Learning

Basic

Grammar

Start learning about the 8 parts of speech, nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections
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<td>Comma</td>
<td>151</td>
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<td>Apostrophe</td>
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</tbody>
</table>
Here’s an old children’s rhyme about the eight parts of speech of English grammar. It gives you an idea of what grammar is about. Read and remember it.

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

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

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

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

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

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

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

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

When do you use a capital letter?

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

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

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

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

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

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

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

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

These are words for people. They are common nouns.

**Word File**

Here are more words for people:

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

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

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

Here are more words for animals:

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

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

basket

bed

drum

cake

blanket

gate

Word File
Here are more words for things:

<table>
<thead>
<tr>
<th>bag</th>
<th>kite</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>ladder</td>
</tr>
<tr>
<td>bread</td>
<td>lamp</td>
</tr>
<tr>
<td>can</td>
<td>picture</td>
</tr>
<tr>
<td>chair</td>
<td>radio</td>
</tr>
<tr>
<td>cot</td>
<td>television</td>
</tr>
<tr>
<td>cup</td>
<td>train</td>
</tr>
<tr>
<td>desk</td>
<td>truck</td>
</tr>
<tr>
<td>door</td>
<td>watch</td>
</tr>
<tr>
<td>egg</td>
<td>window</td>
</tr>
</tbody>
</table>
**Exercise 1**
Underline the common nouns in these sentences.

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

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

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

**People**

**Animals**

**Places**

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

Proper Nouns

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

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

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

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

**Did you know?**

January is the first month of the year.

Sunday is the first day of the week.

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

Mount Everest

the Thames

Lake Michigan
the Alps
the Dead Sea
Mount Fuji

the Himalayas
the Pacific Ocean
the Yellow River

Did you know?

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

Mount means mountain.
It is often used in the names of mountains.

For example: Mount Everest
Mount St. Helens

The written short form for Mount is Mt.
For example: Mt. Everest, Mt. Fuji
The names of festivals, some special events and holidays are proper nouns, too.

Valentine’s Day

Father’s Day

Halloween

New Year’s Day

Word File

Here are more names of festivals and holidays:

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

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

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

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

*Common Nouns*  

*Proper Nouns*  

<table>
<thead>
<tr>
<th>Lisa</th>
<th>bank</th>
<th>President Hotel</th>
<th>United Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>beach</td>
<td>White Sand Beach</td>
<td>hotel</td>
</tr>
<tr>
<td>doctor</td>
<td>month</td>
<td>Dr. Wang</td>
<td>girl</td>
</tr>
</tbody>
</table>
Exercise 3
Write C for common or P for proper on the blank before each noun.

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

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

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

**Word File**

These are also singular nouns:
- an airplane
- a bicycle
- a boy
- a bus
- a comb
- a girl
- a key
- a letter
- a map
- a photograph
- a refrigerator
- a slide
- a swing
- a van
Use a or an before singular nouns. Use an before words beginning with vowels (a, e, i, o, u). For example, say:

- an axe
- an egg
- an envelope
- an ice cream
- an igloo
- an orange
- an umbrella
- an uncle

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

- a uniform
- a university

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

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

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

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

<table>
<thead>
<tr>
<th>Word File</th>
</tr>
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<tbody>
<tr>
<td><strong>Singular</strong></td>
</tr>
<tr>
<td>bird</td>
</tr>
<tr>
<td>broom</td>
</tr>
<tr>
<td>camel</td>
</tr>
<tr>
<td>desk</td>
</tr>
<tr>
<td>doll</td>
</tr>
<tr>
<td>egg</td>
</tr>
<tr>
<td>flower</td>
</tr>
<tr>
<td>fork</td>
</tr>
<tr>
<td>game</td>
</tr>
<tr>
<td>lamb</td>
</tr>
<tr>
<td>nest</td>
</tr>
<tr>
<td>pen</td>
</tr>
<tr>
<td>photo</td>
</tr>
<tr>
<td>shirt</td>
</tr>
<tr>
<td>spoon</td>
</tr>
</tbody>
</table>
Some plural nouns end in **-es**.

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
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</thead>
<tbody>
<tr>
<td>beach</td>
<td>beaches</td>
</tr>
<tr>
<td>branch</td>
<td>branches</td>
</tr>
<tr>
<td>box</td>
<td>boxes</td>
</tr>
<tr>
<td>bush</td>
<td>bushes</td>
</tr>
<tr>
<td>church</td>
<td>churches</td>
</tr>
<tr>
<td>dish</td>
<td>dishes</td>
</tr>
<tr>
<td>dress</td>
<td>dresses</td>
</tr>
<tr>
<td>sandwich</td>
<td>sandwicheses</td>
</tr>
<tr>
<td>witch</td>
<td>witches</td>
</tr>
</tbody>
</table>
Some plural nouns end in -**ies**.

