Illustrated lessons are tightly focused on core concepts of grammar.

Nearly 70 practice exercises are included for ready reinforcement.

A wealth of examples are provided on every topic.

Concise explanations are bolstered by extra grammar tips and useful language notes.

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

for English Language Learners

Anne Seaton • Y. H. Mew
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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<td>Am, Is and Are 83</td>
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</tr>
<tr>
<td>The Present Progressive Tense 89</td>
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</tr>
<tr>
<td>Have and Has 93</td>
<td>Exclamation Point 152</td>
</tr>
<tr>
<td>The Present Perfect Tense 96</td>
<td>Question Mark 152</td>
</tr>
<tr>
<td>Apostrophe 153</td>
<td><strong>8</strong> Determiners 71</td>
</tr>
</tbody>
</table>
Here’s an old children’s rhyme about the eight parts of speech of English grammar. It gives you an idea of what grammar is about. Read and remember it.

Every name is called a **noun**, 
As *field* and *fountain*, *street* and *town*.
In place of noun the **pronoun** stands,
As *he* and *she* can clap their hands.

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

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

How things are done the **adverbs** tell,
As *quickly*, *slowly*, *badly*, *well*.

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

**Conjunctions** join, in many ways,
Sentences, words, or phrase *and* phrase.

The **interjection** cries out, “*Heed*!
An exclamation point must follow me!”
The capital letter is also called a big letter or upper-case letter, or sometimes just a capital.

When do you use a capital letter?

- Use a capital letter for the first letter in a sentence:
  
The dog is barking.
  Come here!

- Always use a capital letter for the word I:
  I am eight years old.
  Tom and I are good friends.

- Use a capital letter for the names of people:
  Alice, Tom, James, Kim, Snow White

- Use a capital letter for the names of places:
  National Museum, Bronx Zoo, London, Sacramento

- Use a capital letter for festivals, holidays, days of the week, months of the year:
  New Year’s Day, Christmas, Labor Day, Mother’s Day, Sunday, Monday, Friday, January, May, July, October
Exercise 1
Circle the letters that should be CAPITALS. Then write the correct letter in the space above them.

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

Exercise 2
Look at the signs on the left. Can you find the mistakes? Write the names correctly.

- hopkins hotel
- lincoln school
- orchard street
- newton road
- botanic gardens
- national library
- shea stadium
Nouns are divided into common nouns and proper nouns. Common nouns are words for people, animals, places, or things.

These are words for people. They are common nouns.

- artist
- clown
- acrobat
- astronaut

Word File
Here are more words for people:
- actor
- aunt
- baby
- baker
- cook
- dentist
- doctor
- giant
- lawyer
- judge
- man
- nurse
- police officer
- singer
- soldier
- teacher

Another word for astronaut is spaceman or spacewoman.
These are words for animals. They are common nouns.

- eagle
- zebra
- deer
- crocodile
- bird
- bear

Here are more words for animals:

- cat
- goose
- cow
- hen
- dog
- horse
- dolphin
- mouse
- dolphin
- parrot
- duck
- shark
- fish
- whale
- goat
- whale
These are words for places. They are common nouns.

- beach
- park
- library
- shop

Word File

Here are more words for places:

- airport
- market
- cave
- mountain
- church
- playground
- farm
- restaurant
- hill
- school
- hospital
- seashore
- hotel
- stadium
- house
- supermarket
- island
- temple
- mall
- zoo
These are words for things. They are common nouns.

basket

bed

drum

blanket

gate

Here are more words for things:

bag   kite
box   ladder
bread lamp
can   picture
chair radio
cot   television
cup   train
desk  truck
door  watch
egg   window
Exercise 1
Underline the common nouns in these sentences.
1. There’s a little bird in the garden.
2. Who is your teacher?
3. Don’t eat that rotten apple.
4. Kate has a lovely doll.
5. I like reading stories.
6. My father is a doctor.
7. Every child has a dictionary.
8. Rudy hates bananas.
9. The phone is ringing.
10. Here’s a book for you.

Exercise 2
Here’s a mixed bag of words. Put each word under its correct heading.

<table>
<thead>
<tr>
<th>swimmer</th>
<th>snail</th>
<th>fire engine</th>
<th>clown</th>
</tr>
</thead>
<tbody>
<tr>
<td>letters</td>
<td>flag</td>
<td>river</td>
<td>barber</td>
</tr>
<tr>
<td>mountain</td>
<td>fox</td>
<td>hotel</td>
<td>parrot</td>
</tr>
<tr>
<td>granny</td>
<td>taxi</td>
<td>gardener</td>
<td>camel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Animals</th>
<th>Places</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>swimmer</td>
<td>snail</td>
<td>river</td>
<td>barber</td>
</tr>
<tr>
<td>letters</td>
<td>flag</td>
<td>hotel</td>
<td>parrot</td>
</tr>
<tr>
<td>mountain</td>
<td>fox</td>
<td>gardener</td>
<td>camel</td>
</tr>
<tr>
<td>granny</td>
<td>taxi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proper nouns are names for particular people, places or things. They always begin with a capital letter.

Here are some more names of people:
- Ali Baba
- Florence Nightingale
- Derek Jeter
- Pauline
- Johnny Depp
- Patrick
- Harry Potter
- Pinocchio
- Robin Hood

Your own name and the names of your friends are proper nouns too.
The names of countries and their people are also proper nouns.

<table>
<thead>
<tr>
<th>Country</th>
<th>People</th>
<th>Country</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>America</td>
<td>Americans</td>
<td>Korea</td>
<td>Koreans</td>
</tr>
<tr>
<td>Egypt</td>
<td>Egyptians</td>
<td>Malaysia</td>
<td>Malaysians</td>
</tr>
<tr>
<td>India</td>
<td>Indians</td>
<td>Pakistan</td>
<td>Pakistanis</td>
</tr>
<tr>
<td>Italy</td>
<td>Italians</td>
<td>France</td>
<td>the French</td>
</tr>
<tr>
<td>Japan</td>
<td>the Japanese</td>
<td>Thailand</td>
<td>Thais</td>
</tr>
</tbody>
</table>
The names of towns, cities, buildings and landmarks are proper nouns.

- Hong Kong
- Egypt
- the Great Wall of China
- the Statue of Liberty
- Tokyo
- Sydney

- Bangkok
- New Delhi
- London
- Denver
- New York
- Central Park
- Paris
- the Eiffel Tower
- Beijing
- Big Ben
- the Grand Canyon
- the Leaning Tower of Pisa
- Brooklyn Bridge
- Pike’s Peak
The days of the week and months of the year are proper nouns.

Did you know?

January is the first month of the year.

Sunday is the first day of the week.

A table that shows the months, weeks, and days.
The names of mountains, seas, rivers and lakes are proper nouns.

Mount Everest

the Thames

Lake Michigan
the Alps
the Dead Sea
Mount Fuji

the Himalayas
the Pacific Ocean
the Yellow River

Niagara Falls

Did you know?

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

Mount means mountain.

It is often used in the names of mountains.

For example: Mount Everest
Mount St. Helens

The written short form for Mount is Mt.

For example: Mt. Everest, Mt. Fuji
The names of festivals, some special events and holidays are proper nouns, too.

Valentine’s Day

Father’s Day

Halloween

New Year’s Day

Word File

Here are more names of festivals and holidays:

Christmas  Mother’s Day
Memorial Day  April Fool’s Day
Labor Day  Thanksgiving Day
Independence Day  St. Patrick’s Day
Exercise 1
Underline the *proper nouns* in the following sentences.

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

Exercise 2
Look at the words in the box. Which ones are *common nouns* and which ones are *proper nouns*? Put each word under its correct heading.

<table>
<thead>
<tr>
<th>Lisa</th>
<th>bank</th>
<th>President Hotel</th>
<th>United Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>beach</td>
<td>White Sand Beach</td>
<td>hotel</td>
</tr>
<tr>
<td>doctor</td>
<td>month</td>
<td>Dr. Wang</td>
<td>girl</td>
</tr>
</tbody>
</table>

**Common Nouns**
- Lisa
- bank
- President Hotel
- United Bank
- January
- beach
- White Sand Beach
- hotel
- month
- Dr. Wang
- girl

**Proper Nouns**
- Lisa
- bank
- President Hotel
- United Bank
- January
- beach
- White Sand Beach
- hotel
- month
- Dr. Wang
- girl
Exercise 3
Write C for common or P for proper on the blank before each noun.

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

Exercise 4
Underline the nouns that should be capitalized. Circle the nouns that should not be capitalized.

1 Robert louis Stevenson wrote treasure island.
2 The Capital of illinois is Springfield.
3 My Friends and I prefer Glittergums toothpaste.
4 Their Family visited Yellowstone national Park.
5 Juan and maria attend kennedy Middle school.
6 We had a Surprise Party for aunt Helen.
7 Spring and Fall are my favorite Seasons.
8 The Manager scolded his lazy Employees.
Nouns can be **singular** or **plural**. When you are talking about one person, animal, place, or thing, use a singular noun.

Word File
These are also singular nouns:
- an airplane
- a bicycle
- a boy
- a bus
- a comb
- a girl
- a key
- a letter
- a map
- a photograph
- a refrigerator
- a slide
- a swing
- a van
Use a or an before singular nouns.

