



Anekant Education Society's

ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS)

Baramati, District-Pune, State-Maharashtra, India-413 102

RELIGIOUS MINORITY INSTITUTION

AICTE Approved; DTE Code: 6731

NAAC Accredited

Affiliated to Savitribai Phule Pune University, Pune

Website : www.aimsbaramati.org

Email ID : director.aimsbaramati@gmail.com

ADD-ON COURSE FILE
**CERTIFICATE COURSE IN BASIC
ENGLISH GRAMMAR**

Academic Year 2023-24

Class- MBA-I Sem-II

Faculty: Dr. Abhishek Y. Dikshit

Course File Index

A.Y. 2023-24

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AIMS – Baramati

Vision:

To develop multidimensional business leaders through the blend of value based, techno-powered and skill intensive management education

Mission:

To inculcate life skills in students through proactive involvement of all stakeholders to lead in the dynamic business environment

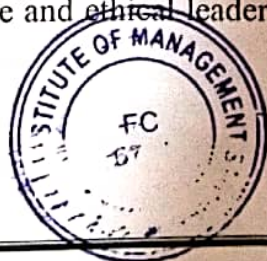
Objectives:

- To provide world class technological and academic infrastructure to facilitate intellectual transactions and enhanced technology know how.
- To establish the collaborations with national and international Corporates, NGO's, Academic Institutions and Government establishments for student grooming.
- To develop business research acumen in students to cater real-time solutions.
- To instil contemporary skills in students to lead the businesses with sustainability approach
- To inculcate universal values in students for social wellbeing.



Programme Educational Objectives (PEOs)

1. PEO1: Graduates of the MBA program will successfully integrate core, cross-functional and inter-disciplinary aspects of management theories, models and frameworks with the real world practices and the sector specific nuances to provide solutions to real world business, policy and social issues in a dynamic and complex world.
2. PEO2: Graduates of the MBA program will possess excellent communication skills, excel in cross-functional, multidisciplinary, multi-cultural teams, and have an appreciation for local, domestic and global contexts so as to manage continuity, change, risk, ambiguity and complexity.
3. PEO3: Graduates of the MBA program will be appreciative of the significance of Indian ethos and values in managerial decision making and exhibit value centered leadership.
4. PEO4: Graduates of the MBA program will be ready to engage in successful career pursuits covering a broad spectrum of areas in corporate, non-profit organizations, public policy, entrepreneurial ventures and engage in lifelong learning.
5. PEO5: Graduates of the MBA program will be recognized in their chosen fields for their managerial competence, creativity & innovation, integrity & sensitivity to local and global issues of social relevance and earn the trust & respect of others as inspiring, effective and ethical leaders, managers, entrepreneurs, intrapreneurs and change agents.



Academic Policy 2022-2023

The Curricular Delivery is the mainstay of the institute's Academic and Administrative process. Anekant Institute of Management Studies (AIMS) is a teaching institute affiliated to Savitribai Phule Pune University, Pune and follows its legal framework for legitimizing its academic and administrative processes.

Planning:

1. Institute plans for the academic committee meeting, scheduled before the start of the session. The syllabus review, course allocation, workload allocation, course file content, comprehensive concurrent evaluation plan, academic calendar. The important points related to Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Course Outcomes (COs), comprises the points of discussion of the meeting.
2. The main focus is on the preparation of teaching plans for the allotted courses. The teaching plan contains methodology of teaching, detailing regular sessions and presentations on reading materials, assignments and class tests.
3. Institute plan for an orientation program for newly admitted students at the start of the actual academic session. The program helps students familiarize with institute academic culture, administrative practices, syllabus review, Outcome Based Education (OBE) system, curriculum plan, examination pattern, code of conduct, industry requirement.
4. Planning for industrial Visits (local and out of state), expert talks, events and activities in which experts from industry and academics participate in our curriculum delivery process to bridge the gap between industry and academia.
5. Planning for allotment of mentors to students and development of Mentor-Mentee system for student competency development and Guide allocation for Project internships, issues in academics, as well as administration, is practiced.

Implementation:

University has designed Choice Based Credit System (CBCS) and Grading System Outcome Based Education pattern which Institute follows in its curriculum.

1. Institute follows a cafeteria approach by providing Generic Core/Elective subjects every semester. The students have the flexibility to choose any one specialization from specializations offered in the university syllabus. The students are well explained in the orientation program about the specialization offered.
2. The delivery of course sessions carried out as per time table. Faculty adopts the advanced teaching methodology in delivery of course sessions. Faculty focuses on quality delivery and encourages student's active participation in the entire curriculum, curricular and extracurricular activities. This is reflected in the course files as evidence of innovative teaching pedagogy.



Anekant Institute of Management Studies, Baramati

Approved by DTE, Gov. of Maharashtra, AICTE & Affiliated to SPPU

Academic Calender Term-II A.Y.(2023-24)

January						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Feb						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Activities		Coordinator
1st	Commencement of Semester-II	DPM
20th	Learn Level Assessment	SSJ
22nd	Guest Lecture	SSJ
24th	Local Industrial Visit (SEM II)	All
22-27th	CCE-I	SVK
27th	Tejaswita Club Activity	PVY
27th	Yoga Club Activity	DPM
31st	Academic Committee Meeting	

3rd	Incubation Centre Activity	AYD
10th	Industrial Visit (SEM-II & IV)	SSJ
17th	National Conference	PVY
12-17th	CCE-II	All
21-23th	Sports and Cultural Days Celebration	SSJ & PDH
24th	Parents Teacher Meeting	MAV
29th	Academic Committee Meeting	DPM

1-2nd	Intaglio Series-Sankriti Club	SSK
9th	Alumni Meet	MAV
16th	Extension and Outreach Activity	SVK
11-16th	CCE-II	All
23rd	Guest Lecture	SSJ
30th	Academic Committee Meeting	DPM

6th	Guest Lecture	SSJ
13th	Course Exit Survey-SEM-II	All
13th	Incubation Centre Activity	AYD
15-20th	Internal Examination SEM-I	SSK
27th	Course Exit Survey-SEM-IV	All
30th	Academic Committee Meeting	DPM

29 to 4th	Internal Examination SEM-IV	SSK
6th	Preparatory Leave & University Examinations	

Colour	Activities
	Academic Activities
	Co-Curricular Activities
	Clubs Activities
	Training, Placement & Student Support

Dr. D. P. More
Program
Coordinator



Dr. M. A. Lahori
DIRECTOR

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

Necessity of Starting this course:

Understanding the basic grammar rules is essential for communicating efficiently in any language and English is not an exception to this. When we use correct English grammar, communication becomes easier, clearer and more efficient. The flawless communication in English language is an important asset in today's age of globalization. Knowledge of grammar and understanding of its basic structure helps the learner to improve his/her speaking, listening, reading and writing skills.

Opportunities of employability/employment available after undertaking these courses:

Developing grammar skills is a sure way with the help of which the learner can present himself/herself as more professional, polished and poised for job success. Adding certificates to learner's resume that show an investment in grammar knowledge and understanding can greatly enhance his / her profile and set him/her apart from the other candidates. Knowledge of grammar allows person to communicate effectively in any academic or professional setting. Additional jobs for grammar experts include proofreader, blog writer, book editor, teacher, publisher, website developer, freelance writer, besides, career in grammar can start in any number of places and across many industries.

