining.
- Tom likes football.
- The school bell was ringing.
- The children are playing with the dog.
- Topeka is in Kansas.

Notes: A declarative sentence ends with a period.

An interrogative sentence asks a question.

- Where are my keys?
- Why is the sky blue?
- Who is talking to the teacher?
- Is this the way to the ice skating rink?

Notes: An interrogative sentence ends with a question mark (?) instead of a period.

An exclamatory sentence makes a very strong statement called an exclamation. It shows a strong feeling such as surprise or anger.

- What a kind thing to do!
- How beautiful she is!
- The silly boy!

Notes: An exclamatory sentence ends with an exclamation point (!) instead of a period.
An imperative sentence gives an order.

Ask Tom to come and see me.
Don’t tell me lies.
Please leave.
Go to your room!
Speak up!

Sentences with Objects

The subject of a sentence often does something to another person or thing. The person or thing that receives the action of the subject is called the object of the verb. Verbs that have objects are called transitive verbs.

Here are some sentences with transitive verbs.

<table>
<thead>
<tr>
<th>subject</th>
<th>transitive verb</th>
<th>object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad</td>
<td>is reading</td>
<td>a book.</td>
</tr>
<tr>
<td>I</td>
<td>am cooking</td>
<td>dinner.</td>
</tr>
<tr>
<td>You</td>
<td>have broken</td>
<td>my new toy.</td>
</tr>
<tr>
<td>Mom</td>
<td>likes</td>
<td>her new car.</td>
</tr>
<tr>
<td>She</td>
<td>has forgotten</td>
<td>her backpack.</td>
</tr>
<tr>
<td>The dog</td>
<td>licked</td>
<td>my face.</td>
</tr>
<tr>
<td>Our ball</td>
<td>hit</td>
<td>a window.</td>
</tr>
<tr>
<td>They</td>
<td>visited</td>
<td>the museum.</td>
</tr>
<tr>
<td>Anna</td>
<td>is sewing</td>
<td>a dress for her doll.</td>
</tr>
</tbody>
</table>
| Uncle Ben | sent            | a package to his friend.
**Verbs with Two Objects**

Some verbs have two objects. Look at the sentence below.

Sam **gave** Anna **a present.**

The thing that Sam gives is ‘a present’, so **a present** is the **direct object** of the verb. But there is another object: ‘Anna’. ‘Anna’ is the person that receives the present, so **Anna** is the **indirect object** of the verb. Many verbs have both direct and indirect objects. Here are some examples.

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>indirect object</th>
<th>direct object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad</td>
<td>is reading</td>
<td>the children</td>
<td>a story.</td>
</tr>
<tr>
<td>Grandma</td>
<td>is baking</td>
<td>me</td>
<td>a cake.</td>
</tr>
<tr>
<td>A kind man</td>
<td>showed</td>
<td>us</td>
<td>the way.</td>
</tr>
<tr>
<td>We</td>
<td>have brought</td>
<td>you</td>
<td>some new magazines to read.</td>
</tr>
<tr>
<td>Mr. Berg</td>
<td>is teaching</td>
<td>the children</td>
<td>French.</td>
</tr>
<tr>
<td>Jack</td>
<td>asked</td>
<td>the teacher</td>
<td>a question.</td>
</tr>
<tr>
<td>I</td>
<td>am writing</td>
<td>my friend</td>
<td>a letter.</td>
</tr>
<tr>
<td>She</td>
<td>sent</td>
<td>her cousin</td>
<td>an email.</td>
</tr>
<tr>
<td>John</td>
<td>has found</td>
<td>us</td>
<td>a secret place to play.</td>
</tr>
<tr>
<td>Uncle Andy</td>
<td>told</td>
<td>them</td>
<td>the good news.</td>
</tr>
</tbody>
</table>

**Verbs with No Object**

Some verbs don’t have an object. A verb that does not have an object is called an **intransitive verb**. Here are some sentences with intransitive verbs.

- Mr. Park usually **walks** to work.
- Anna **talks** a lot in class.
- The sun **is shining**.
- It **is snowing**.
- I don’t **know**.
- We **have** already **eaten**.
- The man **smiled**.
- Dad always **drives** carefully.
- Miss Lee always **dresses** very smartly.
- Can your little brother **read**?
Exercise 1

Tell whether each sentence below is a declarative sentence, an interrogative sentence, an exclamatory sentence or an imperative sentence. The first one has been done for you.

