Beginning to intermediate students of all ages will greatly benefit from a clear understanding of English grammar basics. This is the ideal supplement to your language arts program whether your students are native English speakers or beginning English language learners. Skill-specific lessons make it easy to locate and prescribe instant reinforcement or intervention.

- Lessons are tightly focused on core concepts of grammar
- More than 80 practice exercises are included for ready reinforcement
- A wealth of examples are provided on every topic
- Concise explanations are bolstered by extra grammar tips and useful language notes
BASIC ENGLISH GRAMMAR

for English Language Learners

Howard Sargeant
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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There are two main types of nouns: **common nouns** and **proper nouns**.

## Common Nouns

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

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

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

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

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

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

- bank
- hotel
- library
- museum
- mall
- theater
- hospital
- airport
- gas station
- park
- farm
- zoo
- factory
- nursery
- school
- university
- office
- mosque
- temple
- shop
- gym
- post office
- police station
- restaurant
- supermarket
- stadium
- synagogue
- church
These common nouns are words for **people** who do certain things.

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

### Proper Nouns

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

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

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

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

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

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

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

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

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

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

Write each common noun under the correct heading.

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

things | animals | places | people

Exercise 2

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

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

Exercise 3

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

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

Nouns can be singular or plural.

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

- a tent
- a taxi
- a house

For example:

- a park
- a doctor
- a lady

- an idea
- an oven
- an exercise

Plural Nouns

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

Just add s to make most nouns plural.

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

Notes

- Words called articles or determiners are used to signal nouns.
  - a river
  - a castle
  - an artist
  - an oven

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

- The article a is used before nouns that begin with the other letters, called consonants. But some words don’t follow these rules.

  - a uniform, a unit, a user: a, not an, is used because the vowel u in these words is pronounced like the word you;

  - an hour, an heir, an honor: an, not a, is used because the consonant h in these words is not pronounced.
Nouns: Plural Nouns

Nouns that end in *s*, *ss*, *ch*, *sh* or *x*, are made plural by adding *es*.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>days</td>
</tr>
<tr>
<td>tray</td>
<td>trays</td>
</tr>
<tr>
<td>runway</td>
<td>runways</td>
</tr>
<tr>
<td>chimney</td>
<td>chimneys</td>
</tr>
<tr>
<td>trolley</td>
<td>trolleys</td>
</tr>
<tr>
<td>valley</td>
<td>valleys</td>
</tr>
</tbody>
</table>

шей

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Many nouns that end in *f* are made plural by changing the *f* to *v* and adding *es*.

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

But some nouns that end in *f* are made plural simply by adding *s*.

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

Some nouns that end in *f* can be made plural in **two ways**.

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

Most nouns that end in *fe* are made plural by changing the *f* to *v* and adding *s*.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>sheep</td>
<td>sheep (not sheeps)</td>
</tr>
<tr>
<td>deer</td>
<td>deer (not deers)</td>
</tr>
<tr>
<td>fish</td>
<td>fish (not fishes)</td>
</tr>
<tr>
<td>aircraft</td>
<td>aircraft (not aircrafts)</td>
</tr>
<tr>
<td>salmon</td>
<td>salmon (not salmons)</td>
</tr>
</tbody>
</table>

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

When you are talking about different kinds of **fish**, the plural can be **fishes**, for example:

the various fishes of the Indian Ocean
Some nouns are **always** plural.

- trousers
- glasses
- shorts
- spectacles
- jeans
- goggles
- pants
- scissors
- tights
- binoculars
- pajamas
- pliers

Some nouns are **usually** plural.

- shoes
- chopsticks
- sandals
- gloves
- slippers
- clogs
- boots
- socks

You can use a **pair of** with these plural nouns. For example:

- a pair of trousers
- a pair of pants
- a pair of glasses
- a pair of scissors
- a pair of chopsticks
- a pair of sandals
- a pair of gloves

---

**Exercise 4**

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

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

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

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

**Exercise 6**

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

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

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

Here are some collective nouns for **groups of people**.

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

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

- The crowd was orderly.  
  or  
- The crowd were clapping, yelling and cheering.

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

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

Many **groups of animals** have their own special collective nouns.

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

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

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

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

Some nouns name the amount or form of something.

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

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

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

---

**Exercise 7**

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

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

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

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

**Exercise 9**

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

<table>
<thead>
<tr>
<th>bushel</th>
<th>scoop</th>
<th>ream</th>
<th>pair</th>
</tr>
</thead>
<tbody>
<tr>
<td>drop</td>
<td>grain</td>
<td>pinch</td>
<td>galaxy</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td>girl</td>
</tr>
<tr>
<td>man</td>
<td>woman</td>
</tr>
<tr>
<td>father</td>
<td>mother</td>
</tr>
<tr>
<td>son</td>
<td>daughter</td>
</tr>
<tr>
<td>brother</td>
<td>sister</td>
</tr>
<tr>
<td>husband</td>
<td>wife</td>
</tr>
<tr>
<td>grandfather</td>
<td>grandmother</td>
</tr>
<tr>
<td>uncle</td>
<td>aunt</td>
</tr>
<tr>
<td>nephew</td>
<td>niece</td>
</tr>
<tr>
<td>king</td>
<td>queen</td>
</tr>
<tr>
<td>prince</td>
<td>princess</td>
</tr>
<tr>
<td>emperor</td>
<td>empress</td>
</tr>
<tr>
<td>wizard</td>
<td>witch</td>
</tr>
<tr>
<td>actor</td>
<td>actress</td>
</tr>
<tr>
<td>policeman</td>
<td>policewoman</td>
</tr>
<tr>
<td>waiter</td>
<td>waitress</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>baby</td>
</tr>
<tr>
<td>pupil</td>
<td>parent</td>
</tr>
<tr>
<td>child</td>
<td>cousin</td>
</tr>
<tr>
<td>doctor</td>
<td>scientist</td>
</tr>
<tr>
<td>astronomer</td>
<td>president</td>
</tr>
<tr>
<td>dancer</td>
<td>manager</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>animal</th>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>rabbit</td>
<td>buck</td>
<td>doe</td>
</tr>
<tr>
<td>horse</td>
<td>stallion</td>
<td>mare</td>
</tr>
<tr>
<td>sheep</td>
<td>ram</td>
<td>ewe</td>
</tr>
<tr>
<td>pig</td>
<td>boar</td>
<td>sow</td>
</tr>
<tr>
<td>chicken</td>
<td>rooster</td>
<td>hen</td>
</tr>
<tr>
<td>duck</td>
<td>drake</td>
<td>duck</td>
</tr>
<tr>
<td>cattle</td>
<td>bull</td>
<td>cow</td>
</tr>
<tr>
<td>goose</td>
<td>gander</td>
<td>goose</td>
</tr>
<tr>
<td>fox</td>
<td>fox</td>
<td>vixen</td>
</tr>
<tr>
<td>tiger</td>
<td>tiger</td>
<td>tigress</td>
</tr>
<tr>
<td>lion</td>
<td>lion</td>
<td>lioness</td>
</tr>
</tbody>
</table>
### Exercise 10

Complete the crossword puzzle with the correct masculine or feminine nouns.

