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

These are words for people. They are common nouns:

- artist
- acrobat
- clown
- astronaut

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

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

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>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>
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.
The words **me**, **you**, **him**, **her**, **it**, **us** and **them** are also personal pronouns. They also take the place of nouns. These pronouns are used as the **object** of the verb in a sentence.

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

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

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

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

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

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

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

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

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

**Grammar Help**

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

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

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

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

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

Here is a table to help you:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First person singular</strong></td>
<td>I</td>
</tr>
<tr>
<td><strong>Second person singular</strong></td>
<td>you</td>
</tr>
<tr>
<td><strong>Third person singular</strong></td>
<td>he</td>
</tr>
<tr>
<td></td>
<td>she</td>
</tr>
<tr>
<td></td>
<td>it</td>
</tr>
<tr>
<td><strong>First person plural</strong></td>
<td>we</td>
</tr>
<tr>
<td><strong>Second person plural</strong></td>
<td>you</td>
</tr>
<tr>
<td><strong>Third person plural</strong></td>
<td>they</td>
</tr>
</tbody>
</table>
Demonstrative Pronouns

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

*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?

These are sheep.

*Those* are goats.

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

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>this</td>
<td>these</td>
</tr>
<tr>
<td>that</td>
<td>those</td>
</tr>
</tbody>
</table>
Exercise 1
Draw a line to join each of the subject pronouns to the object pronoun that matches.

I    he     it     she     they     you     we

us     her     you     them     me     him     it

Exercise 2
Fill in the blanks with the correct pronouns.

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

- dark  
- darker  
- darkest

- thick  
- thicker  
- thickest

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

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>
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 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?
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.

Monkeys **have** long tails.

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

Spelling File

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>bend</td>
<td>bent</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>hear</td>
<td>heard</td>
</tr>
<tr>
<td>keep</td>
<td>kept</td>
</tr>
<tr>
<td>lose</td>
<td>lost</td>
</tr>
<tr>
<td>sell</td>
<td>sold</td>
</tr>
<tr>
<td>shoot</td>
<td>shot</td>
</tr>
<tr>
<td>sleep</td>
<td>slept</td>
</tr>
</tbody>
</table>

Sam bent the stick in two.
A bird flew into the classroom.
Use **do not**, **does not** and **did not** to make other verbs negative.

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

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 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)
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*.
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.
Conjunctions

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

The animal is large but timid.

Is this a sheep or a goat?

It's cold, wet and windy today.

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.

**Grammar Help**

A **conjunction** may link two or more than two words or sentences.
Direct and Indirect Objects

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

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

**Grammar Help**
The **indirect object** usually comes before the **direct object.**
A **positive sentence** tells you that something is so. A sentence that tells you something is *not* so is called a **negative sentence**. It contains a negative word like *not*, *never*, *no*, *no one*, *nobody*, *none*, or a negative verb like *isn’t* or *can’t* or *won’t*.

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

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

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

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

Who told you that?
What made you change your mind?
Exercise 1
Write short answers to the following questions.
Example: Is he tall? Yes, he is.
1. Do you know the answer? Yes, ___________.
2. Is Sara at home? No, ___________.
3. Do they know any grammar? Yes, ___________.
4. Are all of you coming to my house this evening? Yes, ___________.
5. Is Mrs. Chen your English teacher? No, ___________.
6. Can you dance? No, ___________.

Exercise 2
Fill in the blanks with the correct question words from the box:
where  when  why  how  whose  what  who  which
1. ________ is your house?
2. ________ wallet is this?
3. ________ are you always late?
4. ________ wrote this book?
5. ________ of the two boys is smarter?
6. ________ size do you wear?
7. ________ old is he?
8. ________ is Jeff going to get a haircut?