WORLD'S KEY

COMMON CORE State Standards

Grammar

LEVEL 4





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GRAMMAR

LEVEL 4

2024

GRAMMAR

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LESSON 1

TYPES OF SENTENCES

Rule Box

- A **sentence** is a group of words that stands by itself. It conveys a complete thought and has a full meaning. A **sentence** begins with a capital letter and ends with a proper punctuation mark (**. ! ?**).

Example Amira is the youngest girl in the class.

- **A sentence fragment does not express a complete thought. It is a group of words that looks like a sentence but is not.**

Example The youngest girl in the class

- A **declarative sentence** is a **statement** that states a certain idea, opinion, or fact. It ends with a period (.).

Example Sara is my sister.

- **An interrogative sentence is a question that asks something. It ends with a question mark (?).**

Example Is Sara your sister?

- An **imperative sentence** is a **command** that orders someone to do something. It ends with a period (.).

Example Mix all the ingredients well.

- An **exclamatory sentence** shows excitement or emotion. It ends with an exclamation mark (!).

Example Wow! I can't believe we've done that!

Exercises

A. **Read** each group of words.
Write 'S' if the group of words forms a sentence.
Write 'F' if it is a fragment.

1. Taking a canoe trip in Canada _____
2. Enough food for a week's journey _____
3. Others camped there before us. _____

B. **Read** the following sentences.
Write the type of each sentence on the line provided.

1. The students are ready to go on a field trip. _____
2. Can we go to Adventure Ville Theme Park? _____
3. Be on your best behavior today, please. _____
4. Tidy up your room now. _____
5. Do you like to read books? _____
6. What a wonderful car you got! _____

C. **Rewrite** each sentence using correct capitalization and punctuation.
Label each sentence as **declarative**, **interrogative**, **imperative**, or **exclamatory**.

1. read the story well _____

_____

2. are you interested in sports _____

_____

D. **Proofread** the paragraph below.
Correct any mistakes in capitalization and punctuation.
Rewrite the paragraph correctly on the lines provided below.

we own a beautiful house on the top of the hill? Last year, we fixed and painted a few things. the fence, the house, and the gate were painted red! My father painted the house light brown. My mother and I were in charge of the garden? Finally, the house and the garden looked awesome,

E. **Write** a sentence for each type below.

1. Imperative _____
2. Interrogative _____
3. Exclamatory _____

LESSON 2

SUBJECTS AND PREDICATES

Rule Box

- Every complete sentence has two parts: a **subject** and a **predicate**.
- A **complete subject** tells who or what the sentence is about. A **simple subject** is the one noun or pronoun that gets the focus or does the action.

Examples

The white cat was lost last night.

All my friends arrived on time.

- A **compound subject** is the combination of two or more subjects with the same predicate. The subjects are usually joined by **and** or **or**. If a compound subject has three or more subjects, they are separated by commas.

Examples

Many rivers and lakes are polluted.

Many rivers, lakes, and streams are polluted.

- A **complete predicate** tells what the subject is or does.
  A **simple predicate** is the main verb or verb phrase in the complete predicate.

Examples
The train arrives at 5 o'clock. complete predicate
I will wait for him at the train station. simple predicate

- A **compound predicate** is the combination of two or more predicates with the same subject. The simple predicates are usually joined by **and**, **but**, or **or**.
  If a compound predicate has three or more predicates, they are separated by commas.

Examples
The kids climbed and jumped on the jungle gym.
The kids climbed, played, and jumped on the jungle gym.

Exercises

A. **Read** each sentence below.
Draw (/) to separate the complete subject from the complete predicate.

1. The laundry basket was filled with socks.
2. All my cousins watched that movie last week.
3. Lama's younger sister came over to play.

B. **Read** the following sentences.
Underline the compound subjects and **circle** the compound predicates.
Write CS or **CP** on the line.

1. We went to the supermarket and bought chips. _____
2. Lina and Sara are twins. _____
3. My friend and I are eating pasta. _____
4. The students took notes and asked questions. _____
5. Tamim and several other students are sick. _____

C. **Add** a compound subject or a compound predicate to the following fragments to change them into complete sentences.

1. the three little kittens
   compound predicate
   _____
2. decorated the house
   compound subject
   _____

D. **Proofread** and **rewrite** the sentences below.
Correct any mistakes in punctuation.

1. Jad Jana May fell off their bikes yesterday

_____

2. My teachers my friends and my cousins came to my party.

_____

3. Salam read analyzed and copied the paragraph

_____

E. **Write** a sentence for each given instruction below.

1. a sentence including a compound subject using (or)

_____

_____

2. a sentence including a compound predicate using (but)

_____

_____

LESSON 3

SIMPLE AND COMPOUND SENTENCES

Rule Box

- A **simple sentence** is a group of words that conveys a meaningful thought.

  A **simple sentence** may have a simple or compound subject and a simple or compound predicate.

Example

Rima played with her teddy bear.

subject predicate

- A **compound sentence** is made up of two simple sentences joined by a comma (,) and one of the coordinating conjunctions: **for**, **and**, **nor**, **but**, **or**, **yet**, or **so** (FANBOYS).

Example

We are happy. We won the game.

simple sentence simple sentence

We are happy, **for** we won the game.

compound sentence

- Use a **comma** and a **coordinating conjunction** to join two simple sentences, forming a compound sentence.

Example

I did well in the exam. I passed my finals.

I did well in the exam, **so** I passed my finals.

- You can also use a **semicolon** to join two simple sentences if they are closely related, forming a compound sentence. The semicolon (;) can replace the comma (,) and the coordinating conjunction.

Example

I love cats. They are good companions.

I love cats; they are good companions.

Exercises

A. **Read** each sentence.
Write S if it is a simple sentence.
Write C if it is a compound sentence.
Circle the coordinating conjunction in the compound sentence.

1. Mira raises different types of pets and grows various plants in her garden. _____
2. Jad was sad, but his mom cheered him up. _____

B. **Join** each pair of simple sentences to form a compound sentence. **Choose** the suitable coordinating conjunction between parentheses.

1. My little brother visited the doctor. He was sick. (for, nor)

_____

2. Lama is a clever girl. She never boasts of her cleverness. (yet, or)

_____

3. Our school bus broke down. My dad drove us to school. (so, for)

_____

C. **Rewrite** the following sentences using the right punctuation.

1. Don't drive fast; or you will be in trouble.

_____

2. Da Vinci painted the *Mona Lisa*; It is an amazing piece of art.

_____

D. **Proofread** and **rewrite** the paragraph below.

Correct any mistakes in punctuation and the use of conjunctions.

Lina's favorite hobby is painting, and Jana enjoys reading. They always meet together; but they both share the same hobby room. Once, the two girls decided that each of them could have a special day for her hobbies. But, the decision worked out well!

E. **Write** a compound sentence for each idea below.

a going to the field b picking flowers

a _____

_____

b _____

_____

LESSON 4

CLAUSES AND COMPLEX SENTENCES

Rule Box

- A **clause** is a group of words that has a subject and a predicate.

There are two types of clauses.

- An **independent clause** stands alone and expresses a complete meaning. It is also called a main clause.

Example Mariam spent her day preparing for the festival.

- A **dependent clause** does not stand alone because it does not express a complete meaning.

- A **dependent clause** starts with a subordinating conjunction, such as *after*, *because*, *while*, *as soon as*, *although*, *since*, *when*, and *where*.