Use an before words beginning with vowels (a, e, i, o, u). For example, say:

- an axe
- an egg
- an envelope
- an ice cream

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

- a uniform
- a university

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

- a basket
- a bowl
- a car
- a hill
- a house
- a rainbow
- a monster
- a pillow
- a watch
- a zoo

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

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

Word File

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>birds</td>
</tr>
<tr>
<td>broom</td>
<td>brooms</td>
</tr>
<tr>
<td>camel</td>
<td>camels</td>
</tr>
<tr>
<td>desk</td>
<td>desks</td>
</tr>
<tr>
<td>doll</td>
<td>dolls</td>
</tr>
<tr>
<td>egg</td>
<td>eggs</td>
</tr>
<tr>
<td>flower</td>
<td>flowers</td>
</tr>
<tr>
<td>fork</td>
<td>forks</td>
</tr>
<tr>
<td>game</td>
<td>games</td>
</tr>
<tr>
<td>lamb</td>
<td>lambs</td>
</tr>
<tr>
<td>nest</td>
<td>nests</td>
</tr>
<tr>
<td>pen</td>
<td>pens</td>
</tr>
<tr>
<td>photo</td>
<td>photos</td>
</tr>
<tr>
<td>shirt</td>
<td>shirts</td>
</tr>
<tr>
<td>spoon</td>
<td>spoons</td>
</tr>
</tbody>
</table>

star

bat

mug

star\[s\]
bats

mugs

cap

fans

caps
Some plural nouns end in -es.

- **bus** becomes **buses**
- **glass** becomes **glasses**
- **brush** becomes **brushes**
- **watch** becomes **watches**
- **fox** becomes **foxes**

**Word File**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>beach</strong></td>
<td><strong>beaches</strong></td>
</tr>
<tr>
<td><strong>branch</strong></td>
<td><strong>branches</strong></td>
</tr>
<tr>
<td><strong>box</strong></td>
<td><strong>boxes</strong></td>
</tr>
<tr>
<td><strong>bush</strong></td>
<td><strong>bushes</strong></td>
</tr>
<tr>
<td><strong>church</strong></td>
<td><strong>churches</strong></td>
</tr>
<tr>
<td><strong>dish</strong></td>
<td><strong>dishes</strong></td>
</tr>
<tr>
<td><strong>dress</strong></td>
<td><strong>dresses</strong></td>
</tr>
<tr>
<td><strong>sandwich</strong></td>
<td><strong>sandwiches</strong></td>
</tr>
<tr>
<td><strong>witch</strong></td>
<td><strong>witches</strong></td>
</tr>
</tbody>
</table>

**Grammar Help**

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

Word File

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>cherry</td>
<td>cherries</td>
</tr>
<tr>
<td>diary</td>
<td>diaries</td>
</tr>
<tr>
<td>dictionary</td>
<td>dictionaries</td>
</tr>
<tr>
<td>fairy</td>
<td>fairies</td>
</tr>
<tr>
<td>family</td>
<td>families</td>
</tr>
<tr>
<td>fly</td>
<td>flies</td>
</tr>
<tr>
<td>lady</td>
<td>ladies</td>
</tr>
<tr>
<td>library</td>
<td>libraries</td>
</tr>
<tr>
<td>puppy</td>
<td>puppies</td>
</tr>
<tr>
<td>story</td>
<td>stories</td>
</tr>
<tr>
<td>strawberry</td>
<td>strawberries</td>
</tr>
</tbody>
</table>

Grammar Help

Nouns like these are made plural by changing y to i, and adding -es.
What if there is a vowel before the \textit{y}? In that case, add -\textit{s} to form the plural.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>chimney</td>
<td>chimneys</td>
</tr>
<tr>
<td>cowboy</td>
<td>cowboys</td>
</tr>
<tr>
<td>day</td>
<td>days</td>
</tr>
<tr>
<td>donkey</td>
<td>donkeys</td>
</tr>
<tr>
<td>jersey</td>
<td>jerseys</td>
</tr>
<tr>
<td>kidney</td>
<td>kidneys</td>
</tr>
<tr>
<td>monkey</td>
<td>monkeys</td>
</tr>
<tr>
<td>toy</td>
<td>toys</td>
</tr>
<tr>
<td>trolley</td>
<td>trolleys</td>
</tr>
<tr>
<td>valley</td>
<td>valleys</td>
</tr>
</tbody>
</table>
If a noun ends in **-f**, you often change **f** to **v**, and add **-es**.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>calf</td>
<td>calves</td>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>elf</td>
<td>elves</td>
<td>shelf</td>
<td>shelves</td>
</tr>
<tr>
<td>half</td>
<td>halves</td>
<td>thief</td>
<td>thieves</td>
</tr>
<tr>
<td>leaf</td>
<td>leaves</td>
<td>wolf</td>
<td>wolves</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>chef</td>
<td>chefs</td>
<td>chief</td>
<td>chiefs</td>
</tr>
<tr>
<td>cliff</td>
<td>cliffs</td>
<td>handkerchief</td>
<td>handkerchief</td>
</tr>
<tr>
<td>hoof</td>
<td>hoofs</td>
<td>scarf</td>
<td>scarfs</td>
</tr>
<tr>
<td>shelf</td>
<td>shelves</td>
<td>thief</td>
<td>thieves</td>
</tr>
<tr>
<td>wolf</td>
<td>wolves</td>
<td>half</td>
<td>halves</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>dwarf</td>
<td>dwarfs or dwarves</td>
<td>handkerchief</td>
<td>handkerchief</td>
</tr>
<tr>
<td>hoof</td>
<td>hoofs or hooves</td>
<td>roof</td>
<td>roofs</td>
</tr>
<tr>
<td>scarf</td>
<td>scarfs or scarves</td>
<td>sheriff</td>
<td>sheriffs</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>knife</td>
<td>knives</td>
</tr>
<tr>
<td>life</td>
<td>lives</td>
</tr>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
</tbody>
</table>

**Did you know?** But you only add **-s** to **giraffe** to form the plural.
If a noun ends in -o, you just add -s to form the plural.

<table>
<thead>
<tr>
<th>Word File</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a hippo</td>
<td>hippos</td>
<td></td>
</tr>
<tr>
<td>a video</td>
<td>videos</td>
<td></td>
</tr>
<tr>
<td>a zoo</td>
<td>zoos</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word File</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a tomato</td>
<td>tomatoeses</td>
<td></td>
</tr>
<tr>
<td>a potato</td>
<td>potatoeses</td>
<td></td>
</tr>
<tr>
<td>a hero</td>
<td>heroes</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a mango</td>
<td>mangoes</td>
<td>mangos</td>
</tr>
<tr>
<td>a mosquito</td>
<td>mosquitoes</td>
<td>mosquitos</td>
</tr>
<tr>
<td>a zero</td>
<td>zeroes</td>
<td>zeros</td>
</tr>
<tr>
<td>a buffalo</td>
<td>buffaloes</td>
<td>buffalos</td>
</tr>
</tbody>
</table>
Some plural nouns don’t follow the -s rule. They don’t end in -s, -es, -ies or -ves. Instead, the word changes form.

The plural of the mouse that you use with your computer is either mice or mouses.
Some plural nouns are the same as the singular noun.

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

Word File
pants scissors
pajamas sneakers
shorts slippers
trousers stockings
sandals

did you know?

Another word for spectacles is glasses.

Grammar Help
You can make these plural nouns singular by using a pair of:
  a pair of binoculars
  a pair of spectacles
  a pair of goggles
  a pair of jeans
  a pair of shorts
  a pair of pliers
  a pair of shoes
**Exercise 1**

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>word</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pencils</td>
<td></td>
<td></td>
</tr>
<tr>
<td>books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>foxes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 2**

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 comb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 mug</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 basket</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 peach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 belt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 taxi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 box</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Exercise 3**

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 key</td>
<td>_______</td>
<td>6 toy</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>2 city</td>
<td>_______</td>
<td>7 baby</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>3 butterfly</td>
<td>_______</td>
<td>8 party</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>4 monkey</td>
<td>_______</td>
<td>9 chimney</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>5 fly</td>
<td>_______</td>
<td>10 lady</td>
<td>_______</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 4**

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 video</td>
<td>_______</td>
<td>6 radio</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>2 piano</td>
<td>_______</td>
<td>7 hippo</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>3 mango</td>
<td>_______</td>
<td>8 zoo</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>4 kangaroo</td>
<td>_______</td>
<td>9 zero</td>
<td>_______</td>
<td></td>
</tr>
<tr>
<td>5 rhino</td>
<td>_______</td>
<td>10 photo</td>
<td>_______</td>
<td></td>
</tr>
</tbody>
</table>
Collective nouns are words for groups of people, animals or things.

These are nouns for groups of people.

Collective nouns can be used with a singular or plural verb. For example:

My family was happy to see me.

or

My family were happy to see me.

But the following collective nouns always take a plural verb:

cattle people the police

Word File

Here are some more groups of people:

an audience a gang
a band a group
a choir a team
a class
Here are more collective nouns that are used for groups of people, animals or things.

- a **band** of musicians
- a **brood** of chickens
- a **school** of fish
- a **team** of players
- a **flight** of steps

Word File

Here are some more collective nouns:
- a **bunch** of keys
- a **class** of pupils
- a **collection** of books
- a **deck** of cards
- a **fleet** of ships
- a **flock** of sheep
- a **gaggle** of geese
- a **gang** of robbers
- a **herd** of cattle
- a **litter** of cubs
- a **pod** of whales
- a **pack** of wolves
- a **pride** of lions
- a **set** of stamps
- a **swarm** of bees
- a **troupe** of actors
Exercise
Farmer John had several different kinds of animals on his farm. Write the correct collective noun for each group of his animals.