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

![Crossword Puzzle Diagram]

---

21
The Possessive Form of Nouns

Use the possessive form of a noun to show ownership.

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

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

**Notes**

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

  Joe and Sarah’s dad works at the shoe factory. (= He is Joe’s dad and
  he is also Sarah’s dad.)

- Sometimes two possessive forms with ’s appear together, one after
the other:
  
  This is John’s brother’s ball. (= The ball belongs to John’s brother.)

  Paul’s teacher’s house has a swimming pool. (= the house that
  belongs to Paul’s teacher)

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

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

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

### Exercise 11

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

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

**Tom** sister doesn’t like **Tom and Peter** games. She is playing by herself. Sometimes the **boys** games become so noisy that Mom tells them to go and play in the garden. **Tom** dog is in the garden, lying in the sunshine. Tom wants to play with the dog, but Peter is afraid of the **dog** big teeth and sharp claws.

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

**Personal Pronouns**

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

**Subject Pronouns**

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

Lisa likes cats. She has four cats.

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

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

My name is Michael. I am fourteen.

My father works hard. He works in a factory.

My sister is older than me. She is twelve.

Our dog is very naughty. It likes to chase cats.

Bob, you are a bad dog!

David and I are playing football. We like sports.

Jim and Jeff are my brothers. They are older than I am.
Object Pronouns

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

Lisa likes cats. She likes to stroke them.

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

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

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

First Person, Second Person and Third Person

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

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

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

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

My brother built this computer **himself**.

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

John was looking at **himself** in the mirror.

Kate fell and hurt **herself**.

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

We baked the cake by **ourselves**.

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

The children cleaned their room all by **themselves**.

Bears like to rub **themselves** against a tree.

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

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

Have **yourselves** a good time.

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

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

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

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

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

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

Demonstrative Pronouns

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

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

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

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

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

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

In writing and formal speaking, you can also use whom as the object of verbs and prepositions. For example:
- Whom did the president criticize?
- Whom is the principal talking to?
  or
- To whom is the principal talking?

but you cannot use whom as the subject of a verb. So you cannot say:
- ✗ Whom came to the party last night?
You have to say:
- ✔ Who came to the party last night?

Who can be used as the subject or the object of a verb. For example:
- Who broke the window? (as the subject)
- Who are you inviting to your party? (as the object)

Who can be used as the object of a preposition. For example:
- Who is Mom talking to?

You can also use whom as the object of a preposition. For example:
- Whom is Mom talking to?

If you put the preposition before the interrogative pronoun, you must use whom:
- To whom is Mom talking?

Indefinite Pronouns

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

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

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

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

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

Exercise 1

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

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

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

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

Exercise 3

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

Example: Who  
Who is this man?

Who □  
Whose □  
What □  
Which □  
Whom □
Exercise 4

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

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

Exercise 5

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

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

Exercise 6

Circle at least one indefinite pronoun in each sentence.

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

Kinds of Adjectives

Some adjectives tell about the size of people or things.

- a big house
- a large army
- a huge ship
- a tall building
- a long bridge
- a high mountain
- a short man
- a thin boy
- tiny feet
- big hands
- a short skirt
- long trousers

Some adjectives tell about the color of things.

- a red carpet
- a white swan
- a blue uniform
- a gray suit
- an orange balloon
- a yellow ribbon
- a brown bear
- green peppers
- black shoes

Some adjectives tell what people or things are like by describing their quality.

- a beautiful woman
- a handsome boy
- a poor family
- a rich couple
- a strange place
- a young soldier
- an old uncle
- a kind lady
- a familiar voice
- a flat surface
- a hot drink
- a cold winter
- a sunny day
- cool weather

Some adjectives tell what things are made of. They refer to substances.

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

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

### The Order of Adjectives

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

```
a small green plastic box
  size    color    substance

a stylish red Italian car
  quality    color    origin
```

Here are more examples.

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

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

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

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

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

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

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

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

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

Exercise 2

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

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

Adjectives have many different endings.

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

- a beautiful face
- a cheerful baby
- a powerful machine
- a skillful player
- a painful injury
- a joyful smile
- a wonderful time
- a useful book
- a careful student
- a helpful teacher
- playful children
- colorful clothes

Some adjectives end in -ous.

- a famous writer
- a mountainous area
- a dangerous job
- a humorous film
- mischievous children
- a courageous soldier
- an adventurous explorer
- a poisonous snake
- a generous gift
- marvelous results

Some adjectives end in -y.

- a messy room
- a sleepy dog
- a muddy path
- an easy test
- a noisy car
- a cloudy sky
- a sunny day
- a lazy worker
- dirty hands
- thirsty children
- stormy weather
- juicy fruit

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

- a cloudless sky
- a sleeveless dress
- a careless driver
- a joyless song
- a useless tool
- a meaningless word
- a fearless fighter
- homeless people
- seedless grapes
- harmless animals
Some adjectives end in -al.

- a national flag
- musical instruments
- electrical goods
- a coastal town

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

- a fantastic singer
- an energetic dog
- basic grammar
- enthusiastic shouting
- a selfish act
- foolish behavior
- stylish clothes
- childish talk

- a terrible mess
- a sensible answer
- horrible smells
- visible footprints
- a likeable child
- comfortable clothes
- valuable advice
- suitable colors

- an imaginative story
- expensive jewelry
- talkative children
- a creative artist
- friendly teachers
- a lovely dress
- a lively cat
- an elderly man

Many adjectives end in -ing.

- loving parents
- a caring nurse
- a flashing light
- a smiling face
- a boring story
- a gleaming car

- an interesting book
- a disappointing result
- an outstanding swimmer
- an exciting ride
- chattering monkeys
- shocking news

Notes:

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

- *a closed* door
- *boiled* eggs
- *wasted* time
- *a painted* wall
- *reduced* prices

- *satisfied* customers
- *worried* passengers
- *escaped* prisoners
- *excited* students
- *invited* guests

**Describing What Something Is Made Of**

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

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

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

**Describing What Something Is Like**

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

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

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

1. She’s always making **careless** mistakes.  
   ____________
   care

2. It was a very **painful** injury.  
   ____________

3. Witches and wizards have **magical** powers.  
   ____________

4. These oranges are very **juicy**.  
   ____________

5. Dogs are usually more **energetic** than cats.  
   ____________

6. Our neighbors are not very **friendly**.  
   ____________

7. She keeps her toys in a large **wooden** box.  
   ____________

8. Take off your **muddy** shoes before you come in.  
   ____________

9. May I borrow your pencil sharpener? Mine is **useless**.  
   ____________

10. What a **beautiful** dress!  
    ____________

**Exercise 4**

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

1. It wasn’t a very ______ interesting ______ (interest) movie.  
   ____________

2. We could hear the ____________ (excite) fans screaming.  
   ____________

3. I hope the pupils don’t think that my classes are ____________ (bore).  
   ____________

4. My dad had a very ____________ (worry) look on his face.  
   ____________

5. Have the police found the ____________ (steal) car yet?  
   ____________

6. The supermarket sells lots of ____________ (freeze) food.  
   ____________

7. The players on the ____________ (win) team don’t look tired at all.  
   ____________

8. Some of the old houses had ____________ (break) windows.  
   ____________
The Comparison of Adjectives

The Comparative Form

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

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

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

**Notes**

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

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

The Superlative Form

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

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

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

**Notes**

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

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

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

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

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

Suppose the adjective has two syllables and ends in \textit{y}. Just \textbf{change the \textit{y} to \textit{i}} and add \textit{er} to make the comparative and add \textit{est} to make the superlative.