---

**Word File**

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

---

**Grammar Help**

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>chimney</td>
<td>chimneys</td>
</tr>
<tr>
<td>cowboy</td>
<td>cowboys</td>
</tr>
<tr>
<td>day</td>
<td>days</td>
</tr>
<tr>
<td>donkey</td>
<td>donkeys</td>
</tr>
<tr>
<td>jersey</td>
<td>jerseys</td>
</tr>
<tr>
<td>kidney</td>
<td>kidneys</td>
</tr>
<tr>
<td>monkey</td>
<td>monkeys</td>
</tr>
<tr>
<td>toy</td>
<td>toys</td>
</tr>
<tr>
<td>trolley</td>
<td>trolleys</td>
</tr>
<tr>
<td>valley</td>
<td>valleys</td>
</tr>
</tbody>
</table>

- key
- keys
- tray
- trays
- turkey
- turkeys
If a noun ends in **-f**, you often change **f** to **v**, and add **-es**.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>calf</td>
<td>calves</td>
</tr>
<tr>
<td>elf</td>
<td>elves</td>
</tr>
<tr>
<td>half</td>
<td>halves</td>
</tr>
<tr>
<td>leaf</td>
<td>leaves</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>loaf</td>
<td>loaves</td>
</tr>
<tr>
<td>shelf</td>
<td>shelves</td>
</tr>
<tr>
<td>thief</td>
<td>thieves</td>
</tr>
<tr>
<td>wolf</td>
<td>wolves</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>chef</td>
<td>chefs</td>
</tr>
<tr>
<td>chief</td>
<td>chiefs</td>
</tr>
<tr>
<td>cliff</td>
<td>cliffs</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>handkerchief</td>
<td>handkerchiefs</td>
</tr>
<tr>
<td>roof</td>
<td>roofs</td>
</tr>
<tr>
<td>sheriff</td>
<td>sheriffs</td>
</tr>
</tbody>
</table>

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

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

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

- a hippo → hippos
- a video → videos
- a zoo → zoos

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

- a tomato → tomatoes
- a potato → potatoes
- a hero → heroes

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

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

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

**Word File**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>bison</td>
<td>bison</td>
</tr>
<tr>
<td>deer</td>
<td>deer</td>
</tr>
<tr>
<td>sheep</td>
<td>sheep</td>
</tr>
</tbody>
</table>

**Did you know?**

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

- binoculars
- goggles
- pliers
- jeans

**Word File**
- pants
- pajamas
- shorts
- trousers
- sandals
- scissors
- sneakers
- slippers
- stockings

**Did you know?**
Another word for *spectacles* is *glasses*.

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

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

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

Exercise 2

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 desk</td>
<td></td>
</tr>
<tr>
<td>2 class</td>
<td></td>
</tr>
<tr>
<td>3 comb</td>
<td></td>
</tr>
<tr>
<td>4 mug</td>
<td></td>
</tr>
<tr>
<td>5 bus</td>
<td></td>
</tr>
<tr>
<td>6 basket</td>
<td></td>
</tr>
<tr>
<td>7 peach</td>
<td></td>
</tr>
<tr>
<td>8 belt</td>
<td></td>
</tr>
<tr>
<td>9 taxi</td>
<td></td>
</tr>
<tr>
<td>10 box</td>
<td></td>
</tr>
</tbody>
</table>
### Exercise 3
Do you change -y to -ies, or just add -s to make these singular nouns plural? Write your answers.

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

### Exercise 4
All these singular nouns end with -o. Add either -s or -es as you write the plurals on the line.

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

**Word File**
Here are some more groups of people:
- an audience
- a band
- a choir
- a team
- a class

**Grammar Help**
Many **collective nouns** can be used with a singular or plural verb. For example:

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

or

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

But the following collective nouns always take a plural verb:
- cattle
- people
- the police
Here are more collective nouns that are used for groups of people, animals or things.