1. The girls were playing volleyball.  declarative sentence
2. Where is my bike?  
3. What a lovely dog!  
4. It’s snowing again today.  
5. Please show me that pair of black shoes.  
6. Can Anna come out to play?  
7. Do your homework now.  
8. What time is it?  
9. Pass me the orange juice, please.  
10. On weekends, I often go fishing with Dad.  
11. Can your little brother read?  
12. Speak in a loud, clear voice.  
13. That was a fantastic game!  
14. What fun this is!  
15. Jamal really likes horses.  

Exercise 2

Underline the verbs in these sentences. Then tell whether each verb is transitive or intransitive. Put a checkmark in the correct box.

1. Dad is baking bread.  
2. We buy our food at the supermarket.  
3. We are learning Latin.  
4. Come with me now.  
5. The children went to bed.
Exercise 3

Underline the objects in the following sentences. Write D for direct object or I for indirect object above each one. The first one has been done for you.

1. Uncle Bill gave Michael some money.
2. Mom is baking us a chocolate cake for Christmas.
3. The children crossed the road safely.
4. Please pass me that pencil.
5. Henry sent Sam a letter from Japan.
6. I’ve forgotten your name.
7. She’s always giving her students advice.
8. We gave Dad a watch for his birthday.

Exercise 4

All the following sentences have verbs with direct objects. Rewrite each sentence, adding an indirect object to it. For example, for the first sentence you could write:

Dad bought Mom some flowers.

1. Dad bought some flowers.
2. The teacher found an empty seat.
3. The police officer showed her badge.
4. Rudy sent a postcard.
5. Will you buy some bread at the supermarket?
6. I’ll bring my stamp collection.
Simple Sentences

A clause is a group of words that contains one subject and one verb. A sentence that consists of one clause is called a simple sentence. Here are some examples. The subjects are printed in bold and the verbs are printed in color.

The girls are playing baseball.
Sally found a good hiding place.
I am eating my breakfast.
Tom is wearing his new shoes today.
Will you help me?
The sky was very cloudy.
I can hear the birds.
Everyone was happy.
Is it raining again?

Compound Sentences

A compound sentence contains two clauses joined by a conjunction such as and, or, but or so. Look at these examples. The verbs in the clauses are printed in color. Notice that there are two verbs, one on each side of the conjunction.

Some people are always happy and some people are always sad.
The opened the bag and took out a book.

Do you want coffee or would you prefer lemonade?
Is that a bird or is it a plane?

John is good at English but he’s not very good at math.
Michael wants to see Star Wars but his friends have already seen it.

Tom dropped his sandwich so I gave him mine.
It started to rain so we went inside.
Conditional Sentences

To talk about things that are possible, you often use if in a sentence. A sentence with if is called a conditional sentence. Here is an example of a conditional sentence with the if-clause printed in color.

If it rains tomorrow, we shall not go to the beach.

In the if-clause, use a verb in the simple present tense. In the main clause, use shall or will and an infinitive. Here are some more examples. The if-clauses are in color and the main clauses are in bold print.

If there’s no rice in the cupboard, we’ll buy some more.
If we don’t work hard, we’ll never learn.
If we leave now, we’ll arrive on time.

You may also put the main clause before the if-clause.

We’ll play indoors if it rains.
You’ll get sick if you don’t eat good food.
Sam will do well in his piano recital if he practices regularly.

Positive and Negative Sentences

A positive sentence tells you about something that exists or something that is happening.

I like ice cream.
Michael is my brother.
The train leaves at five o’clock.
I’m feeling really tired.
She’s finished her homework.
Dad is in the kitchen.
There’s a cartoon on TV.
A **negative sentence** contains the word *not* or another **negative word**. Negative sentences tell you that something does not exist or is not happening. Here are some examples. The negative words are printed in bold.

- I’m **not** very good at math.
- Tom **isn’t** as tall as Alan.
- We **didn’t** hear you shout at us.
- Meera **hasn’t** read the Harry Potter books.
- People **can’t** see very well in the dark.
- There’s **nothing** interesting on TV tonight.
- We’ve **never** been to China or Japan.
- **Nobody** knows my secret.
- There are **no** coins in my pocket.

**Exercise 5**

*Are the following sentences simple sentences or compound sentences?* Put a checkmark (✓) in the correct box. For each compound sentence you marked, write the conjunction in the blank space next to it. The first one has been done for you.