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

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

### Irregular Comparative and Superlative Forms

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

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

For example:

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

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

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

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

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

- a **long-legged** bird
- a **well-dressed** lady
- a **fun-loving** teenager
- **user-friendly** equipment
- an **eight-year-old** child
- a **ten-cent** coin
- a **twenty-story** building
- a **large-sized** shirt

**Exercise 5**

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

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

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

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

Exercise 4

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

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

The Articles

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

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

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

**Notes**

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

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

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

**Using Nouns without Articles**

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

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

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

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

---

**Notes**

You often use the singular nouns **school**, **home**, **work**, **church** without an article:

- We go to **school** by bus.
- Dad has already left **home** for **work**.
- They go to **church** on Sundays.
Demonstrative Determiners

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

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

**Use *this* with singular nouns.**

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who lives in <em>this house</em>?</td>
</tr>
<tr>
<td><em>This car</em> belongs to my mom.</td>
</tr>
<tr>
<td>Does <em>this key</em> fit the lock?</td>
</tr>
<tr>
<td><em>This book</em> is my favorite.</td>
</tr>
<tr>
<td>Who gave you <em>this money</em>?</td>
</tr>
<tr>
<td><em>This cheese</em> tastes funny.</td>
</tr>
</tbody>
</table>

**Use *these* with plural nouns.**

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>These trousers</em> are too short.</td>
</tr>
<tr>
<td>I don’t like <em>these comics</em>.</td>
</tr>
<tr>
<td><em>These biscuits</em> don’t taste very good.</td>
</tr>
<tr>
<td>I bought <em>these apples</em> for lunch.</td>
</tr>
<tr>
<td>Is there an adult with <em>these children</em>?</td>
</tr>
</tbody>
</table>

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

**Use *that* with singular nouns.**

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>This chair</em> is mine and <em>that chair</em> is yours.</td>
</tr>
<tr>
<td><em>That animal</em> is making a funny noise.</td>
</tr>
<tr>
<td>Would you pass me <em>that book</em>, please?</td>
</tr>
<tr>
<td>Who is <em>that man</em> talking to Dad?</td>
</tr>
<tr>
<td>How much is <em>that dress</em>?</td>
</tr>
</tbody>
</table>

**Use *those* with plural nouns.**

<table>
<thead>
<tr>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I gave my sandwiches to <em>those boys</em>.</td>
</tr>
<tr>
<td><em>Those children</em> go to a different school.</td>
</tr>
<tr>
<td>These shoes are mine and <em>those shoes</em> are yours.</td>
</tr>
<tr>
<td>These apples look fresh but <em>those apples</em> look rotten.</td>
</tr>
<tr>
<td><em>Those people</em> are from Africa.</td>
</tr>
</tbody>
</table>
Quantifying Determiners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Possessive Determiners**

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

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

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

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

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

Our family has two dogs.

There are twelve months in the year.

We bought three pizzas.

My grandfather lived for a hundred years.

Using Determiners Together

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

Some people like winter but many more people prefer summer.

There’s a little less space in this cupboard than in that one.

There are five fewer children in my class than in your class.

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

I don’t like any of these drinks.

Some of my friends don’t like country music.

Each of the boys answered the question correctly.

I’ve had enough of your bad behavior!

Five of these girls are taller than any of the boys.

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

We ate all of the food in the fridge. or We ate all the food in the fridge.

He spends all of his time playing football. or He spends all his time playing football.

She likes all of my friends. or She likes all my friends.
Exercise 1

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

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

Exercise 2

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

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

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

### Subject and Verb Agreement

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>verb</th>
<th>third person singular form</th>
</tr>
</thead>
<tbody>
<tr>
<td>brushes</td>
<td>watches</td>
</tr>
<tr>
<td>rushes</td>
<td>reaches</td>
</tr>
<tr>
<td>polishes</td>
<td>teaches</td>
</tr>
<tr>
<td>crashes</td>
<td>catches</td>
</tr>
<tr>
<td>washes</td>
<td>touches</td>
</tr>
</tbody>
</table>

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

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

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

\begin{itemize}
  \item \textit{carry} – \textit{carries}
  \item \textit{cry} – \textit{cries}
  \item \textit{study} – \textit{studies}
  \item \textit{hurry} – \textit{hurries}
  \item \textit{fly} – \textit{flies}
  \item \textit{worry} – \textit{worries}
  \item \textit{copy} – \textit{copies}
  \item \textit{marry} – \textit{marries}
  \item \textit{bully} – \textit{bullies}
\end{itemize}

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

- Buy – buys
- Say – says
- Pay – pays
- Annoy – annoys
- Stay – stays

Mom *buys* bread at the supermarket.
Mr. Carter *pays* all his bills with a credit card.
My friend *says* he has a salt-water aquarium.
She *annoys* me with her silly jokes.
Anna *stays* with her aunt on weekends.

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

- Mom and Dad *love* us.
- My sisters *listen* to music a lot.
- The stars *shine* brightly on a clear night.
- Some people *drink* tea.
- I *like* juicy hamburgers.
- We *learn* interesting things at school.
- You *all* *know* the words to this song, children.
- They *always* *walk* home from school together.

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

- The audience was enjoying the play.
- The audience have all gone home.
- The class has thirty students.
- The class are handing in their papers.
- The band is performing until midnight.
- The band were arguing among themselves.

**Notes**

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

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

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

Alice \textbf{eats} a banana for breakfast.

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

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

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

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

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

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

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

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

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

**Exercise 2**

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

*Example:* Ali ________ (look) sad today.

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

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

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

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

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

The simple present tense is also used to state **facts**.

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

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

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

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

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

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

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

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

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

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

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

Notes

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

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

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

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

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

Exercise 4

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

Example: Dad goes to work on his bike.

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

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

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

Exercise 6

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

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

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

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

2. This is my sister. She is five.

3. I am not very interested in sports.

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

5. Cats are not as noisy as dogs.

6. We are busy doing our homework.

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

8. Our teacher is not very tall.

9. My parents are not home from work yet.

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

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

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

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

**Notes**

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

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

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

- **I am going** to the library tomorrow.
- **My sister is giving** me her bike when she gets her new one.
- **We can’t go to the movies tomorrow because my mom is working**.
- **We are having** a barbecue on Sunday.
- **All my friends are coming** to my party next week.
- **We’re taking** my cousin to the zoo later today.
Exercise 8

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

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

Exercise 9

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

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

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

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

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

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

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

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

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

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

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

- Was is the simple past form of am and is. Use was with singular nouns like ‘my dad’ and ‘the teacher’, and with the pronouns he, she and it.