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

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

Farmer John had:

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

One day a ___________ of coyotes tried to attack his animals. Farmer John yelled and waved a pitchfork to frighten them away.
**Masculine and Feminine Nouns**

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

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

<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>prince</td>
<td>princess</td>
</tr>
<tr>
<td>steward</td>
<td>stewardess</td>
</tr>
<tr>
<td>waiter</td>
<td>waitress</td>
</tr>
</tbody>
</table>

- **bride**
- **bridegroom**
- **rooster**
- **hen**
- **lion**
- **lioness**
- **king**
- **queen**
Here are some more masculine and feminine nouns for people.

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

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

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

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

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

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

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

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

Here are some neuter nouns:

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Masculine</th>
<th>Feminine</th>
<th>Common Gender</th>
<th>Neuter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


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

**Personal Pronouns**

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

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

This is my father. He is a teacher.

This is my mother. She is a lawyer.

I have a brother and two sisters.

They are Peter, Sharon and Jenny.

I have a dog. It is called Lucky.

Lucky, you are a good dog.

Good morning, children! You may sit down now.

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

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

I am standing on my head. Look at me.

*My mother* is kind. Everybody likes her.

Lisa, I told you to tidy your bed!

Sharon and Jenny! Dad is waiting for you!

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

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

Pick up your toys and put them away.

---

**Grammar Help**

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

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

Tom likes riding my bicycle. I sometimes lend it to him.
There are three groups of pronouns: **first person**, **second person** and **third person**.

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

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

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

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

Here is a table to help you.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person singular</strong></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td><strong>Second person singular</strong></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td><strong>Third person singular</strong></td>
<td></td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td><strong>First person plural</strong></td>
<td></td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td><strong>Second person plural</strong></td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td><strong>Third person plural</strong></td>
<td></td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>
Reflexive Pronouns

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

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

I made this cake *myself*.

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

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

*Susan* has hurt *herself*.

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

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

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

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

Grammar Help

Here is a table to remind you about reflexive pronouns.

<table>
<thead>
<tr>
<th></th>
<th><strong>Singular</strong></th>
<th><strong>Plural</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person</strong></td>
<td><em>(I,me) myself</em></td>
<td><em>(we,us) ourselves</em></td>
</tr>
<tr>
<td><strong>Second person</strong></td>
<td><em>(you) yourself</em></td>
<td><em>(you) yourselves</em></td>
</tr>
<tr>
<td><strong>Third person</strong></td>
<td><em>(he, him) himself</em></td>
<td><em>(they, them) themselves</em></td>
</tr>
<tr>
<td></td>
<td><em>(she, her) herself</em></td>
<td><em>(they, them) themselves</em></td>
</tr>
<tr>
<td></td>
<td><em>(it) itself</em></td>
<td><em>(they, them) themselves</em></td>
</tr>
</tbody>
</table>
The words **who**, **whom**, **whose**, **what** and **which** are called interrogative pronouns. These pronouns are used to ask questions.

**Who**
- Who is he talking to?
- Who are those people?

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

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

**Whose**
- Whose is this umbrella?
- Whose are these gloves?

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

**Grammar Help**

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

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

- **Who** are you playing with?
- or
- **Whom** are you playing with?
Demonstrative Pronouns

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

**These** are sheep.

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

Grammar Help

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

Demonstrative pronouns can be singular or plural:

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

These are sheep.

**Those** are goats.
Exercise 1
Draw a line to join each of the subject pronouns to the object pronoun that matches.

I he it she they you we
us her you them me him it

Exercise 2
Fill in the blanks with the correct pronouns.

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

<table>
<thead>
<tr>
<th>yourselves</th>
<th>themselves</th>
<th>itself</th>
<th>myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>himself</td>
<td>yourself</td>
<td>ourselves</td>
<td>herself</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

**Grammar Help**

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

<table>
<thead>
<tr>
<th>Ful ending</th>
<th>Less ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>careful</td>
<td>careless</td>
</tr>
<tr>
<td>colorful</td>
<td>colorless</td>
</tr>
<tr>
<td>useful</td>
<td>useless</td>
</tr>
<tr>
<td>harmful</td>
<td>harmless</td>
</tr>
</tbody>
</table>

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

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

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

- leafless = without leaves
- sleeveless = without sleeves

- a **beautiful** dress
- a **careless** driver
- a **faithful** dog
- a **harmless** insect
- a **useful** tool
Some adjectives end in -y.

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

Some adjectives end in -ive.

- an expensive necklace
- an active child
- an attractive hat
- a creative toy

Some adjectives end in -ing.

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

- a cunning fox
- dazzling sunshine
Some adjectives end in -ly.

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

a daily newspaper

a friendly police officer

Many adverbs also end in -ly.