Examples

After Jana's mom came to the station

Because the weather was bad yesterday

When I studied well

- When a dependent clause joins an independent clause, they both form a sentence called a **complex sentence.**
  Add a comma (,) after a dependent clause when it starts a sentence.

Examples

I didn't attend the art class **because** I was sick.

Because I was sick, I didn't attend the art class.

Exercises

A. **Read** the following sentences.
Add a comma where needed.

1. If Amin studies well he will succeed at school.

2. Although everything went right we failed in our mission.

3. While the team was practicing it started to rain heavily.

B. **Complete** each complex sentence with the suitable subordinating conjunction from the options given.

after	since	when	until

1. Rita recited the poem _____ she had memorized it.
2. I always believe that _____ there's a will, there's a way.

C. **Read** the paragraph below. Then **complete** the following activities.

When Lara traveled to the USA, she felt a deep sense of nostalgia for her neighborhood. Seeing some children reminded her of her best friends who had joined her on childhood adventures. She also fondly remembered her grandma's house because it held many pleasant memories.

1. **Circle** two subordinating conjunctions.
2. **Draw** a line under a complex sentence that starts with a dependent clause.
3. **Draw** two lines under a complex sentence that starts with an independent clause.

D. **Read** the following clauses. Then **fill in** the table below.

- Maya bought amazing sticky notes.
- While she was returning home
- Reading novels is my hobby.
- Although it was raining

	Dependent Clause	Independent Clause	Subordinating Conjunction
1		1	1
2		2	2

E. **Expand** the following sentences using the subordinating conjunctions between parentheses.

1. Mirna and Rim met. (as soon as)

_____

2. Mom is always proud of me. (because)

_____

LESSON 5

RUN-ON SENTENCES

Rule Box

- A **run-on sentence** occurs when two complete sentences are joined incorrectly without the use of a coordinating conjunction or an appropriate punctuation mark, like a period (.) or a semicolon (;).

Example Phones and computers help in communication everyone is using them nowadays. **(run-on)**

- A **run-on sentence** may have the necessary elements of a sentence (a subject and a predicate); however, it cannot express a complete thought.

Example I love to read stories I would read one every day if I had the time I would prepare a presentation about it, too. **(run-on)**

To **correct** a **run-on** sentence, apply the following:

- Use a period to separate the simple sentences.

Example Phones and computers help in communication. Everyone is using them nowadays.

- Use a semicolon to separate the simple sentences.

Example Phones and computers help in communication; everyone is using them nowadays.

- Use a comma and a coordinating conjunction to separate the simple sentences.

Example Phones and computers help in communication, so everyone is using them nowadays.

Exercises

A. **Write** whether each group of words is a correct **sentence** or a **run-on**.

1. Don't judge a book by its cover you may be deceived. _____

2. Smiling is the nearest address to hearts. _____

B. **Circle** the run-on sentence in each group.

1. a. I have many hobbies.
   b. I have many hobbies one of them is swimming.
   c. I have many hobbies. One of them is swimming.

2. a. Tamer woke up late he missed the school bus.
   b. Tamer woke up late because he didn't set the alarm.
   c. Tamer woke up late; he was really upset.

C. **Correct** the following run-on sentences as required below.

1. The manager is meeting us tonight he has a new plan for the project. (use a semicolon)

_____

_____

2. Dani couldn't attend my birthday party he was very busy. (use a coordinating conjunction)

_____

_____

D. **Rewrite** the paragraph below, correcting any run-on sentences.

I love writing poems, my sister loves reading stories. Sometimes, I visit the library to read extra books about outer space, I like to read more about planets and eclipses. My sister joins me during the weekend, too, we enjoy being surrounded by books.

E. **Write** your own 3-sentence paragraph about how to avoid misbehavior. **Avoid using** run-on sentences.

LESSON 6

TYPES OF NOUNS (1)

Rule Box

- Any word that names a person, a place, a thing, or an idea is called a noun.
- A **common noun** names any person (boy), place (school), or thing (car).
- A **proper noun** names a specific person (Soha), place (New York), or another entity (the Nile River).

Examples	Common Nouns	Proper Nouns
	teacher	May
	car	Mercedes

- A **proper noun** is always capitalized.

Examples		
	Days of the Week	Saturday
	Months of the Year	December
	Holidays	Eid al-Adha
	Countries	Japan
	Titles	Dr.
	Nationalities	Mexican

- A **concrete noun** names anything that can be seen, smelled, heard, tasted, or touched.
- An **abstract noun** cannot be perceived by any of the sense organs. It names thoughts, ideas, or concepts.

Examples

Concrete Nouns	Abstract Nouns
perfume	faith
company	knowledge
flag	loyalty
smoke	pain
movie	freedom

Exercises

A. **Match** each common noun with its suitable proper noun.

1. day
2. month
3. country
4. nationality

- Chinese
- Morocco
- Wednesday
- June

B. **Read** the list of the nouns below. **Decide** whether each noun is common or proper.
Sort the nouns under the correct heading.

park	happiness	lady	trust
Diana	fountain	Honda	Samsung
circus	England	justice	faith

Common Nouns		Proper Nouns
Concrete Nouns	Abstract Nouns	
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

C. **Circle** the concrete nouns and **underline** the abstract nouns in the following sentences.

1. We should teach our children how to control their anger.
2. Good behavior sustains tenderness among people.
3. Watching the stars at night provides me with comfort.
4. Driving the car at high speed might pose danger.

D. **Choose** the correct word in parentheses.
Justify your choice in the space below.

1. My favorite (country, Country) is Greece because it has many tourist sites.

_____

2. I am always supported by (aunt, Aunt) Lamees.

_____

E. The following sentences misuse capitalization.
Rewrite each sentence correctly.

1. baghdad is well-known for its generous People.

_____

2. rita and rasha believe that dr. mounir is a talented man.

_____

F. **Write** a 3-sentence paragraph about what makes you happy.
Use different types of nouns.

_____

_____

_____

_____

SINGULAR AND PLURAL NOUNS

Rule Box

- A **singular** noun indicates only one person (teacher), place (restaurant), thing (train), or idea (boredom).
- A **plural** noun indicates more than one person (teachers), place (restaurants), or thing (trains).

To pluralize singular nouns:

- Add (-s) to most nouns.

	Singular Nouns	Plural Nouns
Examples	flower	flowers
	plant	plants

- Add (-es) to nouns that end with sh, s, ss, ch, x, and z.

	Singular Nouns	Plural Nouns
Examples	class	classes
	sandwich	sandwiches
	buzz	buzzes

- Keep the letter (y) and add (-s) if the noun ends in (y) preceded by a vowel letter.

	Singular Nouns	Plural Nouns
Examples	donkey	donkeys
	toy	toys

- Change the letter (y) to (i) and add (-es) if the noun ends in (y) preceded by a consonant letter.

	Singular Nouns	Plural Nouns
Examples	city	cities
	lady	ladies

- Nouns that end in (f) or (fe) take one of the two possibilities:
  - Keep the letter (f) and add (-s), as in chef →chefs.
  - Change the letter (f) to (v) and add (-es), as in shelf →shelves.

Commas in Series

- When listing three items or more, add a comma after each item.

Example I went to the bookshop to buy books, erasers, and pens.

- If there are two items in the list, do not add a comma.

Example I went to the bookshop to buy notebooks and stickers.