Preamble:

Understanding the basic grammar rules is essential for communicating efficiently in any language. It makes communication easier, clearer and more efficient. Knowledge of grammar allows a person to communicate effectively in any academic or professional setting. Additional jobs for grammar experts include proofreader, blog writer, book editor, teacher, publisher, website developer freelance writer etc. Besides, career in grammar can start in any number of places and across many industries. Developing grammar skills is a sure way with the help of which learners can present himself/herself as more professional, polished and poised for job success. Adding certificates to learner's resume that show an investment in grammar knowledge and understanding can greatly enhance his / her profile and set him/her apart from the other candidates. Basic English Grammar Course will help students to grasp the basics and beyond in the English language. It also assists learners to learn the rules and guidelines required to master the English language and to communicate flawlessly. The course intends to help learners to form English sentences correctly on their own. It proposes to facilitate learners to improve communication skills in both spoken and written form.



CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

Objectives:

- 1) To enable the learners to reinforce their basic English grammar and conceptual knowledge in the English language
- 2) To make learners revise and reinforce the most important basic structures in English grammar in order to build a strong foundation
- 3) To enable learners to recognize and understand the meaning of targeted grammatical structures in written and spoken form.
- 4) To train learners to use the language with confidence and without committing errors.

Learning Outcomes:

By successfully completing this course, the learner will be able to:

- 1) Know the differences between word classes and their forms.
- 2) Be comfortable with forming sentences with the correct verb tenses.
- 3) Identify the structures and types of Clauses.
- 4) Understand the mechanics of a sentence.
- 5) Use punctuation correctly.
- 6) Avoid common spelling errors.
- 7) Use targeted grammatical structures meaningfully and appropriately in oral and written communication.



CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

SYLLABUS

Unit I: (10 lectures)

Words: A.

- a. Noun: Types, Number, Gender
- b. Verb: Types, Forms
- c. Adjective: Types, Degrees
- d. Adverb: Types

Words: B.

- a. Articles: Definite, Indefinite
- b. Pronoun: Types, Cases
- c. Preposition: Types
- d. Conjunction: Types
- e. Interjection: Types

Unit II: (08 lectures)

A. Subject-Verb Agreement

B. Tenses.

- a. Tenses A: Simple (Present, Past & Future Time) Structures (V/Vs/Ves, Ved, Shall/Will V)
- b. Tenses B: Continuous (Present, Past & Future Time) Structures (to be Ving)
- c. Tenses C: Perfect (Present, Past & Future Time) Structures (hv Ven)
- d. Tenses D: Perfect Continuous (Present, Past, Future Time) Structures (hv been Ving)

Unit III: (09 lectures)

- a. Clauses: Types (Coordination, Subordination and Conditionals) Structures
- b. Sentences A: Types (Declarative, Interrogative, Imperative, Exclamatory) Structures
- c. Sentences B: Types (Direct, Indirect, Active, Passive, Affirmative, Negative) Structures

Unit IV: (03 lectures)

- a. Vocabulary: Word Formation: Prefix, Suffix, Conversion, Compounding, abbreviation.
- b. Punctuation: Comma, colon, semi-colon, hyphen, full-stop, parenthesis, exclamation mark, slash, apostrophe etc.



CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

ASSESSMENT

Marks: A minimum of 16 out of 40 (internal) and 24 out of 60 (course end) marks must be scored by the learner. The learner should score an aggregate 40 marks out of 100 to pass in the course.

Internal Assessment – 40 marks

Sr. No.	Particulars	Marks
1	Two class tests of 10 marks each to be conducted on the curriculum taught. The teacher will have freedom to design the pattern of questions for the test. The maximum duration of the test will be 30 minutes.	20
2	Ten home assignments of 10 marks each based on curriculum to be assessed by the teacher concerned. The learner is expected to spend 10 hours on home assignments. The total marks scored by the learner in ten assignments of 100 marks will be converted to count/consider the score out of 20 marks. For every assignment the teacher will design 20 objective questions of ½ marks each. Following methods of assessment could be used by the teacher: MCQs, do as directed, fill in the blanks, complete the following sentences, encircle the correct option, identify the type of..., word formation exercises, use correct form of..., transformation or conversion of sentences, use punctuation marks etc. Assignment wise curriculum distribution: Assignment 1: Unit 1 Words A sub topics (a) & (b) Assignment 2: Unit 1 Words A sub topics (c) & (d) Assignment 3: Unit 1 Words B sub topics (a) & (b) Assignment 4: Unit 1 Words B sub topics (c), (d) & (e) Assignment 5: Unit 2 Subject-Verb Agreement Assignment 6: Unit 2 Tenses A, B, C & D Assignment 7: Unit 3 Clauses & Sentences A Assignment 8: Unit 3 sentences A & B Assignment 9: Unit 4 Word formation & punctuation Assignment 10: Unit 4 Word formation & punctuation	20

Course End Examination Pattern: 60 Marks, Duration 02 Hours

The Course End Examination of 60 marks will have 4 questions of 15 marks each.

Q.1 - Unit 1 -15 marks.

Q.2 - Unit 2 -15 marks.

Q.3 - Unit 3 -15 marks.

Q.4 - Unit 4 -15 marks.

(Following methods of assessment for Course End Examination may be used by the teacher, however she/he can also develop her/his own method of assessment suitable to the topic: MCQs, do as directed, fill in the blanks, complete the following sentences, encircle the correct option, identify the type of..., word formation exercises, use correct form of..., transformation or conversion of sentences, use punctuation marks etc.)



CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

REFERENCES

1. Leech, Geoffrey et al. English Grammar for Today-A New Introduction. Palgrave, 2005.
2. McCarthy, Michael and Felicity O'Dell. English Vocabulary in Use: advanced. Cambridge: CUP, 2002; South Asian Edition, 2008.
3. Mohan Krishna & Banerji, Meera: Developing Communication Skills. New Delhi: Macmillan India, 1990.
4. Murphy, Raymond. Essential Grammar in Use. Cambridge: CUP, 2007 (3rd Edition); South Asian edition, 2012.
5. Pal Rajendra and Suri Prem Lata, English Grammar and Composition , Sultan Chand and Sons, New Delhi.
6. Quirk Randolph and Greenbaum Sidney, A University Grammar of English, Longman.
7. Wren P C and Martin H, High School English Grammar and Composition, Blackie ELT Books, New Delhi.

Web Resource:

<https://www.englishgrammar.org/>



CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

A.Y. 2023-2024

ADMISSION NOTICE

AES/AIMS/2023-24/____

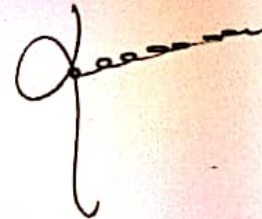
Date: 01/01/2024

This is to inform all **MBA First Year** students that, Institute is offering an Add-on Course titled "**Certificate Course in Basic English Grammar**" in A.Y. 2023-24.