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

a broken chair

a famous pop singer

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

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

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

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

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

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

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

- a **cold** drink
- a **hot** bun
- an **ugly** monster
- a **fierce** dog
- a **loud** crash

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

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

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

Your hands are black!

Please get me some white paint.

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

The sky is gray.

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

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

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

- a tall girl  a tall bookcase

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

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

- **eleven** hens
- **twelve** geese
- **thirteen** birds
- **fourteen** mice
- **fifteen** frogs
- **sixteen** snails
- **seventeen** kittens
- **eighteen** ants
- **nineteen** lizards
- **twenty** butterflies
Other adjectives tell you something about quantity without giving you the exact number.

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

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

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

When you compare two people or things, use the **comparative** form of the adjective. Lots of comparative adjectives end in **-er**.

- small
- smaller

- fast
- faster

- bright
- brighter

- cheap
- cheaper
- clear
- clearer
- loud
- louder
- new
- newer
- old
- older
- rich
- richer
- short
- shorter
- tall
- taller
- slow
- slower
- thick
- thicker

**Grammar Help**

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

- Jack is taller than John.
- A sports car is faster than a motorbike.
Use the **superlative** form of an adjective to compare three or more nouns. Lots of superlatives end in -est.

- dark
- darker
- darkest

- thick
- thicker
- thickest

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative form</th>
<th>superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>cleaner</td>
<td>cleanest</td>
</tr>
<tr>
<td>easy</td>
<td>easier</td>
<td>easiest</td>
</tr>
<tr>
<td>fat</td>
<td>fatter</td>
<td>fattest</td>
</tr>
<tr>
<td>flat</td>
<td>flatter</td>
<td>flattest</td>
</tr>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>heaviest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>hottest</td>
</tr>
<tr>
<td>narrow</td>
<td>narrower</td>
<td>narrowest</td>
</tr>
<tr>
<td>noisy</td>
<td>noisier</td>
<td>noisiest</td>
</tr>
<tr>
<td>simple</td>
<td>simpler</td>
<td>simplest</td>
</tr>
<tr>
<td>thin</td>
<td>thinner</td>
<td>thinnest</td>
</tr>
<tr>
<td>wet</td>
<td>wetter</td>
<td>wettest</td>
</tr>
<tr>
<td>long</td>
<td>longer</td>
<td>longest</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>closer</td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
</tr>
<tr>
<td>safe</td>
<td>safer</td>
</tr>
<tr>
<td>wide</td>
<td>wider</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>bigger</td>
</tr>
<tr>
<td>dim</td>
<td>dimmer</td>
</tr>
<tr>
<td>mad</td>
<td>madder</td>
</tr>
<tr>
<td>sad</td>
<td>sadder</td>
</tr>
</tbody>
</table>

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

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

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

- active
- charming
- cheerful
- comfortable
- delicious

<table>
<thead>
<tr>
<th>Active</th>
<th>More Active</th>
<th>Most Active</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charming</td>
<td>More Charming</td>
<td>Most Charming</td>
</tr>
<tr>
<td>Cheerful</td>
<td>More Cheerful</td>
<td>Most Cheerful</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>
</tbody>
</table>

- ac-tive
- beau-ti-ful
- charm-ing
- cheer-ful
- com-fort-a-ble
- de-li-cious

- ex-pen-sive
- fa-mous
- for-tu-nate
- in-tel-li-gent
- pow-er-ful
- val-u-a-ble
The comparative and superlative forms of some adjectives are completely different words.

- good
- better
- best
- little
- less
- least
- bad
- worse
- worst
- few
- less
- least
- many
- more
- most
- much
- more
- most

Grammar Help:
With these adjectives, you don’t add -er or more to form the comparative, or -est or most to form the superlative.
**Exercise 1**
Fill in the blanks with the correct *comparative* and *superlative* forms of the following adjectives.

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

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

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

The Articles

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

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

Do you wear a uniform to school?

Can you hear a bird singing?

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

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

**The** telephone is ringing.

Tom has won **the** race.

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

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

**The** ice is melting.

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

- the sun
- the moon
- the sky
- the front door of my house
The words **this**, **that**, **these** and **those** are determiners. They are used to tell which thing or person you mean. These words are called **demonstrative determiners**, or **demonstrative adjectives**.

James lives in **this** house.

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

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

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

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

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

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

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

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

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

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

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

I lent Margaret my guitar.

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

The dentist asked his patient to open her mouth.