<table>
<thead>
<tr>
<th></th>
<th>simple sentence</th>
<th>compound sentence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The sun is shining and the sky is blue.</td>
<td></td>
<td>✓ and</td>
<td></td>
</tr>
<tr>
<td>2. Mom doesn’t like spiders.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Eat plenty of fruit and vegetables.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Would you like rice or do you prefer pasta?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Is your bag red or green?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Sam saw me and he waved.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Pass me the dictionary, please.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I’ve never been to Ohio or Indiana.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Our new teacher is a young man.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Switch off the light and go to sleep.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 6

Match the if-clauses in the box with the main clauses below. Write two sentences for each pair of clauses. The first one has already been done for you.

- if they get no water
- if we all work together
- if you let me explain
- if you don’t want to see this movie
- if you don’t write neatly
- if we don’t leave now
- if I need help
- if you work hard

1. you’ll do well in your exams

If you work hard, you’ll do well in your exams.

You’ll do well in your exams if you work hard.

2. we’ll be late

3. I won’t be able to read your story

4. we’ll choose a different movie

5. the plants will die

6. we’ll finish the job more quickly
Exercise 7

Rewrite the following sentences to make them negative. Use negative words such as no, not and never. Use contractions in some of your sentences. The first one has been done for you.

1. Children like chocolate.
   
   Children don’t like chocolate.

2. John is my best friend.

3. I’ve got a new bike.

4. Everybody knows where I live.

5. There’s some food in the refrigerator.

6. I saw the boy throw the stone.

7. We want to go to the ballgame.

8. Sam always tells the truth.
Questions

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

### yes or no questions

When you ask a yes or no question, you want the answer **yes** or the answer **no**. Use the verbs **be**, **have** and **do** along with helping verbs such as **can**, **will** and **should** when you ask these questions. Here are some examples of yes or no questions, with answers.

- **Is this your seat?**
  - **Yes.**

- **Can you ride a bike?**
  - **No.**

- **Do you like swimming?**
  - **Yes.**

- **May I sit here?**
  - **Yes.**

- **Don’t you like pizza?**
  - **No.**

- **Are we late?**
  - **No.**

In questions, the **helping verb** comes **before** the subject. The **other verb** comes **after** the subject. The verb **be** also comes **before** the subject when it is an ordinary verb rather than a helping verb.

Here are some examples of statements and the questions you can make from them. Notice that the helping verbs are printed in bold and the subjects are in color.

<table>
<thead>
<tr>
<th>statement</th>
<th>question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dad is ill today.</td>
<td><strong>Is Dad</strong> ill today?</td>
</tr>
<tr>
<td>She has finished her homework.</td>
<td><strong>Has she</strong> finished her homework?</td>
</tr>
<tr>
<td>The cat doesn’t like noise.</td>
<td><strong>Doesn’t the cat</strong> like noise?</td>
</tr>
<tr>
<td>Michael can ride a bike.</td>
<td><strong>Can Michael</strong> ride a bike?</td>
</tr>
<tr>
<td>Sally could borrow your pencil.</td>
<td><strong>Could Sally</strong> borrow your pencil?</td>
</tr>
<tr>
<td>You may leave now.</td>
<td><strong>May I</strong> leave now?</td>
</tr>
<tr>
<td>I think it will rain tomorrow.</td>
<td><strong>Do you</strong> think it will rain tomorrow?</td>
</tr>
<tr>
<td>I saw Tom at the football game.</td>
<td><strong>Did you</strong> see Tom at the football game?</td>
</tr>
<tr>
<td>Miss Lee sang a song.</td>
<td><strong>Did Miss Lee</strong> sing a song?</td>
</tr>
<tr>
<td>The computer needs to be repaired.</td>
<td><strong>Does the computer</strong> need to be repaired?</td>
</tr>
</tbody>
</table>
Question-word questions

Use the question words **what**, **which**, **who** (sometimes **whom**), **whose**, **when**, **where** and **how** to ask for information. The verbs **be**, **have** and **do**, and **helping verbs** such as **can**, **will** and **should** are also used in questions.