Farmer John had:

a ___________ of geese
a ___________ of sheep
a ___________ of cattle
a ___________ of horses

One day a ___________ of coyotes tried to attack his animals. Farmer John yelled and waved a pitchfork to frighten them away.
Masculine nouns are words for men and boys, and male animals.

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

Word File
Masculine Feminine
boy girl
man woman
prince princess
steward stewardess
waiter waitress

king queen

bride bridegroom
rooster hen
lion lioness

king queen
Here are some more masculine and feminine nouns for people.

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

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

Masculine nouns belong to the **masculine gender**.
Feminine nouns belong to the **feminine gender**.
Here are some masculine and feminine nouns for male and female animals.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td>rooster</td>
<td>hen</td>
</tr>
<tr>
<td>cattle</td>
<td>bull</td>
<td>cow</td>
</tr>
<tr>
<td>deer</td>
<td>buck</td>
<td>doe</td>
</tr>
<tr>
<td>donkey</td>
<td>jack</td>
<td>jenny</td>
</tr>
<tr>
<td>duck</td>
<td>drake</td>
<td>duck</td>
</tr>
<tr>
<td>fox</td>
<td>fox</td>
<td>vixen</td>
</tr>
<tr>
<td>goose</td>
<td>gander</td>
<td>goose</td>
</tr>
<tr>
<td>horse</td>
<td>stallion</td>
<td>mare</td>
</tr>
<tr>
<td>lion</td>
<td>lion</td>
<td>lioness</td>
</tr>
<tr>
<td>sheep</td>
<td>ram</td>
<td>ewe</td>
</tr>
<tr>
<td>tiger</td>
<td>tiger</td>
<td>tigress</td>
</tr>
</tbody>
</table>

Did you know?

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

- actress
- lioness
- princess
- stewardess
- tigress
- waitress
Many nouns are used for both males and females.

Dancers
dancers

Doctors
doctors

Hairdressers
hairdressers

Scientists
scientists

Word File
Nouns like these are used for both males and females:
- accountants
- artists
- designers
- engineers
- lawyers
- parents
- managers
- pupils
- singers
- teachers

We call these nouns **common-gender** nouns.
Words for things that are neither male nor female are called \textbf{neuter nouns}.

Here are some neuter nouns:

- ball
- building
- broom
- cake
- computer
- card
- floor
- forest
- gymnasium
- playground
- rock
- sky
- socks
- wind
Exercise 1
Fill in the blanks with the correct masculine or feminine nouns.

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 master</td>
<td></td>
</tr>
<tr>
<td>2 uncle</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>niece</td>
</tr>
<tr>
<td>4</td>
<td>lioness</td>
</tr>
<tr>
<td>5 tiger</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>empress</td>
</tr>
<tr>
<td>7 husband</td>
<td></td>
</tr>
<tr>
<td>8 son</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>mother</td>
</tr>
<tr>
<td>10</td>
<td>madam</td>
</tr>
</tbody>
</table>

Exercise 2
Fill in each blank with a suitable masculine or feminine noun.

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

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

<table>
<thead>
<tr>
<th>children</th>
<th>sun</th>
<th>witch</th>
<th>king</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>son</td>
<td>father</td>
<td>girl</td>
</tr>
<tr>
<td>mother</td>
<td>queen</td>
<td>file</td>
<td>teacher</td>
</tr>
<tr>
<td>lamp</td>
<td>doctor</td>
<td>dancer</td>
<td>wizard</td>
</tr>
<tr>
<td>ram</td>
<td>rooster</td>
<td>elf</td>
<td>fish</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Common Gender</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A pronoun is a word that takes the place of a common noun or a proper noun. There are different kinds of pronouns.

**Personal Pronouns**

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

My name is David. I am the youngest in the family.
This is my father. He is a teacher.
This is my mother. She is a lawyer.
I have a brother and two sisters.
They are Peter, Sharon and Jenny.
I have a dog. It is called Lucky.
Lucky, you are a good dog.
Good morning, children! You may sit down now.
My family and I live in a big city. We have an apartment.

The subject of a sentence is the person, animal, place or thing that does the action shown by the verb.
The words **me, you, him, her, it, us** and **them** are also personal pronouns. They also take the place of nouns. These pronouns are used as the **object** of the verb in a sentence.

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

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

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

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

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

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

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

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

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

The **object** of a sentence is the person, animal, place or thing that receives the action shown by the verb.
There are three groups of pronouns: **first person**, **second person** and **third person**.

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

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

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

The word **I** is always spelled with a capital letter. The pronoun **he** is used for men and boys, **she** for women and girls, and **it** for things and animals.

Here is a table to help you.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person singular</strong></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td><strong>Second person singular</strong></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td><strong>Third person singular</strong></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td><strong>First person plural</strong></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td><strong>Second person plural</strong></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td><strong>Third person plural</strong></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>
The words *myself, yourself, himself, herself, itself, ourselves, yourselves* and *themselves* are called reflexive pronouns. They refer to the person or animal that is the subject of the verb.

I made this cake *myself.*
Be careful with the knife. *You’ll cut yourself.*
*Michael* is looking at *himself* in the mirror.
*Susan* has hurt *herself.*
Our *cat* washes *itself* after each meal.
*We* organized the party all by *ourselves.*
Come in, *children,* and find *yourselves* a seat.
*Baby birds* are too young to look after *themselves.*

Here is a table to remind you about reflexive pronouns.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>(I, me) myself</td>
<td>(we, us) ourselves</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>(you) yourself</td>
<td>(you) yourselves</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>(he, him) himself</td>
<td>(they, them) themselves</td>
</tr>
<tr>
<td></td>
<td>(she, her) herself</td>
<td>(they, them) themselves</td>
</tr>
<tr>
<td></td>
<td>(it) itself</td>
<td>(they, them) themselves</td>
</tr>
</tbody>
</table>
Interrogative Pronouns

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

**Who**

Who is he talking to?  
Who are those people?

**Whom**

Whom are you playing with?  
Whom is he talking to?

**Which**

Which of these bags is yours?  
Which do you prefer?

**Whose**

Whose is this umbrella?  
Whose are these gloves?

**What**

What is your dog’s name?  
What are you talking about?  
What is the time?

**Grammar Help**

Who can be used as the **object** of a verb as well as the **subject**. Whom is used only as the **object**. For example, you can say:  
Who are you playing with?  
or  
Whom are you playing with?
Demonstrative Pronouns

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

**These** are sheep.

**Those** are goats.

**That** is John’s house.  
**That** is a mountain.  
**Those** are horses.  
What are **those**?  
We can do better than **that**.  
No, **that’s** not mine.  
You mean you won?  
**That’s** amazing!  
Hello, who is **that** speaking, please?  
Hello, is **that** you, George?

**This** is my house.  
**This** is a hill.  
**These** are donkeys.  
What is **this**?  
Did you drop **this**?  
Hi, Jane! **This** is Michael!

**That** is John’s house.  
**That** is a mountain.  
**Those** are horses.  
What are **those**?  
We can do better than **that**.  
No, **that’s** not mine.  
You mean you won?  
**That’s** amazing!  
Hello, who is **that** speaking, please?  
Hello, is **that** you, George?

**Grammar Help**

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

Demonstrative pronouns can be singular or plural:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>this</strong></td>
<td><strong>these</strong></td>
</tr>
<tr>
<td><strong>that</strong></td>
<td><strong>those</strong></td>
</tr>
</tbody>
</table>
**Exercise 1**

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

I  he  it  she  they  you  we

us  her  you  them  me  him  it

**Exercise 2**

Fill in the blanks with the correct pronouns.

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

yourselves themselves itself myself himself yourself ourselves herself

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

Exercise 4
Write the correct interrogative pronouns in the blanks to complete the sentences:

1. _______ is the matter with you?
2. _______ invented the computer?
3. _______ of the twins is older?
4. _______ do you wish to speak to?
5. _______ is this car in front of our house?
6. _______ knows the answer?
7. _______ came first, the chicken or the egg?
8. _______ would you like to drink?
9. _______ of them do you think will win the race?
10. _______ is the word for a stamp collector?
An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes, though, the adjective appears after the noun, later in the sentence.

- a busy street
- a dark corner
- a deep sea
- a large bed
- It is windy.
- John’s handwriting is very neat.
- The sea is rough.
- All the players are very tall.
- The baby’s hands are very small.
- Sue’s drawing is beautiful.
- That problem is too difficult.
- Peter is very quiet today.
Exercise 1
Underline the *adjectives* in the following sentences.

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

Exercise 2
Fill in the blanks with suitable *adjectives* from the box.

<table>
<thead>
<tr>
<th>hot</th>
<th>large</th>
<th>short</th>
<th>free</th>
</tr>
</thead>
<tbody>
<tr>
<td>high</td>
<td>sweet</td>
<td>poor</td>
<td>playful</td>
</tr>
</tbody>
</table>

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

Adjectives have different **endings**. Some adjectives end in **-ful** or **-less**.

- **homeless** people
- **playful** puppies

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

- careful – careless
- colorful – colorless
- useful – useless
- harmful – harmless

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

- painful = having a lot of pain
- hopeful = having a lot of hope

The **-less** ending means **without**. For example:

- leafless = without leaves
- sleeveless = without sleeves
Some adjectives end in -y.