Interested students are requested to meet Dr. A. Y. Dikshit (Course Teacher) and confirm your admission on or before 06/01/2024 (Saturday), 5.30PM.



Dr. A. Y. Dikshit
Course Teacher



Dr. M. A. Lahori
DIRECTOR

Copy To:

1. AIMS IQAC
2. Program Coordinator Desk



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI
CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

**NOTICE OF ADD-ON COURSE
COMMENCEMENT**

Date: 06/01/2024

AES/AIMS/2023-24/___

This is to inform that, following students of MBA First Year are admitted for Add-on Course titled "Certificate Course in Basic English Grammar" in A.Y. 2023-24.

SR. No.	NAME
1	DOSHI RUCHITA MILIND
2	DUDHAL AISHWARYA SANJAY
3	GADE AUDUMBAR BABAN
4	GAIKWAD PRAJKTA SUKHADEO
5	GHODAKE NAMRATA NANDKUMAR
6	GHOLAP ANIKET SANJAY
7	GIRAME KADAMBARI SHIVAJI
8	RODE SAKSHI MACHINDRA
9	SATAV OMKAR SANJAY
10	PHULE MAHESH LAXMAN
11	DOSHI ASHAY RAJKUMAR
12	DHAWAN SHITAL PRAMOD

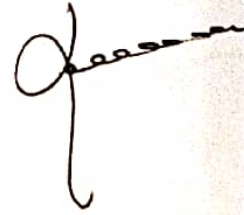
This course will commence from **08/01/2024 (Monday)**.



Dr. A. Y. Dikshit
Course Teacher

Copy To:

1. AIMS IQAC
2. Program Coordinator Desk



Dr. M. A. Lahori
DIRECTOR



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI
CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR
**ENROLLMENT OF STUDENTS FOR
ADD-ON COURSE**

AES/AIMS/2023-24/142

Date: 06/01/2024

This is to inform that, following students of MBA First Year are admitted for Add-on Course titled "Certificate Course in Basic English Grammar" in A.Y. 2023-24.

SR. No.	NAME	SIGNATURE
1	DOSHI RUCHITA MILIND	Ruchita D.
2	DUDHAL AISHWARYA SANJAY	DA
3	GADE AUDUMBAR BABAN	Gade A.
4	GAIKWAD PRAJKTA SUKHADEO	Prajakta
5	GHODAKE NAMRATA NANDKUMAR	Namrata G.
6	GHOLAP ANIKET SANJAY	Aniket
7	GIRAME KADAMBARI SHIVAJI	Girame K.
8	RODE SAKSHI MACHINDRA	Sakshi R.
9	SATAV OMKAR SANJAY	Sata O.
10	PHULE MAHESH LAXMAN	MP
11	DOSHI ASHAY RAJKUMAR	Doshi Ashay.
12	DHAWAN SHITAL PRAMOD	Shital D.

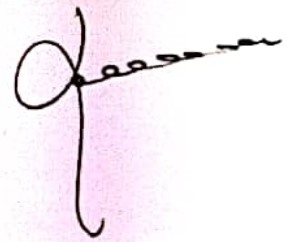
This course will commence from **08/01/2024 (Monday)**.



Dr. A. Y. Dikshit
Course Teacher

Copy To:

1. AIMS IQAC
2. Program Coordinator Desk



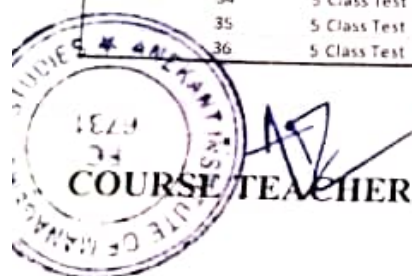
Dr. M. A. Lahori
DIRECTOR



CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

LESSON PLAN

Session No	Unit	Topic	Proposed Date	Teaching Methodology	Course Outcomes	Program Outcomes
1	1	Noun: Types, Number, Gender	07-01-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
2	1	Pronoun: Types, Cases	08-01-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
3	1	Adjective: Types, Degrees + Verb: Types, Forms	09-01-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge
4	1	Adverb: Types + Articles: Definite, Indefinite	11-01-2024	Lecture	UNDERSTANDING	Critical Thinking
5	1	Assignment Solving 1	11-01-2024	Practical	APPLYING	Effective Communication
6	1	Assignment Solving 2	14-01-2024	Practical	ANALYSING	Effective Communication
7	1	Assignment Solving 3	15-01-2024	Practical	EVALUATING	Critical Thinking
8	2	Preposition: Types	16-01-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
9	2	Conjunction: Types	18-01-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
10	2	Interjection: Types	18-01-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge
11	2	Subject-Verb Agreement	21-01-2024	Lecture	UNDERSTANDING	Critical Thinking
12	2	Assignment Solving 4	22-01-2024	Practical	APPLYING	Effective Communication
13	2	Assignment Solving 5	23-01-2024	Practical	ANALYSING	Effective Communication
14	2	Assignment Solving 6	25-01-2024	Practical	EVALUATING	Critical Thinking
15	3	Introduction to Clauses	25-01-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
16	3	Clauses: Types (Coordination, Subordination and Conditionals)	28-01-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
17	3	Sentences A: Types (Declarative, Interrogative, Imperative, Exclamatory)	29-01-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge
18	3	Sentences B: Types (Direct, Indirect, Active, Passive, Affirmative, Negative)	30-01-2024	Lecture	UNDERSTANDING	Critical Thinking
19	3	Assignment Solving 7	04-02-2024	Practical	APPLYING	Effective Communication
20	3	Assignment Solving 8	05-02-2024	Practical	ANALYSING	Effective Communication
21	3	Assignment Solving 9	06-02-2024	Practical	EVALUATING	Critical Thinking
22	4	Punctuation: Comma, colon, semi-colon, hyphen, full-stop, parenthesis, etc	08-02-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
23	4	Punctuation: Exclamation mark, slash, apostrophe etc	08-02-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
24	4	Clauses: Types (Coordination, Subordination and Conditionals)	11-02-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge
25	4	Clauses: Types (Coordination, Subordination and Conditionals)	12-02-2024	Lecture	UNDERSTANDING	Critical Thinking
26	4	Assignment Solving 10	13-02-2024	Practical	APPLYING	Effective Communication
27	4	Group Discussion	11-02-2024	Practical	ANALYSING	Effective Communication
28	4	Group Discussion	15-02-2024	Practical	EVALUATING	Critical Thinking
29	5	Tenses A: Simple (Present, Past & Future Time) Structures	15-02-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
30	5	Continuous (Present, Past & Future Time) Structures	18-02-2024	Lecture	REMEMBERING	Generic and Domain Knowledge
31	5	Perfect (Present, Past & Future Time) Structures	19-02-2024	Lecture	UNDERSTANDING	Generic and Domain Knowledge
32	5	Perfect Continuous (Present, Past, Future Time) Structures	20-02-2024	Lecture	UNDERSTANDING	Critical Thinking
33	5	Revision Session	22-02-2024	Practical	APPLYING	Effective Communication
34	5	Class Test	22-02-2024	Tutorial	EVALUATING	Critical Thinking
35	5	Class Test	24-02-2024	Tutorial	EVALUATING	Critical Thinking
36	5	Class Test	25-02-2024	Tutorial	EVALUATING	Critical Thinking