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

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

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

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

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

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

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

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

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

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

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

| what | which | whose |

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

**Word File**

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

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

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

Uncle Joe wears glasses.
The sun rises in the east.
Ducks love water.
The children go to school by bus.
We join the senior scout troop in July this year.

My big brother leaves school at 4 o’clock.

The new supermarket opens next Friday.

The new grammar book comes out in September.

Grandad retires next year.

We fly to London next Thursday.

The plane lands at 5:30 P.M.

We move to our new house in a month.

My big sister begins her summer job next week.
Exercise 1
Underline the verbs in the following sentences.

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

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

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

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

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

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

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

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

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

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

They **are** good friends. They **are** not enemies.
Here’s a table to help you remember how to use *am, is* and *are*:

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

Learn these short forms called contractions:

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

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

- I’m taller than you, aren’t I?

But in a statement you say:

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

The camel is a desert animal. Vegetables and fruit are healthy foods.

Lambs are baby sheep.

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

**There is** a castle on the hill.  
**There are** some clouds in the sky.  
**There is** a wasps’ nest in the tree.

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

**Grammar Help**

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

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

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

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

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

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

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

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

Mom is knitting a sweater for Sally.

I am writing a letter.
The phone is ringing.
Form the present progressive tense like this:

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

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

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

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

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

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

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

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

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

When are you taking me to the zoo?

We are having a barbecue later this evening.
Exercise 1
Write the present participle of these verbs on the blanks.

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

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

1. They ____________ the roller-coaster ride. (enjoy)
2. Jill ____________ her hair. (wash)
3. It ____________ dark. (get)
4. The dentist ____________ Sue’s teeth. (examine)
5. The train ____________ through the tunnel. (pass)
6. The men ____________ very hard in the sun. (work)
7. What _________ the theater _________ today? (show)
8. We ____________ a snowman. (make)
9. The plane ____________ above the clouds. (fly)
10. The teachers ____________ a meeting. (have)
The verbs **have** and **has** are used to say what people own or possess. They are also used to talk about things that people do or get, such as illnesses. These words are the simple present tense of the verb **have**.

He **has** a lot of stamps.
She **has** long hair.
Our house **has** large windows.
I **have** a younger brother.
We **have** art lessons on Mondays.
**Have** a cookie, if you like.
Dad **has** a cold.
Jenny often **has** sandwiches for lunch.
Use **has** with **he**, **she**, and **it**, and with **singular nouns**. Use **have** with **I**, **you**, **we**, **they**, and with **plural nouns**.

Here is a table to help you remember the rules:

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

Learn these contractions:

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

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

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

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

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

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

**Grammar Help**

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

- have + past participle
- has + past participle

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

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

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

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

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

The wicked Queen **gave** Snow White a poisoned apple.  
Pinocchio’s nose **grew** longer every time he told a lie. 
Dinosaurs **lived** millions of years ago.

I **bought** a new camera last week.  
Joe **learned** to play the guitar very quickly. 
We **drove** to the safari park last weekend. 
The giant panda **gave** birth to a cub last night. 
Yesterday Dad **took** me to the carnival. 
The plane **landed** a few minutes ago. 
The children **visited** a farm during the holidays. 
Who **invented** the computer? 
Jack and Jill **went** up the hill. 
Little Red Riding Hood **decided** to visit her grandmother. 
The Three Bears **found** Goldilocks asleep in their house.
Regular and Irregular Verbs

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

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

Spelling File

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>aim</td>
<td>aimed</td>
</tr>
<tr>
<td>bake</td>
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<tr>
<td>open</td>
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<tr>
<td>happen</td>
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<td>wait</td>
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<td>walk</td>
<td>walked</td>
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<tr>
<td>work</td>
<td>worked</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

- bury + ed = buried
- fry + ed = fried
- carry + ed = carried
- hurry + ed = hurried
- cry + ed = cried
- try + ed = tried
The simple past form of some verbs does not end in -ed. Such verbs are called irregular verbs. The simple past tense of some irregular verbs does not change at all.

David **hurt** his foot when he jumped over the drain. The worker **cut** down the tree this morning.

Her ring **cost** only 10 dollars.

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

### Spelling File

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

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

Sam *bent* the stick in two.

Tom *shot* and scored a goal.

A bird *flew* into the classroom.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past</th>
</tr>
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<tbody>
<tr>
<td>bend</td>
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<td>shoot</td>
<td>shot</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
</tbody>
</table>
Exercise 1
Write the *simple past tense* of these verbs on the blanks.