Exercises

A. **Cross out** the intruder. Then **decide** whether each group of nouns refers to people, places, or things.

1	2	3
roof	sofa	scientist
cliff	book	writer
chef	train	clash
street	boy	pioneer

B. **Mark** the correct option of the following.

1. The plural form of rose is _____.

   a roes b roses c rosez

2. The singular form of skies is _____.

   a sky b ski c skii

C. **Read** the paragraph below. Then **complete** the following activities.

Tala has a cute soulmate whose name is Jude. The two girls live in the same building, attend school together, and share the same friends. They even wear the same dressez. However, Tala and Jude have two different hobbies. One of them enjoys decorating shelves, while the other prefers playing with monkies at the zoo.

1. **Pick out** the two plural nouns where only 's' is added to the singular nouns.

   _____ _____

2. **Circle** the two misspelled plural nouns. Then **write** them correctly.

   _____ _____

3. **Pick out** the plural form of (hobby).

   _____

4. **Write** the singular form of the word (shelves).

   _____

D. **Proofread** the sentences below.
Correct any mistakes in spelling, capitalization, and punctuation.

1. Mathematics science and Art are important subjectz.

_____

2. There are too many peoples in the Librarys.

_____

3. The sky slowly dipped between the Cloudes

_____

E. **Write** the plural form of the nouns below. Then **use** each plural noun in a meaningful sentence.

1. elf _____

_____

_____

2. cherry _____

_____

_____

LESSON 8

TYPES OF NOUNS (2)

Rule Box

- All nouns that change completely from singular to plural or never change at all are called **irregular nouns.**

	Singular Nouns	Plural Nouns
Examples	man	men
	deer	deer

- There is no fixed rule for **irregular nouns.**
  Some **irregular plural nouns** change their inner vowels, such as (foot → feet), and others change their endings, such as (child → children).

Collective Nouns

- Some nouns refer to **groups** of people (jury), places (complex), or things (bunch). Such groups are called **collective nouns.**
- Collective nouns usually indicate the singular form.

Example A board of directors runs the company.

Possessive Nouns

- A **possessive noun** refers to the owner of something. It is identified by ('s) or (s').

To form any possessive noun, apply the following:

- If the noun is singular, add an apostrophe (') and (s), so it becomes ('s).

Example the breakfast of the kid → **the kid's breakfast**

- If the noun is regular, just add an apostrophe (') after (s), so it becomes (s').

Example the tails of the puppies → **the puppies' tails**

- If the noun is irregular, add an apostrophe (') and (s), so it becomes ('s).

Example the scarves of the women → **the women's scarves**

Exercises

A. **Circle** the irregular nouns. Then **write** their singular forms on the lines provided.

1. Two huge oxen were plowing the land. _____
2. Mom saw two geese in the backyard. _____
3. We're studying the life cycle of fish. _____

B. **Consider** the underlined nouns in the following sentences. Then **classify** them under their correct heading.

1. We should brush our teeth three times a day.
2. That woman likes to raise some fish in her pond.
3. The children's faces became red as their teacher praised them.
4. My sister's car stopped when some sheep were crossing the road.

Singular Nouns	Plural Nouns	Possessive Nouns
_____	_____	_____
_____	_____	_____
	_____	

C. **Underline** the collective nouns in the following paragraph.

On graduation day, a band was playing the national anthem in front of the panel. The musicians belonged to the same class and committee. As they finished, the crowd cheered for them enthusiastically and gave them a colorful bouquet of flowers.

D. **Proofread** and **rewrite** the paragraph below.

The animal kingdom includes different species'. Finding elkes deers and oxes is not an easy task for scientists. However, they manage to cope with the kingdom's life, which is full of a pride of ants, a colony of flies, and a swarm of lions.

E. **Choose** four nouns from the paragraph above and **use** them in a paragraph about a zoo you have visited.

1 _____ 2 _____ 3 _____ 4 _____

LESSON 9

PHRASES AND INTERJECTIONS

Rule Box

- A **phrase** is a group of words that has a meaning, but it has neither a subject nor a predicate.

Examples Once upon a time

At the end of the day

There are different types of **phrases.**

- An **introductory phrase** is a group of words that begins a sentence. However, it is not part of a subject or a predicate.
  We usually set a comma (,) after the introductory phrase.

Example Many years ago, our country witnessed a terrible earthquake.

- An **appositive phrase** is a phrase that clarifies the noun that comes before it. Its existence in the sentence is not necessary. That is why it should be set off by commas.

Example The truck, a colorful vehicle that delights children, sells ice cream.

- An **interjection** is an independent word. It is used to express emotions or reactions. You can either use a comma (,) or an exclamation mark (!) after an interjection.

Examples Oh, it's really an amazing scene!

Ah! I have just received your message!

Exercises

A. **Read** the following sentences.
Add the correct punctuation mark and **capitalize** where necessary.

1. On June 20 our school starts the final term exam.

2. Wow mouthwatering desserts will be served tonight!

3. The villagers brave like the lions decided to face the threatening gang.

B. **Read** the sentences below.
Decide whether each of the underlined phrases is an introductory, an appositive, or an interjection.

1. Hey, did you hear about the new café opening downtown?
   introductory phrase appositive phrase interjection

2. Lama Ahmad, a fast runner, always wins the races at school.
   introductory phrase appositive phrase interjection

3. *The Mona Lisa*, painted by Leonardo da Vinci, is in the Louvre Museum.
   introductory phrase appositive phrase interjection

4. Due to the hard situation, we had to cancel our vacation plans.
   introductory phrase appositive phrase interjection

C. **Consider** the underlined words.
Write whether each is an introductory phrase, an appositive phrase, or an interjection.

1. Ouch I lost my ID at the assembly! _____
2. In the middle of the day the sky was dark gray. _____
3. Mr. Jad a professional English teacher has improved his students' learning skills. _____

D. **Rewrite** each of the previous sentences, punctuating where needed.

1. _____

_____

2. _____

_____

3. _____

_____

E. **Use** the given words in sentences of your own. **Punctuate** correctly.

1. Hey/game

_____

_____

2. One day / picnic

_____

_____

LESSON 10

VERBS

Rule Box

- A **verb** is a word that describes either an action or a state, such as write, play, drink, am, was, and are.

Examples

Some cats **chase** mice and **eat** them.

Cats **are** sometimes furious when they do not **catch** their prey.

- The **verb** forms the main part of the predicate.

Example My siblings and I **brought** Mom some groceries.

Action Verb

- An **action verb** is a type of verb that expresses a **physical** or **mental** action. It describes what the subject of the sentence does.

Example I **hug** (physical) my mom because I really **love** (mental) her.

Linking Verb

- A **linking verb** does not show action; however, it expresses a state of being. The linking verb mainly connects the subject of the sentence with its complement.

Example Amir **is** a happy child.

- Common **linking verbs** are the forms of verb **to be** (am, is, are) for present and (was, were) for past, verbs relating to the five **senses** (smell, taste, sound, touch, and look), and other verbs as (remain, become, feel, seem, and appear).

Examples She **is** our loving teacher.

The flowers **smell** lovely.

The players **seem** tired.

Ayman **became** an engineer.