- Were is the simple past form of are. Use were with plural nouns like ‘my parents’ and ‘Jenny and Mary’, and with the pronouns we, you and they.

Ten years ago, I was only a baby.

When I was younger, I played with teddy bears.

My friend was ill yesterday.

Mom was angry when she saw the broken vase.

It was very wet on Monday.

It was six o’clock when we got home.

We were away on vacation last month.

John and I were in the garden.

You were nasty to me!

You and Sally were not at school yesterday.

Dinosaurs were prehistoric animals.

Those were my best jeans.

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

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

Notes

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

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

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

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

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

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

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

Write each past tense verb below under the correct heading.

<table>
<thead>
<tr>
<th>verb + ed</th>
<th>verb + d</th>
<th>double the last letter + ed</th>
<th>change y to i and add ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>laughed</td>
<td>lived</td>
<td>smiled</td>
<td>landed</td>
</tr>
<tr>
<td>cried</td>
<td>pinned</td>
<td>hurried</td>
<td>played</td>
</tr>
<tr>
<td>hopped</td>
<td>tried</td>
<td>grabbed</td>
<td>raced</td>
</tr>
</tbody>
</table>

Exercise 11

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

1. The boys ____________ (whisper) secrets to each other.
2. Uncle Ben ____________ (hurry) to catch his bus.
3. We ____________ (return) our books to the library.
4. She ____________ (kiss) the frog and it ____________ (change) into a prince.
5. Someone ____________ (tap) me on the shoulder.
6. The baby ____________ (cry) when we took her toy away.
7. John ____________ (pin) the badge onto his jacket.
8. Two doctors ____________ (rush) into the room.
9. This is the house that we ____________ (live) in when I was younger.
10. Grandad ____________ (lower) himself into the chair.
**Exercise 12**

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

It __________ a beautiful summer’s day and there __________n’t a cloud in the sky.

Mom, Dad and I __________ all in the garden. Dad __________ in the vegetable garden planting some seeds and Mom and I __________ busy with other jobs. The sun __________ hot and soon I __________ feeling very tired. Mom and Dad __________n’t tired at all. They went on working for a long time. I __________ glad when it __________ time to go inside and have a drink.

**Exercise 13**

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

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

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

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

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

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

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

Exercise 14

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

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

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

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

  I have two brothers and one sister.
  Monkeys have long tails.
  My sister and I have a swing in our garden.
  John has a big brother.
  Sally has a pretty face.
  An elephant has a long trunk. It also has big ears.
  His brother has dark hair.
  Our apartment has big windows.

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

  I can’t play football because I have a broken leg.
  We have art lessons on Mondays.
  You have a stain on your shirt.
  They have the desks nearest the teacher.
  Peter has a sore knee.

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

  We usually have lunch at school.
  Mom and Dad sometimes have their breakfast in bed.
  Jenny often has sandwiches for lunch.
  She sometimes has cola to drink.
Verbs and Tenses: have, has and had

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

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>first person</strong></td>
<td>I have</td>
<td>we have</td>
</tr>
<tr>
<td><strong>second person</strong></td>
<td>you have</td>
<td>you have</td>
</tr>
<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>

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

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

Use **had** when you’re talking about wishes.

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

You can make the negative with **didn’t have**.

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

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

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

- We have lived in this house for five years. (= and we still live there)
- Your plane has already landed. (= and it’s still on the ground)
- She has dirtied her new shoes. (= she made them dirty and they’re still dirty)
- The teacher has pinned a notice on the board. (= and the notice is still there)
- You don’t need your key. I’ve already opened the door. (= and it’s still open)

Irregular Past Participles

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

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

<table>
<thead>
<tr>
<th>irregular verb</th>
<th>simple past tense</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>have</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
<td>lost</td>
</tr>
<tr>
<td>teach</td>
<td>taught</td>
<td>taught</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
</tbody>
</table>
Here are more examples of **irregular past participles**.

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

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

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

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

**Exercise 15**

*Complete the following sentences with has or have.*

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

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

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

**Exercise 17**

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

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

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

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

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

### Notes

You can shorten **shall** and **will** as ‘**ll** when you use these words with pronouns:

<table>
<thead>
<tr>
<th>full form</th>
<th>contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I shall, I will</td>
<td>I’ll</td>
</tr>
<tr>
<td>we shall, we will</td>
<td>we’ll</td>
</tr>
<tr>
<td>you will</td>
<td>you’ll</td>
</tr>
<tr>
<td>he will</td>
<td>he’ll</td>
</tr>
<tr>
<td>she will</td>
<td>she’ll</td>
</tr>
<tr>
<td>it will</td>
<td>it’ll</td>
</tr>
<tr>
<td>they will</td>
<td>they’ll</td>
</tr>
</tbody>
</table>

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

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

Tomorrow is Sunday.

Summer vacation ends on Friday.

The new library opens next week.

We fly to Paris on Wednesday.

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

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

I am going to visit my cousin tomorrow.

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

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

Dad is going to buy me a skateboard.

Aunt Jane is going to have another baby soon.

It is going to be windy tomorrow.

I hope someone is going to fix the television soon.

You are going to help me, aren’t you?

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

Mom and Dad are going to buy a new computer.

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

Are you going to read your book now?
**Exercise 18**

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

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

**Exercise 19**

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

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

<table>
<thead>
<tr>
<th>subject</th>
<th>verb</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My friend Tom</td>
<td>sleep</td>
<td>______________________________</td>
</tr>
<tr>
<td>2. We</td>
<td>ride</td>
<td>______________________________</td>
</tr>
<tr>
<td>3. The dog</td>
<td>catch</td>
<td>______________________________</td>
</tr>
<tr>
<td>4. Uncle Andy</td>
<td>come</td>
<td>______________________________</td>
</tr>
<tr>
<td>5. It</td>
<td>rain</td>
<td>______________________________</td>
</tr>
<tr>
<td>6. We</td>
<td>eat</td>
<td>______________________________</td>
</tr>
<tr>
<td>7. Jamal and I</td>
<td>have</td>
<td>______________________________</td>
</tr>
<tr>
<td>8. The teachers</td>
<td>read</td>
<td>______________________________</td>
</tr>
</tbody>
</table>
The verb do is used to talk about actions. The words do and does are the simple present forms of the verb do.

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

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

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

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

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

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

To make the negative form of verbs in the simple present tense, use **do** and **does** with **not**.