- A dirty street
- A noisy room
- An oily pot
- A sleepy passenger
- A sunny day

Some adjectives end in -ive.

- An expensive necklace
- An active child
- An attractive hat
- A creative toy

Some adjectives end in -ing.

- A caring nurse
- An interesting book
- Loving parents
- Matching clothes
- A smiling face
Some adjectives end in -ly.

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

Many adverbs also end in -ly.

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

- a broken chair
- a famous pop singer

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

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

- a poisonous snake
Exercise 1
Add the correct endings to turn these words into *adjectives*.

<table>
<thead>
<tr>
<th></th>
<th>-y</th>
<th>-ful</th>
<th>-less</th>
<th>-al</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>peace</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>storm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>mud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>forget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>spot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>dirt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>nation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>dust</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>play</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2
Add the correct endings to turn these words into *adjectives*.

<table>
<thead>
<tr>
<th></th>
<th>-en</th>
<th>-y</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>wind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>gold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>rot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>danger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>fool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>charm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>love</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>interest</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Kinds of Adjectives

There are different kinds of adjectives. Some adjectives describe the qualities of nouns.

- a cold drink
- a hot bun
- an ugly monster
- a fierce dog
- a loud crash
- a beautiful rainbow
- a clever monkey
- a difficult question
- happy children
- a kind lady
- a new car
- an old house
- a pretty girl
- a rich family
- a sad story
- a strong man
- a wicked queen
Some adjectives tell you which place or country a person or thing comes from, or belongs to. They are called **adjectives of origin**.

- Chinese kungfu
- an Indian temple
- a Mexican hat
- Dutch clogs
- A Filipino shirt

- Australian apples
- a Balinese dancer
- the English language
- the French flag
- an Italian car
- a Japanese garden
- a Scottish kilt
- Thai boxing
Some adjectives tell you the color of things.

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

Please get me some white paint.

The sky is gray.

Your hands are black!
Some adjectives tell you the **size** of the nouns they describe.

- **huge** balloon
- **fat** sumo wrestler
- **thin** boy
- **big** hat
- **broad** shoulders
- **high** mountain
- **large** ship
- **long** bridge
- **low** ceiling
- **narrow** path
- **small** animals
- **tiny** insects
- **wide** street

**Did you know?**

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

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

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

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

- Eleven hens
- Twelve geese
- Thirteen birds
- Fourteen mice
- Fifteen frogs
- Sixteen snails
- Seventeen kittens
- Eighteen ants
- Nineteen lizards
- Twenty butterflies

one giant

two princes

three princesses

four mermaids

five witches

seven elves

nine dwarfs

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

- a lot of books
- a few cups
- some soldiers
- a little ice cream
- a little rice
- not many people
- too much salt
- lots of insects
- plenty of money
- some food
- Is there any milk?

Adjectives that tell you about quantity are also called quantifying determiners.
Exercise
Look at the underlined words in the following sentences. Do you know what kinds of adjectives they are?

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

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

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

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

- small, **smaller**
- fast, **faster**
- bright, **brighter**

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

Jack is taller **than** John.

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

cheap **cheaper**
clear **clearer**
loud **louder**
new **newer**
old **older**
rich **richer**
short **shorter**
tall **taller**
slow **slower**
thick **thicker**
Use the **superlative** form of an adjective to compare three or more nouns. Lots of superlatives end in **-est**.

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

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

Peter is **the** tallest boy in his class.
- With adjectives that end in -e, add -r to form the **comparative**, and -st to form the **superlative**. For example:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>closer</td>
<td>closest</td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>largest</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>

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>dim</td>
<td>dimmer</td>
<td>dimmest</td>
</tr>
<tr>
<td>mad</td>
<td>madder</td>
<td>maddest</td>
</tr>
<tr>
<td>sad</td>
<td>sadder</td>
<td>saddest</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>busy</td>
<td>busier</td>
<td>busiest</td>
</tr>
<tr>
<td>dirty</td>
<td>dirtier</td>
<td>dirtiest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>prettiest</td>
</tr>
</tbody>
</table>
With some adjectives, you use **more** to make the comparative form, and **most** to make the superlative form.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td><strong>more</strong> beautiful</td>
<td><strong>most</strong> beautiful</td>
</tr>
<tr>
<td>active</td>
<td><strong>more</strong> active</td>
<td><strong>most</strong> active</td>
</tr>
<tr>
<td>charming</td>
<td><strong>more</strong> charming</td>
<td><strong>most</strong> charming</td>
</tr>
<tr>
<td>cheerful</td>
<td><strong>more</strong> cheerful</td>
<td><strong>most</strong> cheerful</td>
</tr>
<tr>
<td>comfortable</td>
<td><strong>more</strong> comfortable</td>
<td><strong>most</strong> comfortable</td>
</tr>
<tr>
<td>delicious</td>
<td><strong>more</strong> delicious</td>
<td><strong>most</strong> delicious</td>
</tr>
</tbody>
</table>

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

- ac-tive
- beau-ti-ful
- charm-ing
- cheer-ful
- com-fort-a-ble
- de-li-cious
- ex-pen-sive
- fa-mous
- for-tu-nate
- in-tel-li-gent
- pow-er-ful
- val-u-a-ble
The comparative and superlative forms of some adjectives are completely different words.

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

<table>
<thead>
<tr>
<th></th>
<th>less</th>
<th>least</th>
</tr>
</thead>
<tbody>
<tr>
<td>little</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>few</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>many</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>much</td>
<td>more</td>
<td>most</td>
</tr>
</tbody>
</table>
## Exercise 1
Fill in the blanks with the correct **comparative** and **superlative** forms of the following adjectives.

<table>
<thead>
<tr>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>hard</td>
<td></td>
</tr>
<tr>
<td>cold</td>
<td></td>
</tr>
<tr>
<td>soft</td>
<td></td>
</tr>
<tr>
<td>tall</td>
<td></td>
</tr>
<tr>
<td>rich</td>
<td></td>
</tr>
<tr>
<td>mad</td>
<td></td>
</tr>
<tr>
<td>funny</td>
<td></td>
</tr>
<tr>
<td>big</td>
<td></td>
</tr>
<tr>
<td>sad</td>
<td></td>
</tr>
<tr>
<td>busy</td>
<td></td>
</tr>
<tr>
<td>noisy</td>
<td></td>
</tr>
</tbody>
</table>

## Exercise 2
Fill in the blanks with the correct **comparative** and **superlative** forms of the following adjectives.

<table>
<thead>
<tr>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>foolish</td>
<td></td>
</tr>
<tr>
<td>harmful</td>
<td></td>
</tr>
<tr>
<td>poisonous</td>
<td></td>
</tr>
<tr>
<td>valuable</td>
<td></td>
</tr>
<tr>
<td>difficult</td>
<td></td>
</tr>
<tr>
<td>generous</td>
<td></td>
</tr>
</tbody>
</table>
Determiners are words such as this, those, my, their, which. They are special adjectives that are used before nouns.

The Articles

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

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

Can you hear a bird singing?

This is a picture of an elephant. Rudy is reading a book. Mom bought me a new dress today. You will need an umbrella when you go out. She eats an apple a day.

Do you wear a uniform to school?

The article an is usually used before words beginning with vowels. The article a is used before words beginning with consonants.
The word the is called the definite article. Use the before a noun when you are talking about a certain person or thing.

**The** telephone is ringing.

Tom has won **the** race.

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

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

**The** ice is melting.

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

- the sun
- the moon
- the sky
- the front door of my house
Demonstrative Determiners

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

James lives in **this** house.

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

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

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

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

You use **this** and **that** before singular nouns.
You use **these** and **those** before plural nouns.

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>these</td>
</tr>
<tr>
<td>that</td>
<td>those</td>
</tr>
</tbody>
</table>
Interrogative Determiners

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

**What** size do you wear?  
**What** kind of bird is that?

**What** time is it?  
**What** color is her hair?  
**What** kind of clothes do you like to wear?  
**Which** school do you go to?  
**Which** doll is your favorite?  
**Which** road leads to the zoo?  
**Which** runner is the winner?  
Do you know **which** girl won the prize?  
**Whose** footprints are these?  
**Whose** baby is this?  
**Whose** dog was barking in the middle of the night?
Possessive Determiners

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

I lent Margaret **my** guitar.

Is this **your** house?
Robert, **your** handwriting is difficult to read.
Michael is showing **his** tortoise to **his** friends.
My sister lost **her** way in the city.
The lion is chasing **its** prey.

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

---

**Grammar Help**

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

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>my</td>
<td>our</td>
</tr>
<tr>
<td>Second person</td>
<td>your</td>
<td>your</td>
</tr>
<tr>
<td>Third person</td>
<td>his, her, its</td>
<td>their</td>
</tr>
</tbody>
</table>
Exercise 1
Fill in the blanks with *a*, *an* or *the*.

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

Exercise 2
Write *a*, *an* or *the* in the blanks to complete the sentences.

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

2. Stop ________ man!
3. I was in fifth grade last year. I am in sixth grade ________ year.
5. ________ ice cream is delicious.
6. Can you see ________ stars in the sky?

Exercise 4
Are the underlined words demonstrative adjectives or demonstrative pronouns? Write DA (for demonstrative adjectives) or DP (for demonstrative pronouns) in the blanks.