Exercises

A. **Read** the following verbs.
Write whether they are 'action' or 'linking'.

1. smile _____
2. seem _____
3. cry _____
4. are _____
5. eat _____
6. were _____
7. tell _____
8. beg _____

B. **Underline** each action verb in the sentences below. Then **write** its type on the line.

1. Mrs. Balkees always admires my writing. _____
2. I ate all the sandwiches in the fridge. _____
3. They ran swiftly through the garden, chasing the butterflies. _____
4. Lara wore her cutest dress on her graduation day. _____

C. **Fill in** each blank with the correct form of verb to be.

Yesterday, the weather 1 _____ very bad. We 2 _____ extremely bored of not doing anything. I 3 _____ upset because our plan was spoiled! But today, I 4 _____ well-sure things 5 _____ better. An active game 6 _____ on the list of our plan to spend a nice day, which 7 _____ our favorite thing to do.

D. **Circle** the correct linking verb in parentheses to complete the sentences. Then **write** it on the line.

1. The clouds in the sky don't (appear, are) _____ clear to me. They (seem, become) _____ to be shy.
2. The flowers in the garden (taste, are) _____ odorless, although they (look, is) _____ the loveliest of all.

E. **Proofread** the following underlined verbs.
Rewrite the paragraph on the lines below.

I like winter mornings. The crackling fireplace tastes warm and inviting, creating a cozy space in the living room. The scent of freshly baked cookies remains irresistible, filling the kitchen with a delightful aroma. The plush carpets underfoot sound fluffy as I walk through the house. Winter mornings is delightful and refreshing. What's your favorite part of these mornings?

F. **Write** your own paragraph about raising a pet.
Use action and linking verbs.

LESSON 11

SIMPLE PRESENT TENSE

Rule Box

- Verbs are usually restricted to tenses. This means they indicate the time when an action or a situation takes place.
- The **simple present tense** is a verb tense that refers to present time.

Examples

We **visit** our grandparents on the weekends.

Sara usually **chooses** her clothes by herself.

- The **simple present tense** is mostly used to express:

- facts or opinions

Examples

Earth **rotates** around itself every 24 hours. (fact)

Samer **hates** windy weather. (opinion)

- habits or scheduled events

Examples

The kids always **brush** their teeth in the morning. (habit)

The exhibition **opens** at 3:00 p.m. (scheduled event)

- explanations or descriptions

Examples

The skull sign **means** that something is dangerous. (explanation)

The giant trees **cast** their shadows on the city streets. (description)

- The **simple present tense** is formed by:
  - keeping the base form of a verb without additions if it is preceded by a plural subject or the pronouns (I) or (you)

  Example The thieves **keep** all the money.

  - adding (-s) to the base form of a verb if it is preceded by a third-person singular subject

  Example Jawad **speaks** Spanish fluently.

- The **simple present tense** formula:
  - Affirmative Form: Subject + Verb + Complement

  Example Rasha **composes** her own lyrics.

  - Negative Form: Subject + Does not / Do not + Verb + Complement

  Example Rasha **does not compose** her own lyrics.

  - Interrogative Form: Does/Do + Subject +Verb + Complement

  Example **Does** Rasha **compose** her own lyrics?

Exercises

A. **Read** the following sentences.
Justify the use of the simple present tense by writing *fact, opinion, habit,* or *description.*

1. The bird is blue, and its feathers are soft. _____
2. When the temperature reaches 0 °C, snow falls. _____
3. Mannessa likes to help her sister. _____

B. **Complete** the following table.

	Affirmative Form	Negative Form	Interrogative Form
1	She decorates the room with colorful portraits.		
2		The players do not hesitate to score goals.	
3			Does the bus come late?

C. **Circle** the correct simple present tense form of the verbs between parentheses.

1. Sara and her mom (spend, spends) their vacation in their village.
2. He directly (flys, flies) to his destination when he travels for business.
3. Do athletes (practice, practices) before every match?
4. Sahar does not (mix, mixes) the ingredients of the cake well.

D. **Rewrite** the following sentences, correcting the misuse of the simple present tense.

1. The manager always reachs his destination on time.

_____

2. Sally do not enjoies the warm weather in Lebanon.

_____

3. Dentists do not accepts appointments on Saturdays.

_____

4. Does you know which play is the best?

_____

E. **Form** sentences in the simple present tense as required below.

1. affirmative (singular subject)

_____

2. negative (plural subject)

_____

3. interrogative (singular subject)

_____

- There are many examples of **frequency words.**

Frequency Words	Meaning
always/daily	at all times
usually/frequently	generally
sometimes/often	not all times
rarely	almost at no time
never	at no time

- Notice that a frequency word can be placed in more than one place in the sentence, but mostly, it is set before the action verb.

Examples These boys **rarely** tell silly jokes.

However, we **often** apologize to them.

Exercises

A. **Put** the following words in the correct order.

1. usually - friends - Samar - with - . - meets - her

_____

2. duties - Shadi - . - his - does not - care for - sometimes

_____

3. compete - daily - Wael - other - . - and Hala - each - with

_____

LESSON 12

SUBJECT-VERB AGREEMENT

Rule Box

- In the simple present tense, the subject must agree with the verb in number.

  - Verbs of singular subjects except I end in (-s).

Example Sami **reads** stories daily.

  - Verbs of plural subjects or I do not end in (-s).

Example The kids **rest** during their recess time.

  - If the singular subjects are combined with 'and', do not add (-s) to the verb.

Example Salwa and Hana **wear** clothes of the same size.

  - When using 'or' to connect subjects, the verb should agree with the subject closest to it.

Example My aunts or my mom **bakes** bread professionally.

- **Frequency words** are important when dealing with the simple present tense because they show how often an action takes place.

- There are many examples of **frequency words.**

Frequency Words	Meaning
always/daily	at all times
usually/frequently	generally
sometimes/often	not all times
rarely	almost at no time
never	at no time

- Notice that a frequency word can be placed in more than one place in the sentence, but mostly, it is set before the action verb.

Examples These boys **rarely** tell silly jokes.

However, we **often** apologize to them.

Exercises

A. **Put** the following words in the correct order.

1. usually - friends - Samar - with - . - meets - her

_____

2. duties - Shadi - . - his - does not - care for - sometimes

_____

3. compete - daily - Wael - other - . - and Hala - each - with

_____

B. **Set** the words between parentheses in their correct order and form. Then **write** the sentence on the line.

1. Honest vendors (cheat, never) their clients.

_____

2. Mom or Sara (clean, always) the balcony outside.

_____

3. Sami and Mariam (help, usually) each other.

_____

4. He (shout, rarely) in the classroom.

_____

C. **Select** the correct verb form that agrees with the subject.

1. My friend and her sisters _____ the best ones to recite the poem.
   a. is
   b. are

2. The dog _____ its food in the garden.
   a. eat
   b. eats

3. The shoes or the dress _____ suitable for the occasion.
   a. is
   b. are

D. **Rewrite** the following sentences by replacing the underlined subjects with the ones between parentheses.
Make the necessary changes.

1. The teacher receives the exam sheets. (teachers)

_____

2. Jamal or Nour feeds the cat. (Jamal and Nour)

_____

3. My parents usually get along with me. (Mom)

_____

4. I like to study math and science. (He)

_____

E. **Write** a 5-sentence paragraph about your daily routine.
Use frequency words and correct subject-verb agreement.

_____

_____

_____

_____

_____

_____

LESSON 13



SIMPLE PAST TENSE

Rule Box

- The **simple past tense** is the verb tense that tells about an action that happened and finished at a specific time in the past.