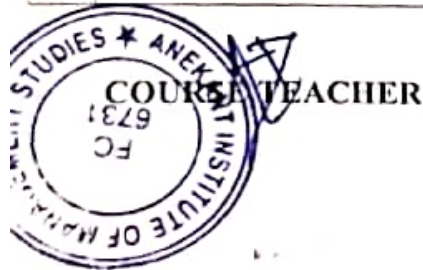


ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

ATTENDANCE SHEET

S#	SESSION NO	31	32	33	34	35	36
	NAME	19-02-2024	20-02-2024	22-02-2024	22-02-2024	24-02-2024	25-02-2024
1	DOSHI RUCHITA MILIND	Ruchita D.	AB	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.
2	DUDHAL AISHWARYA SANJAY	DA	AB	DA	DA	DA	DA
3	GADE AUDUMBAR BABAN	AB	AB	AB	AB	AB	AB
4	GAIKWAD PRAJAKTA SUKHADEO	Prajakta	AB	Prajakta	Prajakta	Prajakta	Prajakta
5	GHODAKE NAMRATA NANDKUMAR	Namrata G.	Namrata G.	Namrata G.	Namrata G.	Namrata G.	Namrata G.
6	GHOLAP ANIKET SANJAY	AB	Aniket	Aniket	Aniket	Aniket	Aniket
7	GIRAME KADAMBARI SHIVAJI	Girame K.	Girame K.	Girame K.	Girame K.	Girame K.	Girame K.
8	RODE SAKSHI MACHINDRA	Sakshi R.	Sakshi K.	Sakshi K.	Sakshi K.	Sakshi K.	Sakshi K.
9	SATAV OMKAR SANJAY	AB	AB	AB	AB	AB	AB
10	PHULE MAHESH LAXMAN	MP	MP	MP	MP	MP	MP
11	DOSHI ASHAY RAJKUMAR	Doshi Ashay.	Doshi Ashay.	Doshi Ashay	Doshi Ashay.	Doshi Ashay.	Doshi Ashay.
12	DHAWAN SHITAL PRAMOD	Shital D.	Shital D.	Shital D.	Shital D.	Shital D.	Shital D.



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CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

ATTENDANCE SHEET

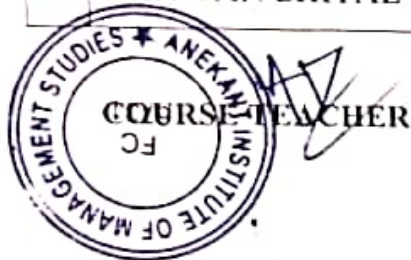
S#	SESSION NO	25	26	27	28	29	30
	NAME	11-02-2024	12-02-2024	13-02-2024	15-02-2024	15-02-2024	18-02-2024
1	DOSHI RUCHITA MILIND	Ruchita D.	AB	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.
2	DUDHAL AISHWARYA SANJAY	DA	AB	DA	DA	DA	DA
3	GADE AUDUMBAR BABAN	AB	AB	AB	AB	AB	AB
4	GAIKWAD PRAJKTA SUKHADEO	Prajakta	Prajakta	Prajakta	Prajakta	Prajakta	Prajakta
5	GHODAKE NAMRATA NANDKUMAR	Namrata G.	AB	Namrata G.	Namrata G.	AB	Namrata G.
6	GHOLAP ANIKET SANJAY	AB	Aniket	Aniket	Aniket	Aniket	Aniket
7	GIRAME KADAMBARI SHIVAJI	Girame K.	Girame K.	Girame K.	Girame K.	AB	Girame K.
8	RODE SAKSHI MACHINDRA	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.
9	SATAV OMKAR SANJAY	AB	AB	AB	AB	AB	AB
10	PHULE MAHESH LAXMAN	MP	MP	MP	MP	MP	MP
11	DOSHI ASHAY RAJKUMAR	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay	AB
12	DHAWAN SHITAL PRAMOD	Shital D.	Shital D.	Shital D.	Shital D.	Shital D.	AB



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR
ATTENDANCE SHEET

S#	SESSION NO	19	20	21	22	23	24
	NAME	04-02-2024	05-02-2024	06-02-2024	08-02-2024	08-02-2024	11-02-2024
1	DOSHI RUCHITA MILIND	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.	AB
2	DUDHAL AISHWARYA SANJAY	DA	DA	DA	DA	DA	DA
3	GADE AUDUMBAR BABAN	AB	AB	AB	AB	AB	AB
4	GAIKWAD PRAJKTA SUKHADEO	Prajakta	Prajakta	Prajakta	Prajakta	Prajakta	Prajakta
5	GHODAKE NAMRATA NANDKUMAR	Namrata G.	Namrata G.	Namrata G.	AB	AB	Namrata G.
6	GHOLAP ANIKET SANJAY	Aniket	Aniket	Aniket	AB	AB	Aniket
7	GIRAME KADAMBARI SHIVAJI	Girame K.	Girame K.	Girame K.	Girame K.	Girame K.	Girame K.
8	RODE SAKSHI MACHINDRA	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.
9	SATAV OMKAR SANJAY	AB	AB	AB	AB	AB	AB
10	PHULE MAHESH LAXMAN	MP	MP	MP	MP	MP	MP
11	DOSHI ASHAY RAJKUMAR	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay
12	DHAWAN SHITAL PRAMOD	Shital D.	Shital D.	Shital D.	Shital D.	Shital D.	Shital D.



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR
ATTENDANCE SHEET

S#	SESSION NO	13	14	15	16	17	18
	NAME	23-01-2024	25-01-2024	25-01-2024	28-01-2024	29-01-2024	30-01-2024
1	DOSHI RUCHITA MILIND	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.	AB	AB
2	DUDHAL AISHWARYA SANJAY	DA	DA	DA	DA	DA	DA
3	GADE AUDUMBAR BABAN	AB	AB	AB	AB	AB	AB
4	GAIKWAD PRAJUKTA SUKHADEO	Prajukta	Prajukta	Prajukta	Prajukta	Prajukta	Prajukta
5	GHODAKE NAMRATA NANDKUMAR	Namrata G.	Namrata G.	AB	AB	Namrata G.	Namrata G.
6	GHOLAP ANIKET SANJAY	Aniket	Aniket	Aniket	AB	Aniket	Aniket
7	GIRAME KADAMBARI SHIVAJI	Girame K.	Girame K.	Girame K.	Girame K.	Girame K.	AB
8	RODE SAKSHI MACHINDRA	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.
9	SATAV OMKAR SANJAY	AB	AB	AB	AB	AB	AB
10	PHULE MAHESH LAXMAN	MP	MP	MP	MP	MP	MP
11	DOSHI ASHAY RAJKUMAR	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay	AB
12	DHAWAN SHITAL PRAMOD	Shital D.	Shital D.	AB	Shital D.	Shital D.	Shital D.