1. This house has five bedrooms. ________
2. Who is that man? ________
3. This is our school. ________
4. These are wild animals. ________
5. That is right. ________
6. What’s that noise? ________
7. These books are Jane’s. ________
8. Those books belong to me. ________
9. These are donkeys. ________
10. Those are horses. ________
Exercise 5
Choose the correct possessive adjectives from the box to fill in the blanks.

<table>
<thead>
<tr>
<th>my</th>
<th>his</th>
<th>your</th>
<th>her</th>
</tr>
</thead>
<tbody>
<tr>
<td>its</td>
<td>our</td>
<td>their</td>
<td></td>
</tr>
</tbody>
</table>

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

Exercise 6
Choose the correct interrogative adjectives from the box to fill in the blanks.

| what | which | whose |

1. ________ kind of animal is that?
2. ________ runner is the winner?
3. ________ is the matter?
4. ________ desk is this?
5. ________ handphone is ringing?
6. ________ is your name?
7. ________ twin is taller?
8. ________ hand is holding the pebble?
Most verbs are action words. They tell you what people, animals or things are doing.
The Simple Present Tense

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

Mary **enjoys** singing.
Peter sometimes **lends** me his bike.
Cows **eat** grass.
Monkeys **like** bananas.
Tom **collects** stamps.
The earth **goes** around the sun.
It often **snows** in winter.
We always **wash** our hands before meals.
We **eat** three meals a day.
Father **takes** the dog for a walk every morning.

Uncle Joe **wears** glasses.
The sun **rises** in the east.
Ducks **love** water.
The children **go** to school by bus.
We join the senior scout troop in July this year.
My big brother leaves school at 4 o’clock.
The new supermarket opens next Friday.
The new grammar book comes out in September.
Grandad retires next year.
We fly to London next Thursday.
The plane lands at 5:30 P.M.
We move to our new house in a month.
My big sister begins her summer job next week.
Exercise 1
Underline the verbs in the following sentences.

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

Exercise 2
Fill in the blanks with the simple present tense of the verbs in parentheses.

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

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

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

I *am* Peter. I *am* not Paul.
She *is* Miss Lee. She *is* a teacher.
He *is* my father. He *is* a doctor. He *is* not a lawyer.
You *are* a stranger. You *are* not my friend.
We *are* in the same class, but we *are* not on the same team.
They *are* good friends. They *are* not enemies.
Here's a table to help you remember how to use *am*, *is* and *are*:

<table>
<thead>
<tr>
<th>First person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>we are</td>
<td></td>
</tr>
<tr>
<td>you are</td>
<td>you are</td>
<td></td>
</tr>
<tr>
<td>he is</td>
<td>they are</td>
<td></td>
</tr>
<tr>
<td>she is</td>
<td>they are</td>
<td></td>
</tr>
<tr>
<td>it is</td>
<td>they are</td>
<td></td>
</tr>
</tbody>
</table>

Learn these short forms called contractions:

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

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

- I’m taller than you, aren’t I?

But in a statement you say:

- I’m not as old as you.
Use the verb **is** with singular nouns and **are** with plural nouns.

Kenneth **is** a lawyer.
Rex **is** a clever dog.
A duck **is** a kind of bird.
The playground **is** full of people today.
My house **is** near the school.
These questions **are** too difficult.
The balloons **are** very colorful.
Those people **are** very busy.
Dad and Mom **are** in the kitchen.
Use **is** and **are** with the word **there** to say what you can see and hear.

---

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

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

---

**There is** a fence around the school.
**There are** a lot of books in the library.
**There are** two guards at the gate.
**Is there** any food in the fridge?
**Are there** any apples left on the tree?
How much rice **is there**?
**There are** a few sharks in the bay.
**There are** enough candies for everyone, **aren’t there**?
**There are** two pigeons on the roof.

---

**Grammar Help**

Learn this contraction:
there is = there’s
Exercise 1
Fill in the blanks with *am, is or are*.

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

Exercise 2
Fill in the blanks with *is or are*.

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

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

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

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

I’m playing chess with my friend.
She’s riding a horse.
He’s taking a walk in the park.
The man’s counting the money.
They are practicing tai chi.
We’re rushing to the airport to meet Mr. Smith.
They are still sleeping.
They are swimming in the sea.
What are they doing?
What’s happening?
Why aren’t you doing your homework?
Aren’t I sitting up straight?

Mom is knitting a sweater for Sally.

The phone is ringing.

I am writing a letter.
Form the present progressive tense like this:

- am + present participle
- is + present participle
- are + present participle

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

- show + ing = showing
- come + ing = coming

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

- get + ing = getting
- rob + ing = robbing
- nod + ing = nodding
- stop + ing = stopping
- jog + ing = jogging
- swim + ing = swimming

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

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

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

- chase + ing = chasing
- cycle + ing = cycling
- drive + ing = driving
- smile + ing = smiling
Use the present progressive tense to talk about things you have planned to do, or things that are going to happen in the future. To form the present progressive tense, use **am**, **is** and **are** as helping verbs or auxiliary verbs.

*We are going* camping tomorrow.
*I’m starting* piano lessons soon.
Jim’s parents **are taking** him to Texas next week.
My favorite TV program **is starting** in a minute.
All our friends **are coming**.
Who’s **bringing** salad for the barbecue? *I am*.
*I am visiting* Joe next week.
Where **are you going** for your vacation?
What **are we eating** for dinner?
Exercise 1
Write the present participle of these verbs on the blanks.

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

Exercise 2
Fill in the blanks with the present progressive tense of the verbs in parentheses.

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

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

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

**Peter has** a sore knee.

**Monkeys have** long tails.

We **have** breakfast at 7:00 A.M.
Use **has** with **he, she, it**, and with **singular nouns**. Use **have** with **I, you, we, they**, and with **plural nouns**.

Here is a table to help you remember the rules:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
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<td>I have</td>
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<tr>
<td><strong>Third person</strong></td>
<td>he has</td>
<td>they have</td>
</tr>
<tr>
<td></td>
<td>she has</td>
<td>they have</td>
</tr>
<tr>
<td></td>
<td>it has</td>
<td>they have</td>
</tr>
</tbody>
</table>

Learn these contractions:

- I have = I’ve
- you have = you’ve
- he has = he’s
- she has = she’s
- it has = it’s
- we have = we’ve
- they have = they’ve
- have not = haven’t
- has not = hasn’t
Exercise 1
Fill in the blanks with *have or has*.

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

Exercise 2
Fill in the blanks with *have or has*.

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

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

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

- **have** + past participle
- **has** + past participle

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

Sam **has scored** two goals.
I’ve just **finished** my shower.
Uncle Tom **has lost** his wallet.
John **has gone** out.
The Lees **have moved** to Ohio.
It **has not rained** for months.
**Have** you **found** your keys yet?
Tim **has made** two spelling mistakes.
**They have opened** a new shop.

Kim’s **cut** her finger.

It’s been very wet today.

Grammar Help

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

- **have** + past participle
- **has** + past participle

The **past participle** of a regular verb usually ends in **-ed**, just like the simple past tense. But the past participles of irregular verbs don’t follow this rule.
Exercise 1
Write the *past participle* of these verbs on the blanks.

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

Exercise 2
Fill in the blanks with the *present perfect tense* of the verbs in parentheses.

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

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

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

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

Dinosaurs **lived** millions of years ago.

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

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

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

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

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

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

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

Who **invented** the computer?

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

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

The Three Bears **found** Goldilocks asleep in their house.
The simple past tense of most verbs ends in -ed. These verbs are called **regular verbs**.

**Spelling File**

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>aim</td>
<td>aimed</td>
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<tr>
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<td>walked</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
</tr>
</tbody>
</table>

Mom **opened** the door for us.
Sally **petted** the dog.
That event **happened** long ago.
We **visited** our uncle last week.
They **walked** to school together yesterday.
They **worked** until twelve last night.
Dad **tried** to fix the light.
William Tell **aimed** at the apple on his son’s head.

Who **closed** all the windows?

It **snowed** last night.
The **simple past tense** is usually formed by adding **-ed** to the verb. For example:

- **Jump** + ed = **jumped**
- **Lift** + ed = **lifted**
- **Laugh** + ed = **laughed**
- **Look** + ed = **looked**

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

- **Agree** + d = **agreed**
- **Hate** + d = **hated**
- **Die** + d = **died**
- **Live** + d = **lived**

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

- **Fan** + ed = **fanned**
- **Pat** + ed = **patted**
- **Grab** + ed = **grabbed**
- **Rip** + ed = **ripped**
- **Nod** + ed = **nodded**
- **Slam** + ed = **slammed**

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

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

- **Bury** + ed = **buried**
- **Fry** + ed = **fried**
- **Carry** + ed = **carried**
- **Hurry** + ed = **hurried**
- **Cry** + ed = **cried**
- **Try** + ed = **tried**
The simple past form of some verbs does not end in -ed. Such verbs are called **irregular verbs**.

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

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

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

Her ring **cost** only 10 dollars.

He **hit** the ball over the net.
Dad **read** to us last night.
He **shut** the door.
I **put** some sugar in my coffee.

### Spelling File

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past</th>
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</thead>
<tbody>
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<td>burst</td>
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<td>put</td>
<td>put</td>
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<tr>
<td>read</td>
<td>read</td>
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<tr>
<td>split</td>
<td>split</td>
</tr>
<tr>
<td>shut</td>
<td>shut</td>
</tr>
</tbody>
</table>
Most irregular verbs, however, take a different form in the simple past tense.