- Many signal words and phrases, such as *yesterday, ago, during, once, in 2004,* and *last week*, help indicate the **simple past tense.**

Example Yesterday, Mom **played** tennis with us.

- The **simple past tense** is mostly used to express:
  - an event that happened at a specific time in the past

Example The kids **rested** during their recess time.

- an action that was true for some time in the past

Example She **worked** as a counselor at that school when I **was** still a student.

- an action that took place several times in the past (used to - would)

Examples Dani **used to water** the flowers daily.

Dani **would water** the flowers daily.

- The **simple past tense** is formed by:

  - adding (-ed) to the base form of a verb, whether for singular or plural subjects

Example The boy **finished** his assignment late at night.

  - adding (-ed) to the base form of a verb if it ends in 'y' by changing 'y' to 'i' in case a consonant letter precedes the letter 'y'

Example Sahar **applied** for many vacant jobs.

  - adding (-d) to the base form of a verb that ends in 'e'

Example Jana **typed** her project several times.

  - doubling the last consonant of the base form before adding (-ed) in monosyllabic verbs

Example The crowd **clapped** cheerfully during the final scene of the play.

- The **simple past tense** formula:

  - Affirmative Form: Subject + Verb in the past + Complement

Example Hanin **imagined** herself in the park.

  - Negative Form: Subject + Did not + Verb + Complement

Example Hanin **did not imagine** herself in the park.

  - Interrogative Form: Did + Subject +Verb + Complement

Example **Did** Hanin **imagine** herself in the park?

Exercises

A. **Complete** the following table.

	Affirmative Form	Negative Form	Interrogative Form
1	The dog buried the bone underground.		
2		The plane didn't crash over the ocean.	
3			Did you organize a voyage for the crew?

B. **Read** the following sentences.
Underline the verb, and then **write** its past form on the line.

1. The birds tweet sweetly in the morning. _____
2. She acts professionally on stage. _____
3. The baby crawls on the floor. _____

C. **Use** the correct simple past form of the verbs in parentheses.
Underline the clue.

1. Last year, I (travel) _____ to France and Italy with my family.

2. Long ago, the naughty child (damage) _____ my doll.

3. Sally (chop) _____ some vegetables for the salad yesterday.

4. Last night, I (grab) _____ my blanket and (hurry) _____ downstairs.

D. **Form** sentences in the simple past tense as required below.

1. simplify (affirmative form)

_____

2. agree (negative form)

_____

3. enjoy (interrogative form)

_____

LESSON 14

IRREGULAR VERBS

Rule Box

- Verbs that end with (-ed) in the past tense are called regular verbs.

Examples	Base Form	Past Form
	arrest	arrested
	hire	hired

- **Irregular verbs** do not follow the same normal pattern of the verb form. They have their own forms, which differ from one verb to another in the simple past tense.

Examples	Base Form	Past Form
	set	set
	go	went

Study the following list of some **irregular verbs.**

Base Form	Past Form	Base Form	Past Form
be	was/were	fall	fell
begin	began	feed	fed
come	came	build	built
drink	drank	bring	brought
write	wrote	catch	caught
do/does	did	has/have	had
eat	ate	cut	cut
fly	flew	make	made
choose	chose	think	thought
drive	drove	teach	taught

Exercises

A. **Choose** the option that uses correct irregular verbs in the following groups of sentences.

1. a Lili be in danger the last time we meet her.
   b Lili was in danger the last time we met her.
   c Lili was in danger the last time we meet her.

2. a Ahmad spoke to the teacher when his friends went down.
   b Ahmad speaks to the teacher when his friends went down.
   c Ahmad spoke to the teacher when his friends go down.

B. **Complete** the following table.

	Affirmative Form	Negative Form	Interrogative Form
1	Linda drank a cup of milk this morning.		
2		I didn't bring any groceries today.	
3			Did the police catch the thief?

C. The following sentences misuse irregular verbs.
Rewrite each sentence correctly.

1. Some students maked mistakes on the last exam.

_____

2. When Dana eated her sandwich yesterday, she falled asleep.

_____

3. Do you know who camed to visit us last weekend?

_____

4. Samar and Samer chosed their dinner.

_____

D. **Set** the verbs between parentheses in their correct simple past tense forms.

1. The student (wear) _____ his new costume and (go) _____ to school.

2. A destructive storm (hit) _____ the country.

3. The cat (feed) _____ its little kittens.

4. I (hold) _____ my bag tightly when I crossed the street.

E. **Use** suitable irregular verbs to develop the following ideas.

1. spending happy time at the beach

_____

_____

2. going to the cinema

_____

_____

SIMPLE FUTURE TENSE

Rule Box

- The **simple future tense** is a verb tense that refers to an action that has not happened yet.
  Tomorrow, next week, later on, and *this year* are some of the future signal clues.

  - To form the **simple future tense**, use 'will' or 'shall' before the action verb.

  - verb phrase = helping verb + main verb

Examples	Helping Verb	Main Verb
Shadi (He) **will** fly to Qatar.	**will** (third-person and second-person subjects)	fly
I/We **shall** listen to the story.	**shall** (first-person subjects)	listen

- The **simple future tense** is used to express:

  - a prediction of the future

Example I think the teacher **will give** us an easy exam.

  - a sudden plan for the future

Example Hana **will deliver** a speech directly on stage.

  - a hope or a promise

Examples We hope the manager **will pay** our salaries soon.

Mom promises she **will bake** my favorite cookies for my birthday.

Exercises

A. **Underline** the verb phrase in each sentence.
Circle the helping verb. Then **write** the main verb on the line.

1. Rana will not help me despite my requests. _____
2. Salah and Mounir will buy that modern car. _____
3. Shall we offer all the services needed? _____
4. I shall design a fantastic frame for Mother's Day. _____

B. **Fill in** the blanks with 'will' or 'shall'.

1. My brother _____ recite a poem about Independence Day.
2. We _____ decorate the house before their arrival.
3. I _____ tell my sister the truth about the accident.
4. Farah _____ be the last person to reach the party.

C. **Justify** the use of the simple future tense in each of the following sentences by writing *prediction, sudden plan, hope,* or *promise*.

1. The committee will set a plan on how to recycle the garbage.

_____

2. Huda always hopes she will become a dedicated teacher.

_____

3. Mr. Bilal thinks that the field will produce many plants this year.

_____

4. My parents promise us that this summer vacation will be special.

_____

D. **Change** the following sentences as required.

1. The activists will announce important news.

Negative: _____

2. Julia will clean her room.

Interrogative: _____

3. Shall we wait for Mrs. Zeina's orders?

Affirmative: _____

E. **Form** compound or complex sentences using the following.

1. will answer / soon

_____

_____

2. will give / tomorrow

_____

_____

LESSON 16

PROGRESSIVE TENSES

Rule Box

- **Progressive tenses**, also known as **continuous tenses**, are verb tenses used to refer to ongoing actions.

  Progressive tenses can take place at:

  - present time → present progressive tense

Examples I **am swimming** in the pool right now.

Rasha **is calling** her sister at this moment.

The students **are studying** well for the exam.

- past time → past progressive tense

Examples I **was swimming** in the pool.

Rasha **was calling** her sister.

The students **were studying** for the exam.

- If you compare the first group of sentences to the second group, you will find that 'right now' and 'at this moment' are not used in the past progressive tense because they indicate present time.