COURSE LEADER

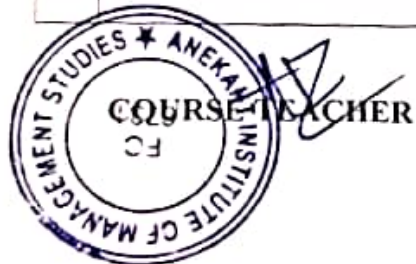


ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

ATTENDANCE SHEET

S#	SESSION NO	7	8	9	10	11	12
	NAME	15-01-2024	16-01-2024	18-01-2024	18-01-2024	21-01-2024	22-01-2024
1	DOSHI RUCHITA MILIND	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.	AB	Ruchita D.
2	DUDHAL AISHWARYA SANJAY	DA	DA	DA	DA	DA	DA
3	GADE AUDUMBAR BABAN	AB	AB	AB	AB	AB	AB
4	GAIKWAD PRAJKTA SUKHADEO	Prajakta	Prajakta	Prajakta	Prajakta	Prajakta	Prajakta
5	GHODAKE NAMRATA NANDKUMAR	Namrata G.	Namrata G.	AB	Namrata G.	Namrata G.	Namrata G.
6	GHOLAP ANIKET SANJAY	Aniket	AB	Aniket	AB	Aniket	Aniket
7	GIRAME KADAMBARI SHIVAJI	Girame K.	Girame K.	Girame K.	Girame K.	Girame K.	Girame K.
8	RODE SAKSHI MACHINDRA	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.
9	SATAV OMKAR SANJAY	AB	AB	AB	AB	AB	AB
10	PHULE MAHESH LAXMAN	AB	AB	MP	MP	MP	MP
11	DOSHI ASHAY RAJKUMAR	Doshi Ashay	Doshi Ashay	AB	Doshi Ashay	AB	Doshi Ashay
12	DHAWAN SHITAL PRAMOD	Shital D.	Shital D.	Shital D.	Shital D.	AB	Shital D.



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

ATTENDANCE SHEET

S#	SESSION NO	1	2	3	4	5	6
	NAME	07-01-2024	08-01-2024	09-01-2024	11-01-2024	11-01-2024	14-01-2024
1	DOSHI RUCHITA MILIND	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.	Ruchita D.
2	DUDHAL AISHWARYA SANJAY	DA	DA	DA	DA	DA	DA
3	GADE AUDUMBAR BABAN	AB	AB	AB	AB	AB	AB
4	GAIKWAD PRAJAKTA SUKHADEO	Prajakta	Prajakta	AB	Prajakta	Prajakta	Prajakta
5	GHODAKE NAMRATA NANDKUMAR	Namrata G.	Namrata G.	Namrata G.	Namrata G.	Namrata G.	Namrata G.
6	GHOLAP ANIKET SANJAY	Aniket	AB	Aniket	Aniket	Aniket	Aniket
7	GIRAME KADAMBARI SHIVAJI	Girame K.	Girame K.	Girame K.	AB	Girame K.	Girame K.
8	RODE SAKSHI MACHINDRA	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.	Sakshi R.
9	SATAV OMKAR SANJAY	AB	AB	AB	AB	AB	AB
10	PHULE MAHESH LAXMAN	MP	MP	MP	MP	MP	MP
11	DOSHI ASHAY RAJKUMAR	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay	Doshi Ashay
12	DHAWAN SHITAL PRAMOD	Shital D.	Shital D.	AB	AB	Shital D.	Shital D.

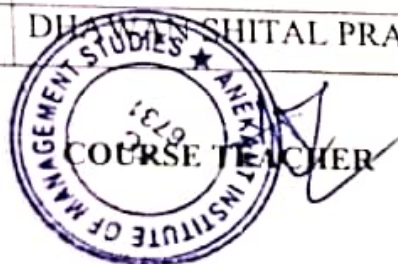


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ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

EVALUATION SHEET

S#	ASSIGNMENT NO		1	2	3	4	5	6
			10 Marks	10 Marks	10 Marks	10 Marks	10 Marks	10 Marks
	NAME	DATE	11-01-2024	14-01-2024	15-01-2024	22-01-2024	23-01-2024	25-01-2024
1	DOSHI RUCHITA MILIND		6	6	6	5	5	5
2	DUDHAL AISHWARYA SANJAY		7	8	8	6	6	7
3	GADE AUDUMBAR BABAN		AB	AB	AB	AB	AB	AB
4	GAIKWAD PRAJKTA SUKHADEO		5	5	5	5	8	8
5	GHODAKE NAMRATA NANDKUMAR		8	8	8	8	8	8
6	GHOLAP ANIKET SANJAY		4	4	3	3	3	3
7	GIRAME KADAMBARI SHIVAJI		7	7	7	7	8	4
8	RODE SAKSHI MACHINDRA		8	5	5	5	5	4
9	SATAV OMKAR SANJAY		AB	AB	AB	AB	AB	AB
10	PHULE MAHESH LAXMAN		5	5	6	6	8	4
11	DOSHI ASHAY RAJKUMAR		3	4	3	4	5	5
12	DHAWAN SHITAL PRAMOD		6	6	4	4	5	5

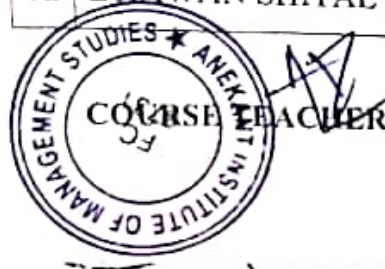


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ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

EVALUATION SHEET

S#	ASSIGNMENT NO		7	8	9	10	TOTAL	TOTAL
			10 Marks	10 Marks	10 Marks	10 Marks	MAX 100	MAX 60
	NAME	DATE	04-02-2024	05-01-2024	06-02-2024	13-02-2024	Marks	Marks
1	DOSHI RUCHITA MILIND		7	7	5	5	57	34
2	DUDHAL AISHWARYA SANJAY		5	5	8	9	69	41
3	GADE AUDUMBAR BABAN		AB	AB	AB	AB	AB	AB
4	GAIKWAD PRAJKTA SUKHADEO		4	5	5	6	56	33
5	GHODAKE NAMRATA NANDKUMAR		5	5	5	5	68	40
6	GHOLAP ANIKET SANJAY		5	5	8	8	46	27
7	GIRAME KADAMBARI SHIVAJI		6	6	6	4	62	37
8	RODE SAKSHI MACHINDRA		4	4	4	4	48	28
9	SATAV OMKAR SANJAY		AB	AB	AB	AB	AB	AB
10	PHULE MAHESH LAXMAN		6	6	4	4	54	32
11	DOSHI ASHAY RAJKUMAR		6	5	5	7	47	28
12	DHAWAN SHITAL PRAMOD		6	4	6	4	50	30