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

Sam bent the stick in two.

Spelling File

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
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<td>break</td>
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<tr>
<td>sell</td>
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</tr>
<tr>
<td>shoot</td>
<td>shot</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
</tbody>
</table>

Tom shot and scored a goal.

A bird flew into the classroom.
**Exercise 1**
Write the *simple past tense* of these verbs on the blanks.

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

**Exercise 2**
Fill in the blanks with the correct *simple past tense* of the verbs in parentheses.

1. She ___________ home alone. (go)
2. The wind ___________ throughout the night. (blow)
3. An apple ___________ on his head. (drop)
4. The Princess’s ball ___________ into the well. (roll)
5. A frog ___________ into the well and ___________ it back to her. (jump/bring)
6. Jack ___________ the highest grade in his English class. (get)
7. The party ___________ at 8:00 P.M. (begin)
8. He ___________ his old car and ___________ a new one. (sell/buy)
9. Jack ___________ up the ladder carefully. (climb)
10. Who ___________ all the windows? (shut)
The verbs was and were are also forms of the verb be. *Was* is the simple past tense of *am* and *is*. Use *was* with the pronouns *I*, *he*, *she* and *it*, and with *singular nouns*.

Edison **was** a famous inventor.

Beethoven **was** a German composer.
Sue **was** at the library this morning.
It **was** very wet on Monday.
Ten years ago she **was** only a baby.
He **was** not well yesterday.
Last year she **wasn’t** tall enough to reach the high shelf.
Samantha **was** second in the race, **wasn’t she?**

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

These **were** my best jeans.

The Romans **were** brave soldiers.
They **were** third in the wheelbarrow race.
There **weren’t** any clouds in the sky.
**Were** you still in bed when I phoned?
We **were** on the same school team.
Those **were** my best jeans.
Here is a table to help you remember the rules:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
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</tr>
<tr>
<td></td>
<td>it was</td>
<td>they were</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Simple Present</th>
<th>Simple Past</th>
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<td>were</td>
</tr>
<tr>
<td>Third person plural</td>
<td>are</td>
<td>were</td>
</tr>
</tbody>
</table>

Learn these contractions:

was not = wasn’t
did not = didn’t

were not = weren’t
The Past Progressive Tense

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

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

Miss May *was cleaning* the chalkboard.
Sally *was packing* her books into her schoolbag.
Jenny and I *were tidying* the classroom.
The twins *were fighting* in the corner.
Michael and John *were washing* the paint brushes.
Mom *was cooking* our supper when I came home.

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

- was + present participle
- were + present participle

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

- Ben *was doing* his homework.
- Peter *was making* a model of a bridge.
Exercise 1
Fill in the blanks with was or were.

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

Exercise 2
When Miss May walked into the class what were the children doing? Fill in the blanks with the correct past progressive tense of the verbs in brackets.

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

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

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

We shall play a game of chess after lunch.
You will be sick if you eat too much.
I hope it won’t rain tomorrow.
Sharon is ill. She will not be at the party.
You will enjoy visiting New Zealand.
Dad will be back for dinner.
He will make lots of friends at his new school.
Use **shall** or **will** with **I** and **we**.
Use **will** with **you, he, she, it and they**.

Here is a table to help you remember the rules:

<table>
<thead>
<tr>
<th></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td>I shall</td>
<td>we shall</td>
</tr>
<tr>
<td></td>
<td>I will</td>
<td>we will</td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td>you will</td>
<td>you will</td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td>he will</td>
<td>they will</td>
</tr>
<tr>
<td></td>
<td>she will</td>
<td>they will</td>
</tr>
<tr>
<td></td>
<td>it will</td>
<td>they will</td>
</tr>
</tbody>
</table>

Learn these contractions:

- I shall = I’ll
- I will = I’ll
- you will = you’ll
- he will = he’ll
- she will = she’ll
- it will = it’ll
- we shall = we’ll
- we will = we’ll
- they will = they’ll
- shall not = shan’t
- will not = won’t
There are other ways of talking about future actions and happenings.
You can use **going to**.

- **We are going to bake** a cake this afternoon.
- I’m sure Mom and Dad **are going to be** proud of me.
- When **are you going to clean** your room?
- They **are going to wash** the car for Dad.
- It **is going to get** dark very soon.

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

- **The new supermarket opens** tomorrow.
- James **moves** to the second grade next year.
- The new school year **starts** on Monday.
- Next month I **go** to summer camp.
- We **have** a history test next week.
Exercise 1
Fill in the blanks with the correct future tense of the verbs in brackets, using shall or will.

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

Exercise 2
Complete these sentences by changing shall or will to the appropriate form of the verb be + going to (i.e., am, is, or are + going to).

1. They will be busy tomorrow.
   They ________ be busy tomorrow.
2. I hope I will be ready on time.
   I hope I ________ be ready on time.
3. We shall visit James this evening.
   We ________ visit James this evening.
4. It will rain soon.
   It ________ rain soon.
5. Dad will take us to the movies tomorrow.
   Dad ________ take us to the movies tomorrow.
The verbs can and could are both helping or auxiliary verbs. Use can and could to talk about people’s ability to do things.

Can and could are used with the pronouns I, you, he, she, it, we and they, and with singular or plural nouns. Could is the past tense of can.

He can run faster than Arthur.
She cannot afford such an expensive ring.
I’m full. I can’t eat any more.

Can you help me?
Can I come with you?

I knew you could do it if you tried.
She could not come because she was ill.
Miss Lee said we could go home early.
All the King’s men could not put Humpty Dumpty together again.

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

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

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

Learn these contractions:
cannot = can’t
could not = couldn’t
May and Might

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

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

  - **May I** watch television now? Yes, you **may**.
  - **May I** borrow your pen? You **may come** in. You **may go** now.

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

  - Take an umbrella. It **may rain**.
  - If it continues to rain, there **may be** a flood.
  - I **may go** to Sue’s birthday party if I’m free.
  - You **may fall** down if you aren’t careful.

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

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

**Grammar Help**

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

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

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

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

Use do, does and did to talk about actions.

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

Did is the simple past tense of do and does.

Dad does the dishes.

Mom does the cooking.

He does such interesting work.

They do amazing tricks.

We always do exercise together.

Sally did her hair in front of the mirror.

They did the dusting and cleaning.

Jane did all the laundry by herself.

You did well in the test.

I did poorly on my exam.

Who did this drawing?

Henry did.
Here’s a table to remind you about the use of the verb **do** and **does**:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td><strong>Second person</strong></td>
</tr>
<tr>
<td>I do</td>
<td>you do</td>
</tr>
<tr>
<td>we do</td>
<td>you do</td>
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<td></td>
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</tr>
</tbody>
</table>

Here’s a table to remind you about the use of the verb **did**:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td><strong>Second person</strong></td>
</tr>
<tr>
<td>I did</td>
<td>you did</td>
</tr>
<tr>
<td>we did</td>
<td>you did</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learn these contractions:

- do not = don’t
- does not = doesn’t
- did not = didn’t
You can also use **do**, **does** and **did** as helping verbs to ask and answer questions.

Where **did** you find the wallet?

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

---

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

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

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

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

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

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

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

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

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

**Does** everyone **have** a dictionary?
Use **do not**, **does not** and **did not** to make other verbs negative.

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

Dad **did not catch** his train.

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

Cats **do not** like water.
I **don’t enjoy** difficult math tests.
Sophie **doesn’t want** to go to school.
He **didn’t get** to the station in time.

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

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

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

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

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

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

**Don’t** tell **lies**!
Exercise

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

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

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

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

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

**Grammar Help**

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

**Would** you **like** a cup of coffee?
I am tired now. I’d **like** a rest.
You’d **like** a meal now, **wouldn’t** you?
What color **would** you **like**?

**Did you know?**

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

**Would** you **like** a chocolate?
Yes, please, I **would love** one.
**Should** is a helping or auxiliary verb. Use **should** to talk about necessary actions or things that people ought to do.

Children **should not play** in traffic.  
You **should** always **look** before crossing the street.

If you are tired you **should go** to bed early.  
You **should know** how to spell your own name.  
We **should** all **drink** more water.  
You **should do** more exercise.  
**Should** I **turn** off the computer when I’m not using it?  
**Shouldn’t** you **tell** your Mom if you’re going out?  
We **should** always thank people for presents, **shouldn’t** we?

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**Grammar Help**

Learn these contractions:

- I would = I’d  
- you would = you’d  
- he would = he’d  
- she would = she’d  
- we would = we’d  
- they would = they’d  
- should not = shouldn’t  
- would not = wouldn’t
Exercise
Fill in the blanks with **would** or **should**.

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

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

She *enjoys* music.

She *shares* her books with her friends.

The zookeeper *is feeding* the animals.
The children *are playing* on the swings.
The earth *moves* round the sun.
Dad always *drives* to work.
The clerk *is wrapping* a package.
**Does** everyone *know* the answer?
Mom *has bought* a dress for Sara.

It *is snowing*.
The two girls always \textbf{walk} home together.

All birds \textbf{lay} eggs.

The children are \textbf{playing} on the swing.

The stars \textbf{shine} brightly on a clear night.
Mom and Dad \textbf{love} us a lot.
\textbf{Do} you all \textbf{know} the words?
We \textbf{have finished} our game of tennis.
They \textbf{have} both \textbf{worked} very hard.
Collective nouns may be used with either singular or plural verbs. If the group members are all acting together as one, use a singular verb. If the members of the group are acting as individuals, use a plural verb.