- How to form the **progressive tenses:**

Present Verb Phrase

Helping Verb (Verb to Be)	Main Verb (ending with -ing)
am (I)	eating
is (he, she, it)	playing
are (you, we, they)	screaming

Past Verb Phrase

Helping Verb (Verb to Be)	Main Verb (ending with -ing)
was (I, he, she, it)	waiting
were (you, we, they)	watching

- Study the following changes in the verbs when adding (-ing):
  - raise → raising (Cross the letter 'e' before adding -ing.)
  - put → putting (Double the final consonant in monosyllabic verbs.)
  - The rest of the verbs just take (-ing).

Exercises

A. **Underline** the verb phrase in each sentence.
Write whether it is in the *present progressive tense or past progressive tense*.

1. I am giving myself another chance after meeting some challenges.

   _____

2. The boys were building a strange tree house.

   _____

3. Kareem is presenting a project about encountering risks.

   _____

B. **Circle** the correct verb phrases that complete the following sentences.

1. We (are writeing / are writing) a paragraph now.

2. Samah (is planning / was planning) for the picnic at this moment.

3. Look at those kids! They (are swiming / are swimming).

4. I (was practicing / am practicing) for the play when you called me.

C. **Rewrite** the following sentences, starting each as indicated. **Make** the necessary changes.

1. The girl is giving different suggestions.

   The girls _____

2. The man was smiling at the guests.

   The men _____

3. Bilal is offering a solution to the problem.

   I _____

4. They are digging a hole.

   Hala _____

D. **Proofread** each of the following sentences.

1. At this moment, Rose was studiing mathematics.

_____

2. Her eyes is glitterring like diamonds with happiness.

_____

3. They was claping and cheering for the team.

_____

4. I was closeing the door when I fell down.

_____

E. **Write** a 4-sentence paragraph expressing your feelings after receiving a gift.
Use the correct progressive tenses.

_____

_____

_____

_____

_____

_____

VERB TO HAVE

Rule Box

- Verb **'to have'** shows ownership or possession.
- Verb **'to have'** can be used as a main verb or as a helping verb.

Examples We **have** a big house.
main verb (comes alone)

We **have** helped the kids.
helping verb (helps another verb)

- Verb **'to have'** with its forms **has** and **have** can be used to indicate present time.

Has → singular subjects

Example Hajar **has** an important meeting today.

Have → I, you, and plural subjects

Example You **have** all the necessary stationery.

- Verb **'to have'** with its form **had** can be used to indicate past time.

Had → all types of subjects

Example I **had** five marbles in yesterday's game.

- How to use verb **'to have'** as a helping verb:

Verb Phrase

Helping Verb (Verb to Have)	**Main Verb (ending with -ed)**
has (third-person singular subjects)	listened
have (I, you, and plural subjects)	played
had (all subjects)	laughed

Exercises

A. **Underline** the forms of verb 'to have' in the following sentences.
Write whether each is a main or a helping verb.

1. Nobody has accepted the job recently. _____
2. Nader and Amir had an exciting trip to the mountains. _____
3. They have something to inform us. _____
4. Mom had added too much salt to the meal. _____

B. **Set** the verb between parentheses in its correct form.

1. Rana has lately (annoy) _____ her neighbors.
2. She had (copy) _____ the answer before she left.
3. We have (celebrate) _____ Teacher's Day with appreciation.
4. I have (fix) _____ the doorknob of my room.

C. **Rewrite** the following sentences, replacing the subjects with the given ones. **Make** the necessary changes.

1. Mona has checked most of the answers.
   The students _____
2. The traders have recently stopped working.
   The employee _____
3. Mrs. Zohoor has explained an interesting grammar lesson.
   The teachers _____
4. My colleagues haven't traveled to Spain before.
   Lama _____

D. **Proofread** each of the following sentences.

1. Before coming to us, he has passes by some farmers.

_____

2. We have recently enjoied the celebrations in our town.

_____

3. Ward have bakeed cupcakes to distribute among us.

_____

4. I has compeleteed my homework on time.

_____

E. **Write** a 3-sentence paragraph about your recent visit to your grandparents' home.
Use the correct forms of verb 'to have'.

_____

_____

_____

_____

_____

_____

LESSON 18

DEFINITE PRONOUNS AND ANTECEDENTS

Rule Box

- A **pronoun** is a word that replaces a r oun. This noun is called an **antecedent.**

Example antecedent
The cat purred loudly because **it** was content and
pronoun
well-fed.

- The **pronoun** usually follows the **antecedent** to explain the sentence.

Example Alya was watching the view.
She loves it the most during sunset.

- Study the following examples of pronouns.

Definite Pronouns

Singular Pronouns	Plural Pronouns
I, she, he, you, him, me, its, my, his, her, mine, yours, herself, etc.	we, they, you, us, our, their, yours, themselves, etc.

Pronoun-Antecedent Agreement

- The antecedent and the pronoun it refers to must agree in number and gender.

Examples Sally works all day long. She likes to help her mom.

Some schools are planning for the final term. They want to prepare their students.

Pronoun-Verb Agreement

- The antecedent and the pronoun it refers to must agree with the verb in the singular and plural forms.

Example The doctor diagnoses my sister's case. He prescribes medicine to battle the infections. They really hurt her.

Exercises

A. **Choose** the sentences where the pronouns and their antecedents agree with each other.

1 a. Lama is a lovely girl. She never hurts others.

b. The doctors work hard. He is dedicated to improving people's health and well-being.

2 a. The children played with their toys outside. He was happy.

b. The dentist has removed my tooth. It was full of caries.

B. **Write** the pronoun for each underlined antecedent below.

Every year, my school plans a graduation festival for the kindergarteners. _____ are trained on how to deliver speeches. Teachers encourage every girl to share _____ success and every boy to talk about _____ achievements. Mom likes to attend these celebrations and get _____ neighbors to enjoy the festival. Dad always joins, too. _____ never misses it. I really appreciate _____ school.

C. **Circle** the verb that agrees with each pronoun.

1. The policeman is a loyal person. He (arrest, arrests) anyone who (do, does) not respect the law.

2. I met the mayors of some villages. They (represent, represents) the villagers.

3. I (like, likes) to go to the beach where I always (see, sees) starfish.

D. **Proofread** each of the following sentences that misuses the pronoun.

1. The donkey ate their hay in the barn.

_____

2. Salma invited their friends to the book fair.

_____

3. Mr. Bilal taught its class at 9:30.

_____

4. Amir and Jad prepared sandwiches for his picnic.

_____

E. **Write** a 4-sentence paragraph describing your best friend. **Use** correct pronoun–noun agreement.

_____

_____

_____

_____

_____

_____

LESSON 19

PRONOUNS (1)

Rule Box

- **Subject pronouns** are words that replace the subject antecedents. They usually start the sentence and come before the verb.

Subject Pronouns	
First Person	I, we
Second Person	you
Third Person	he, she, it, they

Example **Adam** is studying law at the university.

He is studying law at the university.

- When you are listing many subjects, including the pronoun (I), keep the pronoun (I) as the last subject.

Example Mom, Dad, and **I** went on a picnic last weekend.

- **Object pronouns** are words that replace object antecedents.

Object Pronouns	
First Person	me, us
Second Person	you
Third Person	him, her, it, them

You can use object pronouns after:

- an action verb

Examples Mira invited **them** to the party.