- **I do not have** any brothers or sisters.
- **We do not want** any more bread, thank you.
- **My brother and I do not like** football.
- You see beautiful mountains in Scotland but **you do not see** much sunshine.
- **Mom does not buy** our food at that supermarket.
- **Jenny does not eat** lunch at school because **she does not like** the food.
- **My cat does not make** as much noise as your dog.

The simple past tense of **does not** and **do not** is **did not**. The contraction is **didn’t**.

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

**Notes**

Here are the contractions you can use when **do, does** and **did** are used with **not**.

<table>
<thead>
<tr>
<th>full form</th>
<th>short form</th>
<th>full form</th>
<th>short form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/we do not</td>
<td>I/we don’t</td>
<td>I/we did not</td>
<td>I/we didn’t</td>
</tr>
<tr>
<td>you do not</td>
<td>you don’t</td>
<td>you did not</td>
<td>you didn’t</td>
</tr>
<tr>
<td>they do not</td>
<td>they don’t</td>
<td>they did not</td>
<td>they didn’t</td>
</tr>
<tr>
<td>he/she/it does not</td>
<td>he/she/it doesn’t</td>
<td>he/she/it did not</td>
<td>he/she/it didn’t</td>
</tr>
</tbody>
</table>
**Exercise 20**

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

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

**Exercise 21**

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

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

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

Infinitives often appear **after other verbs**.

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

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

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

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

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

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

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

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

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

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

The Imperative Form of Verbs

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

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

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

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

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

### Gerunds

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

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

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

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

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

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

I was too afraid to touch the spider.

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

Exercise 23

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

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

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

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

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

Exercise 25

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

She loves cycling in the countryside.

<table>
<thead>
<tr>
<th>verb</th>
<th>gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>cycle</td>
<td>cycling</td>
</tr>
<tr>
<td>paint</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>sleep</td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td></td>
</tr>
<tr>
<td>bake</td>
<td></td>
</tr>
<tr>
<td>fly</td>
<td></td>
</tr>
<tr>
<td>cook</td>
<td></td>
</tr>
</tbody>
</table>
Auxiliary, or helping verbs, are used before infinitives to add a different meaning. For example, you use auxiliary verbs to say:

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

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

**can and could**

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

She can draw really good pictures.

Philip can run faster than Matt.

Can you ride a bike? Can you help me with my homework?

She could already read before she started school.

Our teacher said we could go home early.

I ran as fast as I could.

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

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

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

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

You can’t go in there without a ticket.

Mom said I could have ice cream after my dinner.

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

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

**will and would**

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

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

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

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

**shall and should**

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

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

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

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

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

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

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

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

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

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

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

---

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

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

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

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

**Notes**

Some verb phrases have three parts:

- get away with
- run out of

---

**Exercise 1**

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

1. You ____________ borrow my book, if you want to.

2. Sam looked everywhere but he ____________ find his pencil.

3. Don’t help me. I ____________ do it by myself.

4. Sandy ____________ open the window. She’s not tall enough to reach it.

5. “Why ____________ John come out to play?” “Because he’s ill.”

6. This is a film for adults only. Children ____________ watch it.

7. ____________ you help me with this heavy bag?

8. They’ve lost the map and ____________ find their way back to the hotel.
Exercise 2

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

stop wait work buy help be take move enjoy

1. We hoped it ________ would be ________ sunny for our picnic.
2. I pushed the horse hard but it ____________________.
3. I asked Dad if he ___________________________ me some ice cream.
4. ___________________________ you __________________________ some more orange juice?
5. Sally switched on her computer but it ___________________________.
6. Mom and Dad said they ___________________________ me to the zoo as a treat.
7. We sat in the house and wished the rain ___________________________.
8. Uncle David said he ___________________________ me with my homework.
9. The man said he ___________________________ until the doctor was free.
10. I knew you ___________________________ playing my new video game.

Exercise 3

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

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

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

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

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

Exercise 5

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

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

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

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

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

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

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

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

**Adverbs of Manner**

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

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

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

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

Adverbs of Place

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

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

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

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

Adverbs of Duration

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

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

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

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

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

**Exercise 1**

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

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

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

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

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

Exercise 3

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

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

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

outside  this morning  ever  on the bus  clearly
all day  in old clothes  for a week  already  every day

1. His face was dirty and he was dressed ________ in old clothes _________. (manner)

2. Have you ___________________ been in a plane? (frequency)

3. She was so ill that she missed school ___________________. (duration)

4. I did some homework last night and finished it ___________________. (time)

5. We went ___________________ to play. (place)

6. Dad takes the dog for a walk ___________________. (frequency)

7. Sally left her pencil case ___________________. (place)

8. Speak __________________ so everyone can hear you. (manner)

9. It was a fine day and the children played in the garden ___________________. (duration)

10. “Go and do your homework.” “I’ve ___________________ done it.” (time)
Prepositions are words that show a connection between other words. Most prepositions are little words like *at*, *in* and *on*. Prepositional phrases are groups of words, such as *out of* and *on top of*.

**Preposition or Adverb?**

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

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

She put her hand **inside** my **bag**.

It was raining, so they decided to stay **inside**.

His friends walked **past** him without speaking.

A car drove **past** at high speed.

John’s house is **across** the **street**.

They got into the boat and rowed **across**.

Water was running **down** the **walls**.

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

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

Sally was sitting under a tree.

There’s a wooden floor underneath the carpet.

Some geese flew over their house.

John and Sarah were hiding inside the wardrobe.

There was a tree beside the river.

I have a friend who lives in Wyoming.

A big truck parked in front of their car.

The cat jumped on top of the cupboard.

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

Prepositions of Time

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

School starts at nine o’clock.

I brush my teeth in the morning and at night.

We’re going to the zoo on Saturday.

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

I visited my grandparents during the summer.

You must finish the work by Friday.

I’ll do my homework before dinner.

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

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

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

Prepositions with Special Uses

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

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

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

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

### except and instead of

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

### like, as and than

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

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

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

- Dad was **angry** with us.
- We were **afraid** of the big dog.
- She’s not very **interested** in sports.
- John is very **good** at drawing.
- Mr. Lee is **pleased** with our work.
- The teachers are always **kind** to us.
- What’s **wrong** with the computer?

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

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

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

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

Underline the prepositions in the following sentences.

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

Exercise 2

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

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

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

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

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

**Exercise 4**

Complete each sentence by using a *preposition* from the box.

- of
- for
- with
- except
- instead of

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

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

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

2. Our house is smaller than David’s.

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

4. Sally plays tennis like a professional player.

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

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

7. The wind sometimes sounds like a howling dog.

8. This ring is more expensive as that one.

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

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

**and, but and or**

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

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

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

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

Use **or** to talk about **choices**.

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

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

**Conjunctions Linking Phrases**

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

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

**Conjunctions with Lists**

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

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

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

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

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

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

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

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

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

Other Words for and

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

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

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

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

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

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

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

- Grandpa is old *but* very fit.
- *Although* Grandpa is old, he’s very fit.
- The weather was sunny *but* cold.
- *Even though* the weather was sunny, it was cold.
- The bus is slower than the train *but* it’s cheaper.
- *While* the bus is slower than the train, it’s cheaper.
- This computer is very old *but* reliable.
- *Though* this computer is very old, it is very reliable.