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

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

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

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

Edison **was** a famous inventor.

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

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

These **were** my best jeans.

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

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

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

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<thead>
<tr>
<th></th>
<th>Simple Present</th>
<th>Simple Past</th>
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<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Learn these contractions:

- was not = wasn’t
- were not = weren’t
The Past Progressive Tense

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

**Grammar Help**

You form the **past progressive tense** like this:
- was + present participle
- were + present participle

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

- Ben **was doing** his homework.
- Peter **was making** a model of a bridge.

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

Mary **was waiting** for the bus when Peter passed by.
Exercise 1
Fill in the blanks with was or were.

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

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

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

Use the future tense for things that have not happened yet, but are going to happen.
Use the verbs shall and will as helping verbs or auxiliary verbs to form the future tense.

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

I shall be eight years old next year.
They will finish the job next week.
The weatherman says it will rain this afternoon.
Use **shall** or **will** with **I** and **we**.
Use **will** with **you, he, she, it** and **they**.

Here is a table to help you remember the rules:

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

Learn these contractions:

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

I think I’m *going to be* sick.

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

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

The new supermarket *opens* tomorrow.
James *moves* to the second grade next year.
The new school year *starts* on Monday.
Next month I *go* to summer camp.
*We have* a history test next week.

The bus *leaves* in ten minutes.
Exercise 1
Fill in the blanks with the correct future tense of the verbs in brackets, using shall or will.

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

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

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

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

Could is the past tense of can.

Can I use your pen? Yes, here it is.
Can you help me?
Can I come with you?
I knew you could do it if you tried.
She could not come because she was ill.
Miss Lee said we could go home early.
All the King’s men could not put Humpty Dumpty together again.

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

Did you know?

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

When you put not after can, you write it as one word: cannot
Learn these contractions: cannot = can’t
could not = couldn’t
May and Might

May and might are helping or auxiliary verbs, too.

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

  May I watch television now? Yes, you may.

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

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

  Take an umbrella. It may rain.

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

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

  You may fall down if you aren’t careful.

- Might is used as the past tense of may.

  He realized he might catch the earlier train if he hurried.

  I knew my teacher might find out.

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

  Put your purse away or it might get stolen.

  You might slip, so hold on to the railing.
Exercise

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

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

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

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

Dad **does** the dishes.

Mom **does** the cooking.

We always **do** exercise together.

He **does** such interesting work.

They **do** amazing tricks.

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

They **did** the dusting and cleaning.

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

You **did** well in the test.

I **did** poorly on my exam.

Who **did** this drawing?

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

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
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<tbody>
<tr>
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<tr>
<td><strong>Third person</strong></td>
<td>he does</td>
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<td>she does</td>
<td>they do</td>
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<tr>
<td></td>
<td>it does</td>
<td>they do</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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</tr>
<tr>
<td><strong>Third person</strong></td>
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<td>they did</td>
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<tr>
<td></td>
<td>it did</td>
<td>they did</td>
</tr>
</tbody>
</table>

Learn these contractions:

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

Where **did** you find the wallet? Do ducks **like** water? Yes, they **do**.

---

Do you **like** ice cream? Yes, I **do**.
Does it **rain** often here? Yes, it **does**.
Does he **enjoy** music? Yes, he **does**.
Did it **snow** last night? No, it **didn’t**.

Who wants to come with me to the zoo? We all **do**!
What **do** you **want** for lunch?
Who broke this vase? Peter **did**!
Does Ken often **come** home late? Yes, he **does**.
Why **did** he **leave** so suddenly?
Does everyone **have** a dictionary?
Use **do not**, **does not** and **did not** to make other verbs negative.

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

Dad **did not catch** his train.

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

Cats **do not** like water.

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

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

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

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

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

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

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

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

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

**Don’t tell** lies!
Exercise

Fill in the blanks with do, does or did.

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

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

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

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

**Grammar Help**

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

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

**Did you know?**

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

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

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

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

**Grammar Help**
Learn these contractions:

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

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

When you write a sentence you must make sure that the subject and the verb agree. If the subject is a singular noun, or the pronoun he, she or it, you need a singular verb.

She enjoys music.

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

She shares her books with her friends.

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

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

All birds **lay** eggs.

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

The stars **shine** brightly on a clear night.

Mom and Dad **love** us a lot.

**Do** you all **know** the words?

We **have finished** our game of tennis.

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

The audience are laughing. The band is playing.

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

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

Our team has won.