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR
EVALUATION SHEET

S#	CLASS TEST			TOTAL
	22/2/2024	24/02/2024	25/02/2024	
	NAME			MAX 40 Marks
1	DOSHI RUCHITA MILIND			24
2	DUDHAL AISHWARYA SANJAY			25
3	GADE AUDUMBAR BABAN			AB
4	GAIKWAD PRAJKTA SUKHADEO			27
5	GHODAKE NAMRATA NANDKUMAR			26
6	GHOLAP ANIKET SANJAY			31
7	GIRAME KADAMBARI SHIVAJI			30
8	RODE SAKSHI MACHINDRA			29
9	SATAV OMKAR SANJAY			AB
10	PHULE MAHESH LAXMAN			34
11	DOSHI ASHAY RAJKUMAR			20
12	DHAWAN SHITAL PRAMOD			21



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

EVALUATION MAIN SHEET

S#	CONCURRENT EVALUATION	CLASS TEST	ASSIGNMENT	TOTAL	RESULT	STATUS
	NAME	MAX 40	MAX 60	MAX 100		
1	DOSHI RUCHITA MILIND	24	34	58	PASS	COMPLETED
2	DUDHAL AISHWARYA SANJAY	25	41	66	PASS	COMPLETED
3	GADE AUDUMBAR BABAN	AB	AB	AB	FAIL	NOT COMPLETED
4	GAIKWAD PRAJKTA SUKHADEO	27	33	60	PASS	COMPLETED
5	GHODAKE NAMRATA NANDKUMAR	26	40	66	PASS	COMPLETED
6	GHOLAP ANIKET SANJAY	31	27	58	PASS	COMPLETED
7	GIRAME KADAMBARI SHIVAJI	30	37	67	PASS	COMPLETED
8	RODE SAKSHI MACHINDRA	29	28	57	PASS	COMPLETED
9	SATAV OMKAR SANJAY	AB	AB	AB	FAIL	NOT COMPLETED
10	PHULE MAHESH LAXMAN	34	32	66	PASS	COMPLETED
11	DOSHI ASHAY RAJKUMAR	20	28	48	PASS	COMPLETED
12	DODWAN SHITAL PRAMOD	21	30	51	PASS	COMPLETED



CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

COURSE COMPLETION REPORT

Session No	Unit	Topic	Proposed Date	Actual Date	Teaching Methodology	Class Attendance	Course Outcomes	Program Outcomes	Status
1	1	Noun Types, Number, Gender	07-01-2024	07-01-2024	Lecture	10	REMEMBERING	Generic and Domain Knowledge	Completed
2	1	Pronoun Types, Cases	08-01-2024	08-01-2024	Lecture	9	REMEMBERING	Generic and Domain Knowledge	Completed
3	1	Adjective Types, Degrees + Verb Types, Forms	09-01-2024	09-01-2024	Lecture	8	UNDERSTANDING	Generic and Domain Knowledge	Completed
4	1	Adverb Types + Articles: Definite, Indefinite	11-01-2024	11-01-2024	Lecture	8	UNDERSTANDING	Critical Thinking	Completed
5	1	Assignment Solving 1	11-01-2024	11-01-2024	Practical	10	APPLYING	Effective Communication	Completed
6	1	Assignment Solving 2	14-01-2024	14-01-2024	Practical	10	ANALYSING	Effective Communication	Completed
7	1	Assignment Solving 3	15-01-2024	15-01-2024	Practical	10	EVALUATING	Critical Thinking	Completed
8	2	Preposition Types	16-01-2024	16-01-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge	Completed
9	2	Conjunction Types	18-01-2024	18-01-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge	Completed
10	2	Interjection Types	18-01-2024	18-01-2024	Lecture	9	UNDERSTANDING	Generic and Domain Knowledge	Completed
11	2	Subject-Verb Agreement	21-01-2024	21-01-2024	Lecture	7	UNDERSTANDING	Critical Thinking	Completed
12	2	Assignment Solving 4	22-01-2024	22-01-2024	Practical	10	APPLYING	Effective Communication	Completed
13	2	Assignment Solving 5	23-01-2024	23-01-2024	Practical	10	ANALYSING	Effective Communication	Completed
14	2	Assignment Solving 6	25-01-2024	25-01-2024	Practical	10	EVALUATING	Critical Thinking	Completed
15	3	Introduction to Clauses	25-01-2024	25-01-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge	Completed
16	3	Clauses: Types (Coordination, Subordination and Conditionals)	28-01-2024	28-01-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge	Completed
17	3	Sentences A: Types (Declarative, Interrogative, Imperative, Exclamatory)	29-01-2024	29-01-2024	Lecture	9	UNDERSTANDING	Generic and Domain Knowledge	Completed
18	3	Sentences B: Types (Direct, Indirect, Active, Passive, Affirmative, Negative)	30-01-2024	30-01-2024	Lecture	7	UNDERSTANDING	Critical Thinking	Completed
19	3	Assignment Solving 7	04-02-2024	04-02-2024	Practical	10	APPLYING	Effective Communication	Completed
20	3	Assignment Solving 8	05-02-2024	05-02-2024	Practical	10	ANALYSING	Effective Communication	Completed
21	3	Assignment Solving 9	06-02-2024	06-02-2024	Practical	10	EVALUATING	Critical Thinking	Completed
22	4	Punctuation: Comma, colon, semi-colon, hyphen, full-stop, parenthesis, etc	08-02-2024	08-02-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge	Completed
23	4	Punctuation: Exclamation mark, slash, apostrophe etc	08-02-2024	08-02-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge	Completed
24	4	Clauses: Types (Coordination, Subordination and Conditionals)	11-02-2024	11-02-2024	Lecture	9	UNDERSTANDING	Generic and Domain Knowledge	Completed
25	4	Clauses: Types (Coordination, Subordination and Conditionals)	12-02-2024	12-02-2024	Lecture	7	UNDERSTANDING	Critical Thinking	Completed
26	4	Assignment Solving 10	13-02-2024	13-02-2024	Practical	10	APPLYING	Effective Communication	Completed
27	4	Group Discussion	11-02-2024	11-02-2024	Practical	10	ANALYSING	Effective Communication	Completed
28	4	Group Discussion	15-02-2024	15-02-2024	Practical	10	EVALUATING	Critical Thinking	Completed
29	5	Tenses A: Simple (Present, Past & Future Time) Structures	15-02-2024	15-02-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge	Completed
30	5	Continuous (Present, Past & Future Time) Structures	18-02-2024	18-02-2024	Lecture	8	REMEMBERING	Generic and Domain Knowledge	Completed
31	5	Perfect (Present, Past & Future Time) Structures	19-02-2024	19-02-2024	Lecture	9	UNDERSTANDING	Generic and Domain Knowledge	Completed
32	5	Perfect Continuous (Present, Past, Future Time) Structures	20-02-2024	20-02-2024	Lecture	7	UNDERSTANDING	Critical Thinking	Completed
33	5	Revision Session	22-02-2024	22-02-2024	Practical	10	APPLYING	Effective Communication	Completed
34	5	Class Test	22-02-2024	22-02-2024	Tutorial	10	EVALUATING	Critical Thinking	Completed
35	5	Class Test	24-02-2024	24-02-2024	Tutorial	10	EVALUATING	Critical Thinking	Completed
36	5	Class Test	25-02-2024	25-02-2024	Tutorial	10	EVALUATING	Critical Thinking	Completed