The audience are laughing. The band is playing.

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

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

Our team has won.

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

People like to be praised.
The cattle are in the field.
The police have caught the thief.
Exercise 1
Fill in the blanks with verbs that match the subjects. Use the correct form of the *simple present tense* of the verbs in parentheses.

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

Exercise 2
Fill in the blanks with verbs that match the subjects. Use the correct form of the *simple present tense* of the verbs in parentheses.

1. A tiger ________. (roar)
2. All birds ________ eggs. (lay)
3. Dad ________ listening to music. (like)
4. Uncle Bob ________ his car every day. (wash)
5. She ________ all the answers. (know)
6. There ________ twelve months in a year. (be)
7. The twins often ________ . (fight)
8. Our parents ________ us. (love)
An **adverb** is a word that describes a verb. It tells you about an action, or the way something is done. A lot of adverbs end in **-ly**.

They laughed **loudly**.

The dog is barking **fiercely**.

Alice skated **beautifully**.

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

The birds are singing **sweetly**.

It is raining **heavily**.

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

The soldiers fought **bravely**.

The sun is shining **brightly**.

The old man walked **slowly**.

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

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>beautifully</td>
</tr>
<tr>
<td>brave</td>
<td>bravely</td>
</tr>
<tr>
<td>bright</td>
<td>brightly</td>
</tr>
<tr>
<td>fierce</td>
<td>fiercely</td>
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<tr>
<td>happy</td>
<td>happily</td>
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<tr>
<td>heavy</td>
<td>heavily</td>
</tr>
<tr>
<td>loud</td>
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</tr>
<tr>
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<td>peacefully</td>
</tr>
<tr>
<td>slow</td>
<td>slowly</td>
</tr>
<tr>
<td>sound</td>
<td>soundly</td>
</tr>
<tr>
<td>sweet</td>
<td>sweetly</td>
</tr>
</tbody>
</table>
Some adverbs describe the way something is done. They are called **adverbs of manner**.

The driver braked **suddenly**.

The parcel arrived **safely**.

The dog jumped up **playfully**.

Please write **legibly**.

Please speak **clearly**.

Look **closely** at these footprints.

You have all answered **correctly**.

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

Jamal dressed **smartly** for the party.

Maria is behaving **selfishly**.

The man drove **carelessly**.

The twins liked to dress **differently**.

She played **skillfully**.

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**Spelling File**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>careless</td>
<td>carelessly</td>
</tr>
<tr>
<td>cheap</td>
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</tr>
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<tr>
<td>skillful</td>
<td>skillfully</td>
</tr>
<tr>
<td>smart</td>
<td>smartly</td>
</tr>
</tbody>
</table>
Some adverbs describe when something happens. They are called **adverbs of time**.

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

Paul has **just** arrived.

He **often** swims in the evening.
Lisa is **always** cheerful.
**Sometimes** I ride my bike to school.
Everyone arrived **early**.
David arrived **late**.
It’s snowing **again**.
The mother bird started to build her nest **yesterday**.
She is continuing to build it **today**.
She will finish it **tomorrow**.
John’s shoes were too big for him **last year**.
They fit him **this year**.
They will be too small for him **next year**.
It rained **last night**.
The weather is fine **this morning**.
Some adverbs tell you where something happens. They are called **adverbs of place**.

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

The children are playing **downstairs**.

It’s raining. Let’s go **inside**.

Rex, you can stay **outside**.

Come **here**!

Please put the books **there**.

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

The miners are working **underground**.

They are going **abroad** to study.

There are trees **everywhere**.

Alice lived **next door**.

Where’s Shamika?
Exercise 1
Rewrite the following adjectives as adverbs.

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

Exercise 2
Underline the adverbs in the following sentences.

1 The man shouted loudly.
2 He arrived early.
3 The train has already left.
4 He drove carelessly.
5 The students talked noisily.
6 The children are playing outside.
7 Let’s go now.
8 Tom spoke politely to his teacher.
9 Have you seen Anne’s cat anywhere?
10 Come here!
A preposition is a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place.

There’s a big balloon in the sky.
Jane is jumping into the pool.
The books fell off the shelf.

Dad always keeps his wallet in the drawer.
There is a long mirror on the wall.
The school is near the park.
There is an old castle on the hill.
The horse jumped over the hurdle.

A preposition is usually followed by a noun or pronoun.
Some prepositions are used to talk about time.

Many shops close on Sundays.

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

The trees lose their leaves during winter.

We always wash our hands before meals.

We get up in the morning.

We go to bed at night.

It’s always hot in summer.

The movie starts at two in the afternoon.

Autumn begins in September.

They were married in 1990.

Joe arrived after me.

It has not rained at all for two weeks.

Breakfast is served at seven o’clock.

Kevin and Joe have been in the same class since first grade.
Exercise 1
Underline the prepositions in the following sentences.

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

Exercise 2
Fill in the blanks with the correct prepositions from the box.

<table>
<thead>
<tr>
<th>near</th>
<th>by</th>
<th>on</th>
<th>at</th>
<th>between</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>around</td>
<td>into</td>
<td>up</td>
<td>behind</td>
</tr>
</tbody>
</table>

1. The bus arrived ______ 8:30 A.M.
2. The children are swimming ______ the pool.
3. There’s a picture ______ the wall.
4. There is a fence ______ the house.
5. Granny is sitting ______ fire.
6. Harold is hiding ______ the chair.
7. Jack climbed ______ the beanstalk.
8. We divided the candy ______ us.
9. I dived ______ the river.
10. Don’t go too ______ the edge.
A conjunction is a linking word such as and, or, but. Conjunctions are used to connect words or sentences.

The animal is large but timid.

Is this a sheep or a goat?

It’s cold, wet and windy today.

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

a cat and its kittens
a builder and his tools
a doctor and a nurse
slow but steady
sweet or sour?
a male or a female?
A horse, a zebra or a donkey?
Paul has a dog, a parrot and a cat.
The words *before, after, as, when, while, until, since,* are also conjunctions. They tell when something happens, so they are called **conjunctions of time.**

Maggie could play the piano **before** she was five.  
I always brush my teeth **after** I’ve had my breakfast.

**After** he began exercising regularly, Jerry became healthier.  
You have grown taller **since** I saw you last.

Look both ways **before** you cross the street.  
Joe listened to music **while** he was doing his homework.  
Miss Lee was smiling **as** she walked into the class.  
Wait here **until** I come back.  
Don’t leave **until** you’ve finished your work.  
Tran saw an accident **while** he was walking home.  
Take all your belongings with you **when** you leave the plane.  
Joe first met his wife **when** he was studying in London.  
Tom and Joe have been friends **since** childhood.
Exercise 1
Complete these sentences with **and, but or or**.

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

Exercise 2
Choose the correct **conjunctions of time** from the box to complete these sentences.

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

1. Jack always brushes his teeth ________ he has eaten a meal.
2. It started to rain ________ the children were playing in the garden.
3. Let’s go home ________ it gets dark.
4. Give this letter to Anne ________ you see her.
5. She has known Jack ________ he was a child.
6. The party began at 8:00 P.M. and lasted ________ midnight.
7. Alice looked unhappy ________ she walked in.
An **interjection** is a word that expresses a sudden, strong feeling such as **surprise**, **pain**, or **pleasure**.

**Did you know?**
Notice that an **exclamation point** (!) is often used after interjections.

**Cheers!**
**Oh dear!**
**Happy Birthday!**

**Ssh!**
**Ouch!**

**Look out!**

**Wow!**
**Goodness!**
**Oh!**
**Good!**
**Oh no!**
**Hooray!**
**Thanks!**
**Help!**
**Good luck!**
**Well done!**
**Gosh!**
**Hey!**
**Merry Christmas!**
**Happy New Year!**
What is a Sentence?

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally</td>
<td>is making</td>
<td>a doll.</td>
</tr>
<tr>
<td>Wendy and Kim</td>
<td>are fighting.</td>
<td></td>
</tr>
<tr>
<td>The hedgehog</td>
<td>curled up.</td>
<td></td>
</tr>
<tr>
<td>Maggie</td>
<td>is reading.</td>
<td>a book.</td>
</tr>
<tr>
<td>It</td>
<td>is raining.</td>
<td>dinner.</td>
</tr>
<tr>
<td>Dad</td>
<td>cooked</td>
<td>a kite.</td>
</tr>
<tr>
<td>I</td>
<td>am flying</td>
<td>our breakfast.</td>
</tr>
<tr>
<td>We</td>
<td>are eating</td>
<td>the dishes.</td>
</tr>
<tr>
<td>They</td>
<td>are washing</td>
<td>Susan’s teeth.</td>
</tr>
<tr>
<td>The dentist</td>
<td>is examining</td>
<td>no children.</td>
</tr>
<tr>
<td>The old couple</td>
<td>have</td>
<td></td>
</tr>
<tr>
<td>Janet</td>
<td>screamed.</td>
<td></td>
</tr>
</tbody>
</table>

Did you know? A sentence that makes a statement begins with a capital letter and ends with a period.
Kinds of Sentences

There are **four kinds** of sentences.

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

  The children are swimming.  
The telephone rang.  
Everyone sat down.  
Richard is feeding the hens.

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

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

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

  What lovely weather!  
The silly girl!  
How stupid I am!