Other Words for *or*

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

- The movie wasn’t funny. It wasn’t interesting.
- The movie was neither funny *nor* interesting.
- You can do your homework now. You can do your homework after dinner.
- You can do your homework *either* now *or* after dinner.
- We could walk. We could take a taxi.
- We could walk, *or else* take a taxi.
Conjunctions of Time

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

Take the toy out of the box before you throw the box away.
Before you leave the house, be sure that you’ve got your backpack.
I usually do my homework after I have my dinner.
After I went to bed, I heard a strange noise downstairs.
We’ve moved to a new house since I last wrote to you.
Since the new teacher arrived, we all enjoy our work more.
You can’t watch TV until you’ve done your homework.
Until the rice is cooked, we can’t eat dinner.
I’ll call you when I get home.
When the wind blows, the branches on the tree bend.
Dad watches TV while he does his exercises.
While we’re waiting for the bus, let’s play a game.
People stand back as the train goes through the station.
As the president’s car goes past, everybody waves.
We went inside as soon as it started to rain.
As soon as you’ve finished your homework, let me see it.

Conjunctions of Place

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

Does anybody know where Mr. Carter lives?
Where the road is narrow, big trucks can’t get through.
The dog follows Andrew wherever he goes.
Wherever there are mountains, you will also find streams.
Conjunctions of Reason

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

I sat down because I was feeling tired.

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

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

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

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

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

Take an umbrella in case it rains.

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

Conjunctions of Purpose

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

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

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

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

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

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

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

She goes jogging every morning in order to keep fit.

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

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

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

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

**Exercise 2**

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

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

2. I don’t enjoy football swimming homework.
   _____________

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

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

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

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

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

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

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

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

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

2. We went to the supermarket.

3. Take this milk.

4. We looked everywhere for the key.

5. I phoned you this morning.

6. Jim asked the teacher.

7. Take a pencil.

8. Is Susan the smartest student in the class?

9. Do you think he’ll catch the ball?

10. We knocked at the door.
**Exercise 4**

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

- in case the ground is muddy.
- as soon as you’ve done your homework.
- where I had spilled the juice.
- so he could show it to his friends.
- because it had started to rain.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Conjunction</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children went inside</td>
<td>because</td>
<td>it had started to rain.</td>
</tr>
<tr>
<td>He took his new toy to school</td>
<td>as soon as</td>
<td>you’ve done your homework.</td>
</tr>
<tr>
<td>Put on your apron</td>
<td>where</td>
<td>I had spilled the juice.</td>
</tr>
<tr>
<td>The children played in the garden</td>
<td>so</td>
<td>he could show it to his friends.</td>
</tr>
<tr>
<td>Wear your boots</td>
<td>because</td>
<td>it had started to rain.</td>
</tr>
<tr>
<td>You can watch a video</td>
<td>as soon as</td>
<td>you’ve done your homework.</td>
</tr>
<tr>
<td>There was a mark on the carpet</td>
<td>since</td>
<td>I last saw my cousin.</td>
</tr>
<tr>
<td>Cook the pasta</td>
<td>before</td>
<td>you start to paint.</td>
</tr>
<tr>
<td>Go to bed early</td>
<td>until</td>
<td>it is soft enough to eat.</td>
</tr>
<tr>
<td>It’s been six months</td>
<td>while</td>
<td>their dad cooked dinner.</td>
</tr>
</tbody>
</table>

1. The children went inside because it had started to rain.
2. He took his new toy to school as soon as you’ve done your homework.
3. Put on your apron so he could show it to his friends.
4. The children played in the garden in case the ground is muddy.
5. Wear your boots because it had started to rain.
6. You can watch a video before you start to paint.
7. There was a mark on the carpet since I last saw my cousin.
8. Cook the pasta until it is soft enough to eat.
9. Go to bed early while their dad cooked dinner.
10. It’s been six months so you’re not tired in the morning.
A sentence is a group of words that expresses a complete thought. Sentences always have a subject and a verb.

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

**Four Kinds of Sentence**

- **A declarative sentence** makes a statement.
  - It is raining.
  - Tom likes football.
  - The school bell was ringing.
  - The children are playing with the dog.
  - Topeka is in Kansas.

- **An interrogative sentence** asks a question.
  - Where are my keys?
  - Why is the sky blue?
  - Who is talking to the teacher?
  - Is this the way to the ice skating rink?

- **An exclamatory sentence** makes a very strong statement called an exclamation. It shows a strong feeling such as surprise or anger.
  - What a kind thing to do!
  - How beautiful she is!
  - The silly boy!
An imperative sentence gives an order.

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

An imperative sentence can end with an exclamation point (!) if the order is very firm.

**Sentences with Objects**

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

Here are some sentences with transitive verbs.

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

Notes: An imperative sentence can end with an exclamation point (!) if the order is very firm.
Verbs with Two Objects

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

Sam gave Anna a present.

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

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

Verbs with No Object

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

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

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

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

Exercise 2

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

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

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

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

Exercise 4

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

Dad bought Mom some flowers.

1. Dad bought some flowers.

2. The teacher found an empty seat.

3. The police officer showed her badge.

4. Rudy sent a postcard.

5. Will you buy some bread at the supermarket?

6. I’ll bring my stamp collection.
Simple Sentences

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

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

Compound Sentences

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

- Some people are always happy and some people are always sad.
- She opened the bag and took out a book.
- Do you want coffee or would you prefer lemonade?
- Is that a bird or is it a plane?
- John is good at English but he’s not very good at math.
- Michael wants to see Star Wars but his friends have already seen it.
- Tom dropped his sandwich so I gave him mine.
- It started to rain so we went inside.
**Conditional Sentences**

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

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

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

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

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

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

**Positive and Negative Sentences**

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

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

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

**Exercise 5**

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

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

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

<table>
<thead>
<tr>
<th>If-Clause</th>
<th>Main Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>if they get no water</td>
<td>if you don’t write neatly</td>
</tr>
<tr>
<td>if we all work together</td>
<td>if we don’t leave now</td>
</tr>
<tr>
<td>if you let me explain</td>
<td>if I need help</td>
</tr>
<tr>
<td>if you don’t want to see this movie</td>
<td>if you work hard</td>
</tr>
</tbody>
</table>

1. you’ll do well in your exams

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

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

2. we’ll be late

3. I won’t be able to read your story

4. we’ll choose a different movie

5. the plants will die

6. we’ll finish the job more quickly
7. I’ll tell you what happened

8. I’ll ask Mom and Dad

---

Exercise 7

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

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

2. John is my best friend.

3. I’ve got a new bike.

4. Everybody knows where I live.

5. There’s some food in the refrigerator.

6. I saw the boy throw the stone.

7. We want to go to the ballgame.

8. Sam always tells the truth.
Questions

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

yes or no questions

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this your seat?</td>
<td>May I sit here?</td>
</tr>
<tr>
<td>Yes.</td>
<td>Yes.</td>
</tr>
<tr>
<td>Can you ride a bike?</td>
<td>Don’t you like pizza?</td>
</tr>
<tr>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td>Do you like swimming?</td>
<td>Are we late?</td>
</tr>
<tr>
<td>Yes.</td>
<td>No.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

The weather is lovely today, isn’t it?