The **helping verb** comes **before** the subject, as it does in yes or no questions. Here are some examples. Again, the helping verb is printed in bold and the subject is printed in color.

```
What is your name?
What date is it today?
Which boy is your brother?
Which house do you live in?
Who is the boy next to Alan?
Who (or Whom) did he ask?
Whose book is this?
When can I come to visit you?
When does the spring vacation start?
Where is the pencil that I left on my desk?
Where do the birds go when they fly away in winter?
How can Grandma read without her glasses?
How does a plane stay in the sky?
```

Sometimes the **wh-word** itself is the subject of the sentence. In this case, don’t use **do** to form questions.

```
Who wants to come with me?
What caused the accident?
Which is the fastest car?
I’ve got my coat. Whose is this?
```
Question Tags

Sometimes people finish what they are saying with a short question. Why do they do this? Because they want to know if the person they are speaking to agrees with them. This short question is called a question tag. Look at the following sentence.

The weather is lovely today, isn’t it?
The main part of the sentence is positive, but the question tag is negative. You expect the answer to a negative question tag to be yes. For example:

“The weather is lovely today, isn’t it?” “Yes, it is.”

Use a helping verb and the subject of the sentence to make the question tag. Notice that the subject has been replaced by a pronoun in the example sentences. The pronoun in the question tag refers to the subject printed in color.

Tom is older than you, isn’t he?
Sally has got a dog, hasn’t she?
Anna and I can go by train, can’t we?
Peter and David should leave now, shouldn’t they?

If the main part of the sentence has I am in it, use aren’t I in the question tag.

I’m your best friend, aren’t I?
I’m taller than Sumiko, aren’t I?

If the main part of the sentence is negative, the question tag is positive. You expect the answer to a positive question tag to be no.

These questions aren’t very difficult, are they?
You haven’t read this book, have you?
Peter isn’t as tall as I am, is he?
She isn’t eight yet, is she?
There aren’t many clouds in the sky, are there?
There isn’t much wind today, is there?
There weren’t any emails for me, were there?
Exercise 8

Rewrite the following statements as yes or no questions. The first one has already been done for you.

1. It is raining again.
   Is it raining again?

2. She can speak Japanese.

3. Margaret is at home.

4. My mom works in an office.

5. The teacher told the children a story.

6. Philip has got a new bike.

7. She is Sumiko’s best friend.

8. Tom could sit with David.

9. Dad will help Jennifer with her homework.

10. We will be late.
Exercise 9

Choose one of the question words from the box to complete the sentences below. You may use some of the words more than once. The first one has been done for you.

what  who  when  why
which  whose  where  how

1. _______ are my keys?

2. _______ is the tall boy at the back of the class?

3. _______ time did they arrive?

4. _______ is the problem?

5. “_______ are we going to the zoo?” “Tomorrow.”

6. _______ do you know the answer?

7. _______ do the stars twinkle?

8. _______ coat is this?

9. _______ would you like for dinner?

10. _______ did you open the door without a key?

11. _______ is your favorite singer?

12. _______ does this train leave?

13. _______ bike is that over there?

14. _______ cafe do you prefer?

15. _______ can we find a restaurant?
Exercise 10

Complete the following sentences by adding a question tag. Remember that a positive sentence needs a negative question tag, and a negative sentence needs a positive question tag. The first one has been done for you.

1. This is your house, isn’t it?
2. That isn’t the right answer, is it?
3. Your sister is very pretty, isn’t she?
4. Andrew can’t ride a bike, can he?
5. You’ve already seen that movie, haven’t you?
6. I’m lucky to have a friend like Alice, aren’t I?
7. The tunnel was very dark, wasn’t it?
8. They didn’t play very well, did they?
9. We shouldn’t look at the answers first, should we?
10. Aunt Sarah could come to our house for dinner, couldn’t she?
11. There was a bag in the car, was there?
12. Sally hasn’t got a dog, has she?
13. We mustn’t be late, must we?
14. There is a post office nearby, isn’t there?
15. There were some people in the park, weren’t they?
16. We can stay an extra day, can we?
17. The journey won’t take long, will it?
18. I’m your best friend, am I?
19. Andrew and Susan are your neighbors, aren’t they?
20. You didn’t see the dog in the garden, did you?
Direct Speech

The exact words that someone says are called direct speech. Quotation marks “ ” are used to set off direct speech.

Mom said, “Where are my keys?”
“This ice cream is delicious,” said Tom.
“Have you boys washed your hands?” asked Dad.
“Please get out of the car,” the police officer ordered.
“What a beautiful dress!” said Sally.

Indirect Speech

You can report what someone says without using their exact words. To do this, use a verb like say, ask or tell, followed by that. This is called indirect speech. There are several differences between a sentence with direct speech and a sentence with indirect speech.