Samir should tell **us** the truth.

- a preposition

Examples of prepositions are *on, with, at, for, of, in,* and *to.*

Example The motorcycle came across **a car.**

The motorcycle came across **it.**

- When you are listing many objects, including the pronoun (me), keep the pronoun (me) as the last.

Example The team included Rana, Sally, and **me.**

Exercises

A. **Read** the following paragraph. **Underline** the pronouns, and then **classify** them under their correct heading.

Mr. Jamal and his daughter, Layla, love to bake together. He taught her how to make chocolate chip cookies. She enjoyed it and watched him carefully. He let her mix the ingredients and even taste the cookie dough. They had a delightful time in the kitchen, and he was proud of her.

Subject Pronouns	**Object Pronouns**

B. **Explain** why each underlined word is an object pronoun.

1. Would Hana follow me to the theater?

_____

2. Hilal played with us during recess.

_____

3. The teacher gave them the correct answer.

_____

C. **Circle** the correct option that matches each sentence below.

1. _____ repeated _____ many times.
   - a I/we
   - b She/it
   - c Her/she

2. The coach finally accepted _____ for the match.
   - a me and him
   - b he and me
   - c him and me

3. _____ enjoyed the charity work _____ did.
   - a He, she, and I / we
   - b He, she, and me / we
   - c He, she, and I / us

D. **Set** the words in their correct order.
Start each sentence with a capital letter.

1. on - welcomed - they - . - stage - us

_____

2. you - him - ? - did - about - forget

_____

3. gave - they - him - a - birthday - gift - for - his - .

_____

4. new - . - we - shop - visited - his

_____

E. **Write** a 4-sentence paragraph about an adventure you once had with your friend.
Use subject and object pronouns.

_____

_____

_____

_____

_____

_____

LESSON 20

PRONOUNS (2)

Rule Box

Possessive Pronouns

- **Possessive pronouns** are words that show ownership. These pronouns are independent because they stand alone in the sentence.

Possessive Pronouns	
First Person	mine, ours
Second Person	yours
Third Person	his, hers, its, theirs

Possessive Adjectives

- **Possessive adjectives** are also words that show ownership. Unlike possessive pronouns, possessive adjectives are dependent because they need nouns to modify them.

Possessive Adjectives	
First Person	my, our
Second Person	your
Third Person	his, her, its, their

Examples

possessive pronoun
That dress is mine.

possessive adjective possessive adjective
My mom bought it for my birthday.

- Both possessive pronouns and possessive adjectives take the place of possessive nouns.

Example **Rita's** car needs a qualified mechanic.

Her car needs a qualified mechanic.

Reflexive Pronouns

- **Reflexive pronouns** are used when the subject and the object refer to the same noun. Reflexive pronouns usually end with (-self) for singular and (-selves) for plural.

Reflexive Pronouns	
First Person	myself, ourselves
Second Person	yourself, yourselves
Third Person	himself, herself, itself, themselves

Exercises

A. **Read** the following paragraph. Then **classify** the pronouns under their correct heading.

We live in a beautiful land. Its soil encourages planting trees. The farmers are always busy with their plows. They plant all kinds of fruit trees by themselves. I like to help our old neighbor who lives alone, as her children are living away from her home. My sister usually helps her as well, for she can't do all the chores by herself. We love our land and neighborhood. Is your land beautiful like ours?

Possessive Pronouns	**Possessive** Adjectives	**Reflexive** Pronouns

B. **Fill in** the following paragraph with the correct possessive pronouns or possessive adjectives.

_____ dad has built a small cottage._____ door is not that wide, and _____ windows are decorated with colorful straws. Dad always tells me that this cottage is _____, but I like to have _____ when I grow up. _____ design will be different. This is _____ dream; what about _____?

C. **Complete** the following dialogue with the correct reflexive pronouns.

Sami said, "I am looking at _____ in the mirror, but I just see something strange."

Hani replied, "Do not confuse _____. There is nothing to worry about."

Sami said, "But Lara _____ saw that strange thing, too."

Hani asked, "Shall I call all the neighbors to tell you by _____ that you look great? Always believe in _____."

D. **Circle** the correct pronoun type that matches each underlined pronoun.

1. Excuse me. Have you seen my cell phone? I lost it.
   - a possessive pronoun
   - b possessive adjective
   - c reflexive pronoun

2. Take yours; I have found my pen in the bag.
   - a possessive pronoun
   - b possessive adjective
   - c reflexive pronoun

E. **Write** a 4-sentence thank-you note to your friends who motivated you to overcome a challenge.
Use different possessive pronouns.

CONTRACTIONS AND HOMOPHONES

Rule Box

Contractions

- **Contractions** are words made by shortening two combined words, usually using an apostrophe (').

Examples

the man + is	=	the man's
he + has	=	he's
are + not	=	aren't
she + had	=	she'd
will + not	=	won't

- **Contractions** usually take place in words that go together, such as helping verbs with pronouns 'he has', helping verbs with nouns 'the man is', or helping verbs in negative forms 'are not'.

- Do not confuse contractions with possessives.

Examples

contraction of (man is)
The man's writing a letter.

possessive noun
The man's letter is too simplified.

Homophones

- **Homophones** stand for words that sound the same but have different meanings and often different spellings.

Examples

pronoun
Their house looks luxurious!

contraction of (They are)
They're trying to buy two houses.

Exercises

A. 1. **Form** the contractions of the following words.

a. they are _____
b. will not _____
c. there is _____
d. it is _____
e. you are _____
f. are not _____

2. **Write** the matching homophones of the words below.

a. there's _____
b. want _____
c. its _____
d. your _____

B. **Circle** the correct answer in each of the following sentences.

1. (There - Their) homework wasn't completed.
2. I should feed the cat (it's - its) meal soon.
3. (They're - Their) the chosen team for the semifinals.
4. The police handed the man (he's - his) lost wallet.

C. **Write** the complete words of the underlined contractions.

1. The lady's offering coffee to the guests.

   _____

2. The cashier won't fix the error in the machine.

   _____

3. Our mom told us that she'd prepared a delicious dinner.

   _____

4. The woman's doing her best to get a good offer.

   _____

D. The underlined contractions in the following sentences are misused. **Write** the correct ones on the lines.

1. You have to study well for you're exam! _____
2. Sami want be able to attend the conference tomorrow. _____
3. Its great to see you in the morning! _____
4. I'm sure you can solve this problem. Your very smart. _____
5. I want to meet them today, but their going to be away! _____
6. Your going to help me clean the garage this weekend. _____

E. **Use** the following pairs of words in compound or complex sentences.

1. it's/its

_____

_____

2. you're/your

_____

_____

LESSON 22

ADJECTIVES

Rule Box

- An **adjective** is a word that is used to describe a noun or a pronoun.

Examples a **small** village an **ugly** witch a **tame** horse

- **Adjectives** are usually placed in order of opinion, size, age, and color. Adjectives can be:

  - attributive (come before a noun)

Example The **brave** soldier came back to his **lovely** land.

  - predicative (come after a predicate), mostly following a linking verb

Example The soldier is **proud.**

- There are many types of adjectives.

Proper Adjectives	Descriptive Adjectives	Quantitative Adjectives	Distributive Adjectives
Japanese	attractive	much	each
Lebanese	wonderful	enough	every

Comparative and Superlative Adjectives

- To compare two nouns, you should use comparative adjectives.