The main part of the sentence is positive, but the question tag is negative. You expect the answer to a negative question tag to be yes. For example:

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

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

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

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

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

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

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

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

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

2. She can speak Japanese.

3. Margaret is at home.

4. My mom works in an office.

5. The teacher told the children a story.

6. Philip has got a new bike.

7. She is Sumiko’s best friend.

8. Tom could sit with David.

9. Dad will help Jennifer with her homework.

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

**What**  **Who**  **When**  **Why**

**Which**  **Whose**  **Where**  **How**

1. _______ are my keys?

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

3. _______ time did they arrive?

4. _______ is the problem?

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

6. _______ do you know the answer?

7. _______ do the stars twinkle?

8. _______ coat is this?

9. _______ would you like for dinner?

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

11. _______ is your favorite singer?

12. _______ does this train leave?

13. _______ bike is that over there?

14. _______ cafe do you prefer?

15. _______ can we find a restaurant?
Exercise 10

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

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

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

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

Indirect Speech

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

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

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

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

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

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

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

**Indirect Commands**

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

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

The verb *ask* is usually used to report questions.

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

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

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

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

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

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

### Exercise 1

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

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

<table>
<thead>
<tr>
<th>direct speech</th>
<th>indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “My head is aching,” said Sarah.</td>
<td>Sarah said that ______ her head was aching.</td>
</tr>
<tr>
<td>2. “I like your new bike,’ Dan told me.</td>
<td>Dan told me that he liked __________ new bike.</td>
</tr>
<tr>
<td>3. Tom and Peter said, “We’ll give you our seats.”</td>
<td>Tom and Peter said that they would give us __________ seats.</td>
</tr>
<tr>
<td>5. “I haven’t brushed my teeth,” said Paul.</td>
<td>Paul said that he hadn’t brushed __________ teeth.</td>
</tr>
<tr>
<td>6. “You are late again,” Mr. Chen told me.</td>
<td>Mr. Chen said that __________ was late again.</td>
</tr>
<tr>
<td>7. “We have finished our homework,” said the boys.</td>
<td>The boys said that they had finished __________ homework.</td>
</tr>
<tr>
<td>8. Sue and Maggie said, “We want to watch football on TV.”</td>
<td>Sue and Maggie said that __________ wanted to watch football on TV.</td>
</tr>
<tr>
<td>9. “I don’t like your green hair,” said Uncle David.</td>
<td>Uncle David said that __________ didn’t like my green hair.</td>
</tr>
<tr>
<td>10. Dad said, “We’ll have to phone for a taxi.”</td>
<td>Dad said that __________ would have to phone for a taxi.</td>
</tr>
</tbody>
</table>
Exercise 3

Rewrite the following sentences as indirect questions or indirect commands. The first one has been done for you.

1. “Are you feeling ill?” Mom asked.
   
   Mom asked if I was feeling ill.

2. “When will you finish the work?” Dad asked the plumber.

3. The teacher said, “Open your books, children.”

4. “Turn the music down, Maggie,” said Mom.

5. “Please take your shoes off at the door, Tom,” said Uncle David.

6. “Have you read the Harry Potter books?” Michael asked.

7. Jenny said, “Would you like some more orange juice, Peter?”

8. “Don’t be rude to your teacher, children,” said the principal.

9. “Write your name at the top of the page, everyone,” said Miss Lee.

10. “Does the ball belong to you boys?” the woman asked.
**12 Punctuation**

**Punctuation Marks**

Punctuation marks are signs such as periods, commas and question marks. They are used in sentences to make the meaning clear.

### period  •

- Put a period **at the end of a sentence.**
  - Tim lent me his skateboard.
  - The children are playing in the garden.
  - The train arrived late.
  - It’s not a very sunny day.

### comma  ’

- Put a comma **between items in a list.**
  - You need paper, scissors and glue.
  - She likes reading, swimming, playing basketball and going to the movies.
  - Tom, May Ling, Sue and Christopher all went shopping together.

- Put a comma **after yes and no.**
  - “Do you like football?” “Yes, I like it very much.”
  - “Is this your house?” “Yes, it is.”
  - “Is it still snowing?” “No, it’s stopped.”
  - “Has Sarah had breakfast yet?” “No, she hasn’t.”

- You also put a comma **before or after the name of the person you are speaking to.**
  - Hello, Mr. Carter.
  - Miss Lee, can I borrow a pencil, please?
  - Goodbye, Andrew.
Commas are used **before please and thank you**.

Could you pass me that pencil, please?
“Would you like some more orange juice, David?” “Yes, please.”
I’ve had enough to eat, thank you.
“Would you like another cupcake, Sally?” “No, thank you.”

A comma is also used **between the parts of a place name**.

Chicago, Illinois
Tower Bridge, London
Athens, Georgia
the Lincoln Memorial, Washington DC

**question mark**  

Write a question mark **at the end of a question**, instead of a period.

Can you hear me, children?  
Who is that man talking to Dad?  
Is there someone knocking at the door?

Didn’t you read the sign?  
Where is my schoolbag?  
How many apples are left?

**exclamation point**  

Use an exclamation point at the end of a sentence that shows a **strong feeling** such as surprise or fear. An exclamation point is used instead of a period.

What a silly thing to do!  
You’re completely wrong!  
I told you not to go out on your own!

Help! A monster!  
What a shame!  
How sad!

You can also use exclamation points with strong **orders**.

Sit down!  
Be quiet!  
Leave that computer alone!

Don’t touch that knife!  
Give me that ball!  
Do it now!
Exclamation points are usually used after **interjections**.

People often use just one or two words to express a sudden feeling such as **fear**, **happiness**, **surprise** or **anger**, or in greeting somebody. These short expressions are called **interjections**. Here are some examples:

- Hello!
- Good morning!
- Good night!
- Well done!
- Oh dear!
- Ouch!
- Hurray!
- Help!
- Look out!
- Happy Birthday!

**apostrophe** 

Use an apostrophe with *s* to show **who something belongs to**.

- This is Michael’s room.
- This is my Dad’s desk.
- Are you Kathleen’s mom?
- This dog’s tail is very long.
- The teacher collects everyone’s books at the end of the class.
- Jack is going to his friend’s house for lunch.

You also use an apostrophe to show **where one or more letters are missing in a contraction**.

- I’m (= am) the boy who lives next door.
- She’s (= is) my best friend.
- He’s (= has) been to Europe twice.
- We’re (= are) going to the zoo today.
- You’re (= are) my favorite uncle.
- I’d (= had) better go home now.
- You’ve (= have) got dirt on your new shoes.
- He’ll (= will) lend you his bike.
Use quotation marks around the exact words that someone says. You put the mark “ at the beginning of the words, and the mark ” at the end.