- You don’t use quotation marks with indirect speech.
- You change the tense of the verb.
- You change the pronouns and determiners.

Here are some examples. The verb tenses that change are printed in bold and the pronouns and determiners that change are printed in color. Remember that the past tense of can is could and the past tense of will is would.

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maggie said, “I feel ill.”</td>
<td>Maggie said that she felt ill.</td>
</tr>
<tr>
<td>Sumiko said, “It’s time to leave.”</td>
<td>Sumiko said that it was time to leave.</td>
</tr>
<tr>
<td>“I can’t find my book,” said Alice.</td>
<td>Alice said that she couldn’t find her book.</td>
</tr>
<tr>
<td>“John is hitting me,” said Peter.</td>
<td>Peter said that John was hitting him.</td>
</tr>
<tr>
<td>Dad said, “I haven’t had my breakfast yet.”</td>
<td>Dad said that he hadn’t had his breakfast yet.</td>
</tr>
<tr>
<td>“My car won’t start,” said Mom.</td>
<td>Mom said that her car wouldn’t start.</td>
</tr>
</tbody>
</table>
In indirect speech people often leave out the conjunction *that*.

Maggie said *that* she felt ill.
Sumiko said *that* it was time to leave.
Alice said *that* she couldn’t find her book.
Peter said *that* John was hitting him.
Dad said *that* he hadn’t had his breakfast yet.

When you are using indirect speech to report a statement that is still true now, you don’t change the tense of the verb.

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>John said, “My mom <em>doesn’t like</em> fish.”</td>
<td>John said that his mom <em>doesn’t like</em> fish.</td>
</tr>
<tr>
<td>“I <em>live</em> in a house by the sea,” said Anna.</td>
<td>Anna said that she <em>lives</em> in a house by the sea.</td>
</tr>
<tr>
<td>Dad said, “Paris is a beautiful city.”</td>
<td>Dad said Paris <em>is</em> a beautiful city.</td>
</tr>
</tbody>
</table>

**Indirect Commands**

Use verbs like *order*, *tell* and *warn* to report orders and instructions. The construction *to + verb* or *not to + verb* may also be used.

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher said, “Stop running in the corridor!”</td>
<td>The teacher <em>ordered</em> us <em>to stop</em> running in the corridor.</td>
</tr>
<tr>
<td>“Put your books away, children,” said Mr. Park.</td>
<td>Mr. Park <em>told</em> the children <em>to put</em> their books away.</td>
</tr>
<tr>
<td>Dad said to David, “Please help me by washing the dishes.”</td>
<td>Dad <em>asked</em> David <em>to help</em> him by washing the dishes.</td>
</tr>
<tr>
<td>Jack said to Maggie, “Please don’t tell anyone my secret!”</td>
<td>Jack <em>begged</em> Maggie <em>not to tell</em> anyone his secret.</td>
</tr>
<tr>
<td>Miss Lee said to Alan, “Don’t be late again tomorrow.”</td>
<td>Miss Lee <em>warned</em> Alan <em>not to be</em> late again the next day.</td>
</tr>
</tbody>
</table>
Indirect Questions

The verb ask is usually used to report questions.

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally said, “Where is my backpack?”</td>
<td>Sally asked where her backpack was.</td>
</tr>
<tr>
<td>Peter said, “Have you finished your homework?”</td>
<td>Peter asked if I had finished my homework.</td>
</tr>
</tbody>
</table>

To report a question, put the subject before the verb or helping verb. Remember that the subject comes after the helping verb when you ask a question. Here are some examples. The subjects are printed in bold and the verbs are printed in color.

<table>
<thead>
<tr>
<th>asking a question</th>
<th>reporting a question</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Where are they going?”</td>
<td>I asked where they were going.</td>
</tr>
<tr>
<td>“Can Jack ride his bike?”</td>
<td>I asked if Jack could ride his bike.</td>
</tr>
<tr>
<td>“Did Miss Lee sing a song?”</td>
<td>I asked whether Miss Lee sang a song.</td>
</tr>
<tr>
<td>“Has she finished her homework?”</td>
<td>I asked if she had finished her homework.</td>
</tr>
</tbody>
</table>

To report a question-word question, use the same question word in direct speech.