- For monosyllabic adjectives:

Are you **faster** than I? (Add -er.)

This park is **wider** than that. (Cross -e and add -er.)

Sami's T-shirt is **dirtier** than Jad's. (Change (y) to (i) and add -er.)

Why is Lama's face **redder** than Nadine's? (Double the final consonant and add -er.)

- To compare three nouns or more, you should use superlative adjectives.

- For monosyllabic adjectives:

Are you the **fastest** of all? (Add -est.)

This park is the **widest** among others. (Cross -e and add -est.)

Sami's T-shirt is the **dirtiest**. (Change (y) to (i) and add -est.)

Why is Lama's face the **reddest** of all? (Double the final consonant and add -est.)

- For adjectives with more than one syllable, add **more** or **most**.

Adjective	Comparative	Superlative
mischievous	**more** mischievous	**most** mischievous
careful	**more** careful	**most** careful
interesting	**more** interesting	**most** interesting

- Irregular adjectives do not follow a consistent pattern.

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least

Exercises

A. **Read** the following paragraph. **Underline** each attributive adjective once and each predicative adjective twice. **Circle** the nouns or pronouns that the adjectives describe.

Once, I met a pretty girl. She was brilliant and charming. She was a foreigner. The questions she asked about my city were confusing, but I managed to give her the right and helpful answers. Her smiling face made me admire her.

B. **Underline** the adjectives in the paragraph below. Then **classify** them under their correct heading.

There are many attractive destinations around the world, and I am planning to visit several beautiful countries soon. As a tourist, I would like to collect stamps from every new country I visit because this reflects much nostalgia for it. Also, I would love to meet with some Korean, Chinese, and Malay people who are well-known for their hospitality. I would like to know more about their different customs and traditions, which I admire the most.

Proper Adjectives	Descriptive Adjectives	Quantitative Adjectives	Distributive Adjectives

C. **Complete** with the correct comparative or superlative adjectives.

1. They are _____ relatives ever. (generous)
2. August is _____ May. (hot)
3. The turtle is _____ the hare. (wise)
4. My house is _____ of all. (far)

D. **Proofread** the following underlined adjectives.
Rewrite the paragraph on the lines below.

Today is the baddest day of my life. I had the most little time to prepare myself for school. While wearing my uniform, one of my sillyiest friends called to ask me a few questions about the harder exam. As I was answering him, my more younger sister entered the room and ruined my uniform. I hardly adapted to all that mess, reaching the class with no time left to do my exam. I tried to have a gooder chance, but I failed.

_____

_____

_____

_____

_____

_____

ADVERBS

Rule Box

- An **adverb** is a word used to describe an action verb.

Example The baby slept **peacefully**.

- **Adverbs** may indicate how the action happens (manner), when it happens (time), and where it happens (place).
- One way to find an adverb in the sentence is to recognize words that end in (-ly). Another way is to look for words that refer to time, such as *tomorrow, soon, immediately, yearly,* and *today,* or place, such as *upstairs, back, indoors, underground,* and *downstairs*.
  - Most adjectives turn into adverbs by adding (-ly) at the end of the word.

Examples careful → carefully
(Just add -ly.)

gentle → gently
(Cross out the letters 'le' and add -ly.)

happy → happily
(Change y to i and add -ly.)

- Some words may act as adjectives and adverbs. This depends on their function in the sentence.

Examples I wake up **early.** (adverb modifying 'wake up')

The kids used to have fun in their **early** days. (adjective modifying 'days')

- A **comparative adverb** is used to:

  - show change

Example We are working **harder** now. (Add -er to the adverb if it doesn't end with -ly.)

  - make a comparison of two actions

Example I began to sleep **more peacefully** than I used to.

- A **superlative adverb** is used to make a comparison among more than two actions.

Example No doubt, Riham writes the **best** of all.

- **Irregular adverbs** do not follow a consistent pattern.

Adverb	Comparative	Superlative
well	better	best
badly	worse	worst
little	less	least
far	farther/further	farthest/furthest

Exercises

A. **Read** the following paragraph. **Underline** the adverbs. Then **classify** them under their correct heading.

Mariam fearfully got out of her bed. She heard dogs barking downstairs. Immediately, she remembered her kittens, which she kept outside. She was afraid they might be hurt awfully by those dogs. So, she quickly hid her kittens inside. Now, the kittens are safely sleeping in their new spot.

Manner	Time	Place

B. **Rewrite** the following sentences, adding adverbs where possible.

1. Mom asked, "Why are you crying?"

_____

2. Using mobiles affects the vision.

_____

3. Wael got a new video game.

_____

C. **Write** the adverbs between parentheses in their correct comparative or superlative forms.

1. Kareem shouts _____ Samar. (loudly)
2. Lama is reading _____ now. (well)
3. Salem ran _____ in the team. (fast)
4. Today, we read the story _____ of all days. (badly)

D. **Refer** to Exercise A.
Imagine that the dogs had harmed Mariam's kittens.
Write a 3-sentence paragraph describing how Mariam would have reacted.
Use the following adverbs in your paragraph.

instantly	sadly	nearby

LESSON 24

PREPOSITIONS

Rule Box

- **Prepositions** are words used before nouns or pronouns to show their relationship with other words in a sentence.

Example

preposition
I met my friend **in** the hospital.

- **Prepositions** usually precede nouns. These nouns are called objects of prepositions.

Example

preposition object of the preposition
We all hid **under** the big, brown **bed**.

- A **prepositional phrase** consists of the preposition, its object, and any words that modify the object.

Examples

in the hospital (prepositional phrase)

under the big brown bed (prepositional phrase)

- There are mainly three types of prepositions: prepositions of time, prepositions of place, and prepositions of direction.

Examples

to	in front of	below	through
of	behind	between	toward
above	around	from	up
down	along	with	among

- The same preposition is used, depending on the intended meaning.

Preposition	Uses	Examples
at	time of day	at 4 o'clock
	mealtime	at dinnertime
	holidays	at Christmas
	time expressions	at the moment

- We can also use (at) for place. → **at** the park

Preposition	Uses	Examples
in	months	in April
	seasons	in spring
	years	in 2002
	parts of the day	in the morning

- We can also use (in) for place. → **in** the school

Preposition	Uses	Examples
on	days	on Saturday
	occasions	on June 20
	parts of a specific day	on my birthday
		on Friday evening

- We can also use (on) for place. → **on** the shelf

Exercises

A. **Underline** the prepositional phrase in each sentence. Then **fill in** the table below.

1. The superstar interacted with the cheerful crowd.
2. The president was standing among his ministers.
3. The baby watched the ball rolling toward him.
4. Some students complained about the difficult exam.

	Preposition	Object of the Preposition
1		
2		
3		
4		

B. **Match** the following prepositions with their correct objects.

in	• January 25
at	• mealtime
on	• July
	• 7:30 a.m.
	• winter
	• half past eight
	• Saturday night

C. **Combine** the following pairs of sentences into one, using prepositional phrases.

1. We met in the garden. The garden was near the station.

_____

2. The girl was asking for her mom. Her mom was in the hallway.

_____

3. I sat next to Farid. He was at the top of the hill.

_____

4. My grandfather was sleeping on the couch. The couch was in the living room.

_____

_____

D. How would you like to build your future house?
Answer this question in a 4-sentence paragraph.
Underline the prepositions.

_____

_____

_____

_____

_____

_____