Use a comma before the last quotation mark, to separate the words from the rest of the sentence.

“This bike is mine,” said Susan.
“I would like some apple juice, please,” said the little boy.
“Let’s play computer games,” said James.

Suppose the exact words that someone says come after the rest of the sentence. In this case put a period before the last quotation mark.

Dad said, “Come inside and have lunch.”
“John,” said Mom, “please turn your music down.”

Put question marks and exclamation points in the same place as periods, before the last quotation mark.

“Is this the way to the station?” the man asked.
Sam said, “Can I borrow your pencil?”
“Don’t do that!” said Mom.
John said, “What a great movie!”

When you are reading a playscript, notice the colon between the name of a character and the words that they speak.

Jack: What have you got in the bag?
Maggie: My swimming suit.
Jack: When are you going swimming?
Maggie: This afternoon. Would you like to come?
Use a capital letter as the first letter of the first word in a sentence.

Dogs have wet noses.
Where is my ball?
That isn’t fair!
This is my brother.
You need a racket if you’re going to play tennis.

You also use a capital letter for the first letter of the first word in direct speech.

Sam said, “This is my brother.”
“Where is my ball?” Tom asked.
Alice shouted, “That isn’t fair!”
“You’ll need a racket if you’re going to play tennis,” said Dad.

The word I is always written as a capital letter.

I’m really pleased with your work.
Do you know what I got for my birthday?
Paul and I asked if we could help.

Use a capital letter to begin the names of people and places.

John
May Ling
David Beckham
Dr. Raj
Miss Lee
Grandad
Uncle David
Professor Park

Australia
Germany
the United States of America
Mexico City
Beijing
Buckingham Palace
the Statue of Liberty
the Erie Canal

the Sphinx
the Taj Mahal
the Grand Canyon
the Great Wall of China
the Pacific Ocean
Mount Fuji
the Rio Grande
the Himalayas
You also use capital letters after the **initials** in someone’s name.

- T.K. Lee
- J.K. Rowling
- J.R.R. Tolkien
- M.C. Hammer

The **days** of the week and **months** of the year begin with a capital letter.

- Monday  
- Tuesday  
- Wednesday  
- Thursday  
- Friday  
- Saturday  
- Sunday  

- January  
- February  
- March  
- April  
- May  
- June  

- July  
- August  
- September  
- October  
- November  
- December

The names of **holidays** and **special celebrations** also begin with a capital letter.

- Valentine’s Day
- Yom Kippur
- Christmas
- Memorial Day

- Veterans’ Day
- Halloween
- Independence Day
- Thanksgiving

Capital letters are also used in the **titles of books, films and plays**.

- The Lady and the Tramp
- Star Wars
- Harry Potter and the Sorcerer’s Stone
- The Adventures of Sherlock Holmes
- Alice in Wonderland
- The Sword in the Stone
- Hamlet, Prince of Denmark
- Cats and Dogs
- Universal World Atlas
Nationalities and languages also begin with a capital letter.

Australian  German
Indonesian  Korean
Spanish  French
Egyptian  Russian
Hindu  Japanese
South African  Chinese
British  English
Pakistani  Cantonese

You also use a capital letter for the first letter in words and phrases that you use for saying hello and goodbye.

Hi.
Good morning.
See you later.
Have a nice day.
Take it easy.
Bye.
Exercise 1

Put the correct punctuation mark at the end of each sentence.

1. Sally is my sister’s friend
2. What time is it
3. Don’t speak to your mother like that
4. Good morning Did you sleep well
5. Oh dear Did he hurt himself
6. Mom asked if I had cleaned my room
7. Help I’m falling
8. Could you open a window, please
9. He’s very handsome, isn’t he
10. What a lovely day

Exercise 2

Rewrite the following sentences by putting commas and apostrophes in the correct places.

1. This food is delicious isn’t it?
2. Hello David. Have you seen Toms new bike?
3. “Good morning children” said Miss Lee.
4. I can’t speak French very well.
5. Excuse me Mr. Chen. Could you help me with this question please.
6. Sams mom bought rice eggs and flour.
7. Yes thank you. I’ve had a lovely day.
8. She’s my big brothers girlfriend.
Exercise 3

Put capital letters in the correct places as you rewrite these sentences.

1. have you seen mr. chen?

2. can I help with the cooking, mom?

3. we went to paris for a holiday.

4. “do you like my new car?” asked uncle david.

5. we visited new york and saw the statue of liberty.

6. my friend doesn’t speak english.

7. they spent christmas in london.

8. we went to the library on thursday.

9. were you born in june or july?

10. have you read the lord of the rings by j.r.r. tolkien?

11. they’re going to italy next summer.

12. have a good day, mrs. park.
# A List of Irregular Verbs

Here is a table to remind you of the forms of irregular verbs.

<table>
<thead>
<tr>
<th>Simple Present</th>
<th>Third Person Singular</th>
<th>Present Participle</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>am, is, are</td>
<td>being</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>beat</td>
<td>beats</td>
<td>beating</td>
<td>beat</td>
<td>beaten</td>
</tr>
<tr>
<td>become</td>
<td>becomes</td>
<td>becoming</td>
<td>became</td>
<td>become</td>
</tr>
<tr>
<td>begin</td>
<td>begins</td>
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<td>bend</td>
<td>bends</td>
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<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>bite</td>
<td>bites</td>
<td>biting</td>
<td>bit</td>
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</tr>
<tr>
<td>blow</td>
<td>blows</td>
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<td>blew</td>
<td>blown</td>
</tr>
<tr>
<td>break</td>
<td>breaks</td>
<td>breaking</td>
<td>broke</td>
<td>broken</td>
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<tr>
<td>bring</td>
<td>brings</td>
<td>bringing</td>
<td>brought</td>
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<td>build</td>
<td>builds</td>
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<td>burn</td>
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<td>burst</td>
<td>bursts</td>
<td>bursting</td>
<td>burst</td>
<td>burst</td>
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<tr>
<td>buy</td>
<td>buys</td>
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<td>catch</td>
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<td>come</td>
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<tr>
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<td>crept</td>
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<tr>
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<td>cuts</td>
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<td>cut</td>
</tr>
<tr>
<td>dig</td>
<td>digs</td>
<td>digging</td>
<td>dug</td>
<td>dug</td>
</tr>
<tr>
<td>do</td>
<td>does</td>
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Beginning to intermediate students of all ages will greatly benefit from a clear understanding of English grammar basics. This is the ideal supplement to your language arts program whether your students are native English speakers or beginning English language learners. Skill-specific lessons make it easy to locate and prescribe instant reinforcement or intervention.

- Lessons are tightly focused on core concepts of grammar
- More than 80 practice exercises are included for ready reinforcement
- A wealth of examples are provided on every topic
- Concise explanations are bolstered by extra grammar tips and useful language notes