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom said, “Where are your shoes?”</td>
<td>Mom asked where my shoes were.</td>
</tr>
<tr>
<td>Maggie said, “Who has taken my pen?”</td>
<td>Maggie asked who had taken her pen.</td>
</tr>
<tr>
<td>“What time does the show start?” asked Sue.</td>
<td>Sue asked what time the show started.</td>
</tr>
<tr>
<td>Peter said, “Why did you leave before the end of the movie?”</td>
<td>Peter asked why I left before the end of the movie.</td>
</tr>
</tbody>
</table>
When you are reporting yes or no questions, use if or whether after the verb.

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Is it raining?” asked Tom.</td>
<td>Tom asked if it was raining.</td>
</tr>
<tr>
<td>Alice said, “Can you help us?”</td>
<td>Alice asked whether I could help them.</td>
</tr>
<tr>
<td>Dad said, “Is the train on time?”</td>
<td>Dad asked if the train was on time.</td>
</tr>
</tbody>
</table>

**Exercise 1**

*Fill in the blank spaces with a verb in the correct tense. The first one has been done for you.*

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “I am very tired,” said Dad.</td>
<td>Dad said that he <strong>was</strong> very tired.</td>
</tr>
<tr>
<td>2. “You look very handsome, Mike,” said Mom.</td>
<td>Mom told Mike that he <strong>is</strong> very handsome.</td>
</tr>
<tr>
<td>3. The teacher said, “Sam has not made any mistakes.”</td>
<td>The teacher said that Sam <strong>has not</strong> made any mistakes.</td>
</tr>
<tr>
<td>4. “I am losing my patience,” said Mr. Carter.</td>
<td>Mr. Carter said that he <strong>is losing</strong> his patience.</td>
</tr>
<tr>
<td>5. “You can come to my house for dinner,” Maggie told Jason.</td>
<td>Maggie told Jason that he <strong>can</strong> come to her house for dinner.</td>
</tr>
<tr>
<td>6. Dad said, “Hurry up or we will be late.”</td>
<td>Dad told us to hurry up or we <strong>will be</strong> late.</td>
</tr>
<tr>
<td>7. “The train is coming,” said Peter.</td>
<td>Peter said that the train <strong>is coming</strong>.</td>
</tr>
<tr>
<td>8. “I have cleaned up my room,” said Kathleen.</td>
<td>Kathleen said that she <strong>has cleaned up</strong> her room.</td>
</tr>
<tr>
<td>9. The teacher said, “It is time to stop writing.”</td>
<td>The teacher said that it <strong>is time to stop</strong> writing.</td>
</tr>
<tr>
<td>10. “I don’t want to watch TV,” said John.</td>
<td>John said that he <strong>does not want to watch</strong> TV.</td>
</tr>
</tbody>
</table>
Exercise 2

Complete these indirect speech sentences with the correct pronoun or determiner. The first one has been done for you.

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “My head is aching,” said Sarah.</td>
<td>Sarah said that _______ head was aching.</td>
</tr>
<tr>
<td>2. “I like your new bike,’ Dan told me.</td>
<td>Dan told me that he liked __________ new bike.</td>
</tr>
<tr>
<td>3. Tom and Peter said, “We’ll give you our seats.”</td>
<td>Tom and Peter said that they would give us ___________ seats.</td>
</tr>
<tr>
<td>5. “I haven’t brushed my teeth,” said Paul.</td>
<td>Paul said that he hadn’t brushed __________ teeth.</td>
</tr>
<tr>
<td>6. “You are late again,” Mr. Chen told me.</td>
<td>Mr. Chen said that __________ was late again.</td>
</tr>
<tr>
<td>7. “We have finished our homework,” said the boys.</td>
<td>The boys said that they had finished __________ homework.</td>
</tr>
<tr>
<td>8. Sue and Maggie said, “We want to watch football on TV.”</td>
<td>Sue and Maggie said that __________ wanted to watch football on TV.</td>
</tr>
<tr>
<td>9. “I don’t like your green hair,” said Uncle David.</td>
<td>Uncle David said that __________ didn’t like my green hair.</td>
</tr>
<tr>
<td>10. Dad said, “We’ll have to phone for a taxi.”</td>
<td>Dad said that __________ would have to phone for a taxi.</td>
</tr>
</tbody>
</table>
Exercise 3

Rewrite the following sentences as *indirect questions* or *indirect commands*. The first one has been done for you.

1. “Are you feeling ill?” Mom asked.
   
   **Mom asked if I was feeling ill.**

2. “When will you finish the work?” Dad asked the plumber.