ANEKANT EDUCATION SOCIETY
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS), BARAMATI

CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

FEEDBACK FORM

CRITERIA NUMBER		1	2	3	4	5
RANGE		1(MIN) – 10(MAX)				
FEEDBACK LEVEL		Low: Up to 30		Medium: Above 30 Below 40		High: Above 40
FEEDBACK CRITERIA		ENHANCEMENT			SATISFACTION	
NAME		KNOWLEDGE	SKILL	ABILITY	TEACHER	ADMINISTRATION
FIRST	LAST					
REMARK:					SIGNATURE	



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CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

FEEDBACK SHEET

S#	CRITERIA NUMBER	1	2	3	4	5	SCORE	FEEDBACK LEVEL	
	RANGE	1(MIN) – 10(MAX)						Low: Up to 30	
	FEEDBACK CRITERIA	ENHANCEMENT			SATISFACTION			50	Medium: Above 30 Below 40
	NAME	KNOWLEDGE	SKILL	ABILITY	TEACHER	ADMINISTRATION		High: Above 40	
1	DOSHI RUCHITA MILIND	4	4	4	5	5	22	LOW	
2	DUDHAL AISHWARYA SANJAY	5	5	6	4	8	28	LOW	
3	GADE AUDUMBAR BABAN	AB	AB	AB	AB	AB	AB	ABSENT	
4	GAIKWAD PRAJKA SUKHADEO	6	6	6	4	8	30	LOW	
5	GHODAKE NAMRATA NANDKUMAR	7	7	7	7	6	36	MEDIUM	
6	GHOLAP ANIKET SANJAY	5	5	8	8	6	22	LOW	
7	GIRAME KADAMBARI SHIVAJI	9	8	8	8	8	41	HIGH	
8	RODE SAKSHI MACHINDRA	9	9	4	4	4	30	LOW	
9	SATAV OMKAR SANJAY	AB	AB	AB	AB	AB	AB	ABSENT	
10	PHULE MAHESH LAXMAN	8	8	8	8	9	41	HIGH	
11	DOSHI ASHAY RAJKUMAR	8	8	8	6	6	36	MEDIUM	
12	DILAWAN SHITAL PRAMOD	5	5	5	5	5	25	LOW	





ANEKANT EDUCATION SOCIETY'S
ANEKANT INSTITUTE OF MANAGEMENT STUDIES (AIMS)
A.E.S. CAMPUS, T.C., COLLEGE ROAD, BARAMATI DIST: PUNE – 413102 MAHARASHTRA
Phone : (02112) 227299 Website: www.aimsaramati.org Contact us: director.aimsaramati@gmail.com

Certificate of Completion

This is to certify that
DOSHI RUCHITA MILIND
MBA Batch (2023-2025) Roll. Number 673123032

has successfully completed the
ADD-ON CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR
From 07/01/2024 To 25/02/2024
with 58 % Score in Academic Year (2023-2024) at A.E.S's AIMS, Baramati



FACULTY

ACADEMIC COORDINATOR

DIRECTOR





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Phone : (02112) 227299 Website: www.aimsaramati.org Contact us: director.aimsaramati@gmail.com

Certificate of Completion

This is to certify that

DUDHAL AISHWARYA SANJAY

MBA Batch (2023-2025) Roll. Number 673123034

has successfully completed the

ADD-ON CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

From 07/01/2024 To 25/02/2024

with 66 % Score in Academic Year (2023-2024) at A.E.S's AIMS, Baramati



FACULTY

ACADEMIC COORDINATOR

DIRECTOR





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Phone : (02112) 227299 Website: www.aimsaramati.org Contact us: director.aimsaramati@gmail.com

Certificate of Completion

This is to certify that

GAIKWAD PRAJKTA SUKHADEO

MBA Batch (2023-2025) Roll. Number 673123037

has successfully completed the

ADD-ON CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

From 07/01/2024 To 25/02/2024

with 60 % Score in Academic Year (2023-2024) at A.E.S's AIMS, Baramati



FACULTY

ACADEMIC COORDINATOR

DIRECTOR





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Phone : (02112) 227299 Website: www.aimsaramati.org Contact us: director.aimsaramati@gmail.com

Certificate of Completion

This is to certify that

GHODAKE NAMRATA NANDKUMAR

MBA Batch (2023-2025) Roll. Number 673123043

has successfully completed the

ADD-ON CERTIFICATE COURSE IN BASIC ENGLISH GRAMMAR

From 07/01/2024 To 25/02/2024

with 66 % Score in Academic Year (2023-2024) at A.E.S's AIMS, Baramati



FACULTY

ACADEMIC COORDINATOR

DIRECTOR





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Phone : (02112) 227299 Website: www.aimsaramati.org Contact us: director.aimsaramati@gmail.com

Certificate of Completion

This is to certify that
GHOLAP ANIKET SANJAY
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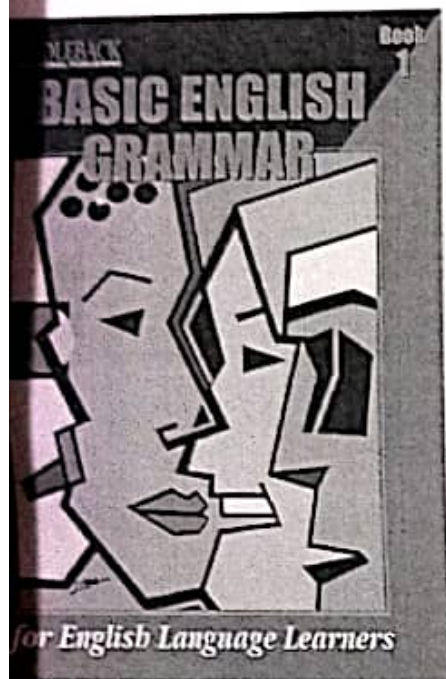


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Book 1 BASIC ENGLISH GRAMMAR for English Language Learners

Anne Searson • V.H. Maw

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Introduction

Grammar is a very old field of study. Let us know that the sentence was first divided into subject and verb by Plato, the famous philosopher from ancient Greece! That was about 2,400 years ago! Ever since then, students all over the world have found it worthwhile to study the structure of words and sentences, what? Because skill in speaking and writing is the hallmark of all educated people.

Lesson by lesson, this book provides basic instruction in the eight parts of speech—nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections—as well as the standard patterns of English sentences.

All students of English, be they native speakers or those who are studying English as a second language, will profit from the fundamental instruction and review of grammar provided by SADDLEBACK'S BASIC ENGLISH GRAMMAR 1 and 2. Helpful marginal notes throughout the books have been provided to reinforce existing skills and call attention to common problems.

We wish you every success in your pursuit of English proficiency.