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

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

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

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

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

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

They laughed **loudly**.

The baby is sleeping **soundly**.

The dog is barking **fiercely**.

Alice skated **beautifully**.

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

The birds are singing **sweetly**.

It is raining **heavily**.

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

The soldiers fought **bravely**.

The sun is shining **brightly**.

The old man walked **slowly**.

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**Spelling File**

<table>
<thead>
<tr>
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<th>Adverb</th>
</tr>
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<td>sound</td>
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<tr>
<td>sweet</td>
<td>sweetly</td>
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</table>

**Grammar Help**

Many adverbs are made by adding **-ly** to adjectives.
Some adverbs describe the way something is done. They are called **adverbs of manner**.

The driver braked **suddenly**.

The parcel arrived **safely**.

The dog jumped up **playfully**.

Please write **legibly**.

Please speak **clearly**.

Look **closely** at these footprints.

You have all answered **correctly**.

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

Jamal dressed **smartly** for the party.

Maria is behaving **selfishly**.

The man drove **carelessly**.

The twins liked to dress **differently**.

She played **skillfully**.

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

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

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

Paul has **just** arrived.
Some adverbs tell you where something happens. They are called **adverbs of place**.

- Come **here**!
- Please put the books **there**.
- The workers are moving the rubbish **away**.
- The miners are working **underground**.
- They are going **abroad** to study.
- There are trees **everywhere**.
- Alice lived **next door**.
- Where’s Shamika?

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

The children are playing **downstairs**.

It’s raining. Let’s go **inside**.

Rex, you can stay **outside**.
Exercise 1
 Rewrite the following adjectives as adverbs.

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

Exercise 2
 Underline the adverbs in the following sentences.

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

There’s a big balloon **in** the sky.  
Jane is jumping **into** the pool.  
The books fell **off** the shelf.  
Dad always keeps his wallet **in** the drawer.  
There is a long mirror **on** the wall.  
The school is **near** the park.  
There is an old castle **on** the hill.  
The horse jumped **over** the hurdle.

**Grammar Help**

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

Many shops close **on** Sundays.

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

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

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

We get up **in** the morning.

We go to bed **at** night.

It’s always hot **in** summer.

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

Autumn begins **in** September.

They were married **in** 1990.

Joe arrived **after** me.

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

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

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

Dad gets home **about** six **in** the evening.
Exercise 1
Underline the **prepositions** in the following sentences.

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

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

**prepositions**: near, by, on, at, between, in, around, into, up, behind

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

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

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

The animal is large **but** timid.

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

It’s cold, wet **and** windy today.

**Grammar Help**

A **conjunction** may link two or more than two words or sentences.
The words **before, after, as, when, while, until, since,** are also conjunctions. They tell when something happens, so they are called **conjunctions of time.**

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

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

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

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

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

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

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

Wait here **until** I come back.

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

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

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

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

Tom and Joe have been friends **since** childhood.
Exercise 1
Complete these sentences with *and, but or or*.

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

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

<table>
<thead>
<tr>
<th>when</th>
<th>while</th>
<th>as</th>
<th>before</th>
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<tbody>
<tr>
<td>after</td>
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</tbody>
</table>

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

Did you know?

Notice that an exclamation point (!) is often used after interjections.
What is a Sentence?

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

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

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

There are four kinds of sentences.

- A **declarative sentence** makes a statement.
  - The children are swimming.
  - The telephone rang.
  - Everyone sat down.
  - Richard is feeding the hens.

- An **interrogative sentence** asks a question.
  - Where are the twins?
  - Are you going shopping today?
  - What is your name?
  - What is Richard doing?

- An **exclamatory sentence** expresses strong emotion.
  - What lovely weather!
  - The silly girl!
  - How stupid I am!

- An **imperative sentence** gives an order.
  - Please sit down.
  - Tell me the truth.
  - Speak up!
  - Come back!
The Imperative