3. The teacher said, “Open your books, children.”

4. “Turn the music down, Maggie,” said Mom.

5. “Please take your shoes off at the door, Tom,” said Uncle David.

6. “Have you read the Harry Potter books?” Michael asked.

7. Jenny said, “Would you like some more orange juice, Peter?”

8. “Don’t be rude to your teacher, children,” said the principal.

9. “Write your name at the top of the page, everyone,” said Miss Lee.

10. “Does the ball belong to you boys?” the woman asked.
Punctuation Marks

Punctuation marks are signs such as periods, commas and question marks. They are used in sentences to make the meaning clear.

**period**

- Put a period **at the end of a sentence**.
  - Tim lent me his skateboard.
  - The children are playing in the garden.
  - The train arrived late.
  - It’s not a very sunny day.

**comma**

- Put a comma **between items in a list**.
  - You need paper, scissors and glue.
  - She likes reading, swimming, playing basketball and going to the movies.
  - Tom, May Ling, Sue and Christopher all went shopping together.

- Put a comma **after yes and no**.
  - “Do you like football?” “Yes, I like it very much.”
  - “Is this your house?” “Yes, it is.”
  - “Is it still snowing?” “No, it’s stopped.”
  - “Has Sarah had breakfast yet?” “No, she hasn’t.”

- You also put a comma **before or after the name of the person you are speaking to**.
  - Hello, Mr. Carter.
  - Miss Lee, can I borrow a pencil, please?
  - Goodbye, Andrew.
Commas are used before please and thank you.

Could you pass me that pencil, please?
“Would you like some more orange juice, David?” “Yes, please.”
I’ve had enough to eat, thank you.
“Would you like another cupcake, Sally?” “No, thank you.”

A comma is also used between the parts of a place name.

Chicago, Illinois
Tower Bridge, London
Athens, Georgia
the Lincoln Memorial, Washington DC

question mark  

Write a question mark at the end of a question, instead of a period.

Can you hear me, children?                    Didn’t you read the sign?
Who is that man talking to Dad?                Where is my schoolbag?
Is there someone knocking at the door?         How many apples are left?

exclamation point  

Use an exclamation point at the end of a sentence that shows a strong feeling such as surprise or fear. An exclamation point is used instead of a period.

What a silly thing to do!                      Help! A monster!
You’re completely wrong!                      What a shame!
I told you not to go out on your own!          How sad!

You can also use exclamation points with strong orders.

Sit down!                                      Don’t touch that knife!
Be quiet!                                      Give me that ball!
Leave that computer alone!                    Do it now!
Exclamation points are usually used after **interjections**.

People often use just one or two words to express a sudden feeling such as **fear**, **happiness**, **surprise** or **anger**, or in greeting somebody. These short expressions are called **interjections**. Here are some examples:

Hello!  
Good morning!  
Good night!  
Well done!  
Oh dear!  
Ouch!  
Hurray!  
Help!  
Look out!  
Happy Birthday!

**apostrophe**

Use an apostrophe with *s* to show **who something belongs to**.

This is Michael’s room.  
This is my Dad’s desk.  
Are you Kathleen’s mom?  
This dog’s tail is very long.  
The teacher collects everyone’s books at the end of the class.  
Jack is going to his friend’s house for lunch.

You also use an apostrophe to show **where one or more letters are missing in a contraction**.

I’m (= am) the boy who lives next door.  
She’s (= is) my best friend.  
He’s (= has) been to Europe twice.  
We’re (= are) going to the zoo today.  
You’re (= are) my favorite uncle.  
I’d (= had) better go home now.  
You’ve (= have) got dirt on your new shoes.  
He’ll (= will) lend you his bike.
quotation marks “ ”

Use quotation marks around the exact words that someone says. You put the mark “ at the beginning of the words, and the mark ” at the end.

Use a comma before the last quotation mark, to separate the words from the rest of the sentence.

“This bike is mine,” said Susan.
“I would like some apple juice, please,” said the little boy.
“Let’s play computer games,” said James.

Suppose the exact words that someone says come after the rest of the sentence. In this case put a period before the last quotation mark.

Dad said, “Come inside and have lunch.”
“John,” said Mom, “please turn your music down.”

Put question marks and exclamation points in the same place as periods, before the last quotation mark.

“Is this the way to the station?” the man asked.
Sam said, “Can I borrow your pencil?”
“Don’t do that!” said Mom.
John said, “What a great movie!”

colon :

When you are reading a playscript, notice the colon between the name of a character and the words that they speak.