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

  Please sit down.  
Tell me the truth.  
Speak up!  
Come back!
The Imperative

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

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

OK, children, open your books to page 25.

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

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

Please come in.

You can also use the helping verb would to sound polite. For example:
Please would you clear the table?
Would you please talk quietly?
Exercise

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

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

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

The **subject** of a sentence sometimes does something to someone or something else. The person or thing that receives the action is called the **object**.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan</td>
<td>has bought</td>
<td>a painting.</td>
</tr>
<tr>
<td>Hannah</td>
<td>is reading</td>
<td>her book.</td>
</tr>
<tr>
<td>The twins</td>
<td>climbed</td>
<td>the hill.</td>
</tr>
<tr>
<td>James</td>
<td>stroked</td>
<td>the cat.</td>
</tr>
<tr>
<td>Mom</td>
<td>is holding</td>
<td>the baby.</td>
</tr>
<tr>
<td>Jacob</td>
<td>is making</td>
<td>a kite.</td>
</tr>
<tr>
<td>They</td>
<td>were playing</td>
<td>football.</td>
</tr>
<tr>
<td>I</td>
<td>am writing</td>
<td>a story.</td>
</tr>
<tr>
<td>Emma</td>
<td>crossed</td>
<td>the street.</td>
</tr>
<tr>
<td>You</td>
<td>have forgotten</td>
<td>your umbrella.</td>
</tr>
</tbody>
</table>

Dad is cooking supper.  
We have built a sandcastle.
**Direct and Indirect Objects**

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

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

Dad bought **James a bike**.

**Grammar Help**

The **indirect object** usually comes before the **direct object**.
Exercise 1
Read the following sentences. Then draw a line under the *subjects* and a circle around the *objects*.

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

Exercise 2
There are two objects in each sentence. Draw a line under the *direct objects* and a circle around the *indirect objects*.

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

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

<table>
<thead>
<tr>
<th>Positive sentence</th>
<th>Negative sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter is running.</td>
<td>He is <strong>not</strong> walking.</td>
</tr>
<tr>
<td>We should tell the truth.</td>
<td>We should <strong>never</strong> tell lies.</td>
</tr>
<tr>
<td>Everyone is in the garden.</td>
<td>There is <strong>no one</strong> in the house.</td>
</tr>
<tr>
<td>The fridge is empty.</td>
<td>There is <strong>nothing</strong> in it.</td>
</tr>
<tr>
<td>It is very cloudy.</td>
<td>It <em>isn’t</em> sunny.</td>
</tr>
<tr>
<td>I have sold the last newspaper.</td>
<td>I have <strong>no</strong> newspapers left.</td>
</tr>
<tr>
<td>Someone has eaten all the cookies.</td>
<td>There are <strong>none</strong> in the bag.</td>
</tr>
</tbody>
</table>
There are two kinds of questions: yes or no questions and wh- questions.

- You ask a yes or no question to get yes or no as the answer. Use the verbs be, have or do, or any of the helping verbs, to ask yes or no questions.
  
  Can you swim? Yes.  
  Is it raining? No.  
  Are they coming? No.  
  May I come in? Yes.

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim is ill today.</td>
<td>Is Jim ill today?</td>
</tr>
<tr>
<td>She has an older brother</td>
<td>Has she an older brother?</td>
</tr>
<tr>
<td>The cats want to be fed.</td>
<td>Do the cats want to be fed?</td>
</tr>
<tr>
<td>We should go now.</td>
<td>Should we go now?</td>
</tr>
<tr>
<td>It will rain tomorrow.</td>
<td>Will it rain tomorrow?</td>
</tr>
<tr>
<td>You may use my computer.</td>
<td>May I use your computer?</td>
</tr>
<tr>
<td>Kate can ride a bike.</td>
<td>Can Kate ride a bike?</td>
</tr>
</tbody>
</table>

Grammar Help: Here are some different ways of asking the same question:

- Has he a sister called Jane?
- Does he have a sister called Jane?
- Has he got a sister called Jane?
**Wh-** questions usually include the verbs **be, have, do**, or any of the helping verbs.

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

Where **are** you?  
What **is** David **saying**?  
How **did** you **get up** here?  
Why **was** the girl **crying**?  
Which color **do** you **prefer**?  
Who **is** she **going to invite** to her party?  
Whom **is** she **going to invite** to her party?  
What **is** your problem?  
When **do** the stores **open** in the morning?  
Where **shall** I **put** this box?  
What **have** you **done** to my computer?  
How **am I going to finish** all this work?  
What **would** you **like** for dinner?

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

  Who **told** you that?  
  What **made** you change your mind?
**Exercise 1**

Write *short answers* to the following questions.

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

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

**Exercise 2**

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

where  when  why  how  whose  what  who  which

1. _______ is your house?
2. _______ wallet is this?
3. _______ are you always late?
4. _______ wrote this book?
5. _______ of the two boys is smarter?
6. _______ size do you wear?
7. _______ old is he?
8. _______ is Jeff going to get a haircut?
Punctuation marks are signs such as periods, commas and question marks. You use them in sentences to make the meaning clear.

Period

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

He drew a horse.

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

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

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

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

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

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

*Goodbye, George!*

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

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

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

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

- Sit down!
- Oh dear!
- What a surprise!
- You are fired!
- I told you not to do that!
- Quiet!
- Put the knife down!
- Help! Help!
- Eeek! A ghost!
- Stop him!

Question Mark

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

- **How are you?**
- What’s your name?
- How many stamps do you have?
- Where do they come from?
- Who has taken my pen?
- Can you lend me your bicycle?
- Where are you going?
- Why are you always late?
- What’s the meaning of this word?
- Do you know the answer to this problem?
Apostrophe

Use an **apostrophe** with an *s* (*'s*) to show who owns something.
The *'s* is added after singular nouns or names.

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

A squirrel’s tail is big
and bushy.

We all like Mom’s cooking.
Amanda clears everybody’s plates after dinner.
John’s dog is very friendly.
All the pupils have a month’s vacation in June.
I spent the evening at David’s playing video games.
I took a ride in Tom’s car.
Father is holding Susie’s hand.
Jane is wearing her mother’s shoes.
We’re going to our aunt’s house.
There is a bird’s nest in that tree.
Our dog’s collar is brown.
Is this Portland’s tallest building?
Follow the same rule when a name or a singular noun ends in -s. Write an apostrophe first and then add another s.

- The princess’s golden ball fell into a well.
- A rhinoceros’s skin is very thick.
- Dad is at his boss’s party.

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

- Birds’ beaks are all different shapes and sizes.
- Miss Lee is marking her pupils’ work.
- This is my parents’ wedding photo.
- Dresses are upstairs in the ladies’ department.
- Henry goes to a boys’ school.
- Dr. Kim parked his car in the doctors’ parking lot.
- My brother’s bedrooms are always messy.
- The girls’ bedrooms are usually tidy.
- A flood has destroyed all the farmers’ crops.

Some plural nouns do not end in -s. Just add ‘s to these plural nouns.

- There are slides and swings and seesaws in the children’s playground.
- The men’s changing room is occupied.
- The bookstore sells newspapers, comics and women’s magazines.
- Doctors look after people’s health.
You can also refer to **a person’s office** or **shop** by using a possessive form with an apostrophe. For example:

I’ll buy some bread at the **baker’s**.
I was reading a book at the **dentist’s**.
It’s time you went to the **barber’s**.

You can also refer to your **friends’ homes** in the same way:

I’m going next door to Peter’s.
I stayed the night at Susan’s.

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

For example:

Barbara and David’s house
Jill and Andy’s party

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

Which desk is Susan’s?
George’s is in the back row.
This room is my brother’s.
The apostrophe can also be used to show that one or more letters in a contraction have been left out.

I’ve finished my math, but I haven’t finished my spelling.
We’ll come to your party, but Sue won’t be able to come.
He’s gone to the library.
Dad wasn’t at home and the children weren’t at home either.
I don’t like potatoes and Susan doesn’t like tomatoes.
I didn’t watch which way I was going and I can’t find my way home.
We’re late because we couldn’t find your house.
Mom’s finished her shopping but she hasn’t gone through the checkout line yet.

Mary’d like a cat as a pet, but she wouldn’t like a turtle.
You are taller than Peter, but you aren’t as tall as I am.

The words has and is are often shortened to ‘s after a noun or proper noun. For example:
The mail has arrived.
The mail’s arrived.
Sally is here.
Sally’s here.
Exercise 1
Write the *punctuation marks* from the box to complete the following sentences:

![Box with punctuation marks]

1. He hates cheese
2. Who is your teacher
3. Stop that man
4. Keep quiet
5. Good morning madam
6. George are you okay
7. Peter David and Susan are playing hide and seek
8. Mom bought meat fish and vegetables at the supermarket
9. What is the time now
10. Anne is a pretty girl

Exercise 2
Complete the following sentences by writing the *apostrophe* (’) in the correct place:

1. This is Peters bike.
2. Paul cant find his shoes.
3. Miss Lee is marking the pupils papers.
4. They are all on the childrens playground.
5. Dont make so much noise!
6. Doctors take care of peoples health.
7. Theyre having a game of tennis.
• Illustrated lessons are tightly focused on core concepts of grammar
• Nearly 70 practice exercises are included for ready reinforcement
• A wealth of examples are provided on every topic
• Concise explanations are bolstered by extra grammar tips and useful language notes

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