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

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

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

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

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

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

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

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

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mrs. Chen is a good teacher. ✔</td>
</tr>
<tr>
<td>2</td>
<td>not well today X</td>
</tr>
<tr>
<td>3</td>
<td>Do the work yourself. ✔</td>
</tr>
<tr>
<td>4</td>
<td>How are you? ✔</td>
</tr>
<tr>
<td>5</td>
<td>basic rules of grammar X</td>
</tr>
<tr>
<td>6</td>
<td>bread and butter X</td>
</tr>
<tr>
<td>7</td>
<td>Welcome to the National Zoo. ✔</td>
</tr>
<tr>
<td>8</td>
<td>brush his teeth X</td>
</tr>
<tr>
<td>9</td>
<td>toys in the box X</td>
</tr>
<tr>
<td>10</td>
<td>more than one X</td>
</tr>
<tr>
<td>11</td>
<td>What is the time now? ✔</td>
</tr>
<tr>
<td>12</td>
<td>Sit down! ✔</td>
</tr>
<tr>
<td>13</td>
<td>Please come here. ✔</td>
</tr>
<tr>
<td>14</td>
<td>Mark is sleeping. ✔</td>
</tr>
<tr>
<td>15</td>
<td>Open the door. ✔</td>
</tr>
</tbody>
</table>
The **subject** of a sentence sometimes does something to someone or something else. The person or thing that receives the action is called the **object**.

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

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb</th>
<th>Indirect Object</th>
<th>Direct Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bank</td>
<td>lends</td>
<td>people</td>
<td>money</td>
</tr>
<tr>
<td>Madison</td>
<td>is making</td>
<td>her doll</td>
<td>a dress</td>
</tr>
<tr>
<td>I</td>
<td>am writing</td>
<td>Grandma</td>
<td>a letter</td>
</tr>
<tr>
<td>Grandma</td>
<td>is reading</td>
<td>Diana</td>
<td>a story</td>
</tr>
<tr>
<td>Andrew</td>
<td>gave</td>
<td>his dog</td>
<td>a bone</td>
</tr>
<tr>
<td>We</td>
<td>left</td>
<td>you</td>
<td>some food</td>
</tr>
<tr>
<td>Joshua</td>
<td>is showing</td>
<td>us</td>
<td>his stamps</td>
</tr>
<tr>
<td>Miss Lee</td>
<td>found</td>
<td>Alice</td>
<td>a chair</td>
</tr>
</tbody>
</table>

**Grammar Help**

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

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

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

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

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

Peter is running.  He is not walking.
We should tell the truth.  We should never tell lies.
Everyone is in the garden.  There is no one in the house.
The fridge is empty.  There is nothing in it.
It is very cloudy.  It isn’t sunny.
I have sold the last newspaper.
Someone has eaten all the cookies.
He is not walking.
We should never tell lies.
There is no one in the house.
There is nothing in it.
It isn’t sunny.
I have no newspapers left.
There are none in the bag.
There are two kinds of questions: yes or no questions and *wh*-questions.

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

  - Can you swim? *Yes.*
  - Is it raining? *No.*
  - Are they coming? *No.*
  - May I come in? *Yes.*

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

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

Here are some different ways of asking the same question:

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

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

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

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

Who **told** you that?
What **made** you change your mind?
Exercise 1
Write short answers to the following questions.

Example: Is he tall? Yes, he is.

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

Exercise 2
Fill in the blanks with the correct question words from the box.

<table>
<thead>
<tr>
<th>where</th>
<th>when</th>
<th>why</th>
<th>how</th>
</tr>
</thead>
<tbody>
<tr>
<td>whose</td>
<td>what</td>
<td>who</td>
<td>which</td>
</tr>
</tbody>
</table>

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

**Period**

You put a period at the end of a sentence.

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

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

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

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

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

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

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

**Goodbye, George!**

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

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

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

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

Question Mark

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

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

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

This is Peter’s bed and that is Michael’s bed.
A squirrel’s tail is big and bushy.

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

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

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

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

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

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

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

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

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

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

For example:

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

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

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

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

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

The words **has** and **is** are often shortened to ‘**s** after a noun or proper noun. For example:

The mail **has** arrived. The mail’s arrived. Sally **is** here. Sally’s here.
Exercise 1
Write the *punctuation marks* from the box to complete the following sentences:

,  .  ?

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

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

1. This is Peters bike.
2. Paul cant find his shoes.
3. Miss Lee is marking the pupils papers.
4. They are all on the childrens playground.
5. Dont make so much noise!
6. Doctors take care of peoples health.
7. Theyre having a game of tennis.
Younger students at beginning to intermediate levels will greatly benefit from this step-by-step approach to English grammar basics. This is the ideal supplement to your language arts program whether your students are native English speakers or beginning English language learners. Skill-specific lessons make it easy to locate and prescribe instant reinforcement or intervention.

- Illustrated lessons are tightly focused on core concepts of grammar
- Nearly 70 practice exercises are included for ready reinforcement
- A wealth of examples are provided on every topic
- Concise explanations are bolstered by extra grammar tips and useful language notes