Jack: What have you got in the bag?
Maggie: My swimming suit.
Jack: When are you going swimming?
Maggie: This afternoon. Would you like to come?
Capital Letter

Use a capital letter as the first letter of the first word in a sentence.

Dogs have wet noses.
Where is my ball?
That isn’t fair!
This is my brother.
You need a racket if you’re going to play tennis.

You also use a capital letter for the first letter of the first word in direct speech.

Sam said, “This is my brother.”
“Where is my ball?” Tom asked.
Alice shouted, “That isn’t fair!”
“You’ll need a racket if you’re going to play tennis,” said Dad.

The word I is always written as a capital letter.

I’m really pleased with your work.
Do you know what I got for my birthday?
Paul and I asked if we could help.

Use a capital letter to begin the names of people and places.

John
May Ling
David Beckham
Dr. Raj
Miss Lee
Grandad
Uncle David
Professor Park
Australia
Germany
the United States of America
Mexico City
Beijing
Buckingham Palace
the Statue of Liberty
the Erie Canal
the Sphinx
the Taj Mahal
the Grand Canyon
the Great Wall of China
the Pacific Ocean
Mount Fuji
the Rio Grande
the Himalayas
You also use capital letters after the **initials** in someone’s name.

- T.K. Lee
- J.K. Rowling
- J.R.R. Tolkien
- M.C. Hammer

The **days** of the week and **months** of the year begin with a capital letter.

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

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

The names of **holidays** and **special celebrations** also begin with a capital letter.

- Valentine’s Day
- Yom Kippur
- Christmas
- Memorial Day

- Veterans’ Day
- Halloween
- Independence Day
- Thanksgiving

Capital letters are also used in the **titles of books, films and plays**.

- The Lady and the Tramp
- Star Wars
- Harry Potter and the Sorcerer’s Stone
- The Adventures of Sherlock Holmes
- Alice in Wonderland
- The Sword in the Stone
- Hamlet, Prince of Denmark
- Cats and Dogs
- Universal World Atlas
Nationalities and languages also begin with a capital letter.

- Australian
- Indonesian
- Spanish
- Egyptian
- Hindu
- South African
- British
- Pakistani
- German
- Korean
- French
- Russian
- Japanese
- Chinese
- English
- Cantonese

You also use a capital letter for the first letter in words and phrases that you use for saying hello and goodbye.

- Hi.
- Good morning.
- See you later.
- Have a nice day.
- Take it easy.
- Bye.
Exercise 1

Put the correct punctuation mark at the end of each sentence.

1. Sally is my sister’s friend
2. What time is it
3. Don’t speak to your mother like that
4. Good morning Did you sleep well
5. Oh dear Did he hurt himself
6. Mom asked if I had cleaned my room
7. Help I’m falling
8. Could you open a window, please
9. He’s very handsome, isn’t he
10. What a lovely day

Exercise 2

Rewrite the following sentences by putting commas and apostrophes in the correct places.

1. This food is delicious isn’t it?
2. Hello David. Have you seen Toms new bike?
3. “Good morning children” said Miss Lee.
4. I can’t speak French very well.
5. Excuse me Mr. Chen. Could you help me with this question please.
6. Sams mom bought rice eggs and flour.
7. Yes thank you. I’ve had a lovely day.
8. Shes my big brothers girlfriend.
Exercise 3

Put capital letters in the correct places as you rewrite these sentences.

1. have you seen mr. chen?

2. can I help with the cooking, mom?

3. we went to paris for a holiday.

4. “do you like my new car?” asked uncle david.

5. we visited new york and saw the statue of liberty.

6. my friend doesn’t speak english.

7. they spent christmas in london.

8. we went to the library on thursday.

9. were you born in june or july?

10. have you read the lord of the rings by j.r.r. tolkien?

11. they’re going to italy next summer.

12. have a good day, mrs. park.
Here is a table to remind you of the forms of irregular verbs.

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Third Person Singular</th>
<th>Present Participle</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>am, is, are</td>
<td>being</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>beat</td>
<td>beats</td>
<td>beating</td>
<td>beat</td>
<td>beaten</td>
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<td>Simple Present</td>
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Beginning to intermediate students of all ages will greatly benefit from a clear understanding of 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.

- Lessons are tightly focused on core concepts of grammar
- More than 80 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