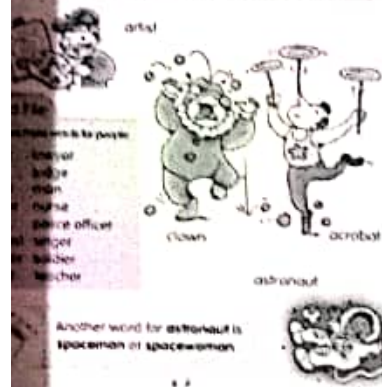
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Nouns

Common Nouns

are divided into **common nouns** and **proper nouns**.
Common nouns are words for people, animals, places, things.
Proper nouns are words for people. They are common nouns.



Another word for astronaut is **spaceman** or **spacewoman**.

These are words for animals. They are common nouns.



Word File
Here are more words for animals.

cat	goose
cow	hen
dog	horse
dolphin	mouse
duck	panda
fish	shark
goat	whale

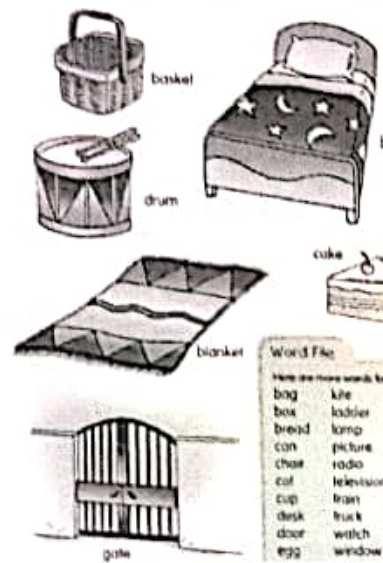
These are words for places. They are common nouns.



Word File
Here are more words for places.

airport	market
cave	mountain
church	playground
farm	restaurant
hill	school
hospital	seashore
hotel	stadium
house	supermarket
island	temple
mall	zoo

These are words for things. They are common nouns.



Word File
Here are more words for things.

bag	kite
box	ladder
bread	lamp
can	picture
chair	radio
cat	television
cup	train
desk	truck
door	watch
egg	window

Exercise 1

Underline the common nouns in these sentences.

- There's a little bird in the garden.
- Who is your teacher?
- Don't eat that rotten apple.
- Sue has a lovely doll.
- Take nesting stones.
- My father is a doctor.
- Every child has a dictionary.
- Lucy hates bananas.
- The phone is ringing.
- There's a book for you.

Exercise 2

Here's a mixed bag of words. Put each word under its correct heading.

astronaut	zebra	fire engine	clown
artist	dog	river	banana
astronaut	fox	hotel	potato
garden	lion	gardener	cricket

People	Animals	Places	Things

Proper Nouns

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



Word File
Here are some more names of people.

Ali Sultan
Florence Nightingale
Dennis Jeter
Pauline
Johnny Depp
Patrick
Harry Potter
Peaches
Robin Hood

Your own name and the names of your friends are proper nouns too.

The names of countries and their people are also proper nouns.

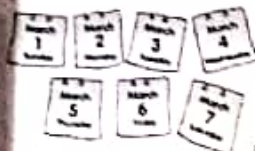


Country	People	Country	People
America	Americans	Korea	Koreans
Egypt	Egyptians	Malaysia	Malaysians
India	Indians	Pakistan	Pakistanis
Italy	Italians	France	the French
Japan	the Japanese	Thailand	Thais

The names of towns, cities, buildings and landmarks are proper nouns.



Days of the week and months of the year are proper nouns.



Months
January
February
March
April
May
June
July
August
September
October
November
December

January is the first month of the year.
Sunday is the first day of the week.
A table that shows the months, week days

The names of mountains, seas, rivers and lakes are proper nouns.



Lake Michigan
the Alps
the Dead Sea
Mount Fuji

the Himalayas
the Pacific Ocean
the Yellow River

Niagara Falls



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 Fools' Day
Labor Day Thanksgiving Day
Independence Day St. Patrick's Day

Exercise 1

Underline the proper nouns in the following sentences.

- July is often the hottest month in summer.
- One day Al Baba saw the forty thieves hiding in a cave.
- Shawn and Ashley are going to the beach for a swim.
- Mr. Lee is reading a book.
- "I am your fairy godmother," said the old woman to Cinderella.
- Uncle Mike is a lawyer.
- Next Tuesday is a public holiday.
- 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.

Lisa	bank	President Hotel	United Bank
January	beach	White Sand beach	hotel
doctor	month	Dr. Wang	girl

Common Nouns

Proper Nouns

Exercise 3

Write **C** for common or **P** for proper on the blank line next to each noun.

- the White House
- the green dress
- the tall building
- the Empire State Building
- the yellow river
- the muddy river
- the governor
- Governor Parker
- the Dragon Trail
- the winding trail

Exercise 4

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

- Robert Louis Stevenson wrote treasure island.
- The Capital of Illinois is Springfield.
- My friends and I prefer Gulleriguns toothpaste.
- Dear Patrick visited Yellowstone National Park.
- Joan and Mark attend Kennedy Middle School.
- We had a surprise party for Aunt Helen.
- Spring and Fall are my favorite seasons.
- The Manager scolded his lazy Employee.



Singular Nouns

Nouns can be **singular** or **plural**. When you are talking about one person, animal, place, or thing, use a singular noun.



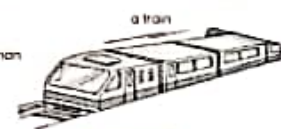
a ship



an owl



a woman



a train



a flower

Word File

There are also singular nouns:

an airplane a letter
a bicycle a map
a boy a photograph
a bus a refrigerator
a comb a slide
a girl a swing
a key a win

Grammar Help

- 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 igloo
an egg an orange
an envelope an umbrella
an ice cream 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 rainbow
a bowl a monster
a car a pillow
a hill a watch
a house 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

Plural Nouns

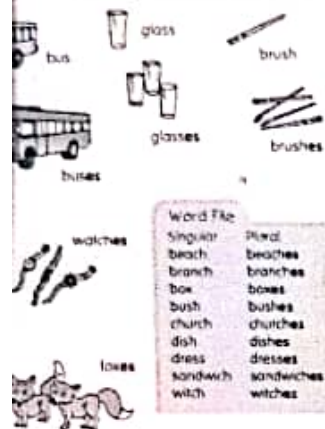
When you are talking about two or more people, animals, places, or things, use plural nouns. Most nouns are made plural by adding **-s** at the end.



Singular	Plural
bird	birds
broom	brooms
camel	camels
desk	desks
doll	dolls
egg	eggs
flower	flowers
fork	forks
game	games
lamb	lambs
nest	nests
pen	pens
photo	photos
shirt	shirts
spoon	spoons



Nouns end in -es



Singular	Plural
beach	beaches
branch	branches
box	boxes
bush	bushes
church	churches
dish	dishes
dress	dresses
sandwich	sandwiches
watch	watches

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

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Some plural nouns end in -ies



Singular	Plural
baby	babies
cherry	cherries
diary	diaries
dictionary	dictionaries
fairy	fairies
family	families
fly	flies
lady	ladies
library	libraries
puppy	puppies
story	stories
strawberry	strawberries

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

25

What if there is a vowel before the y? In that case, add -s to form the plural



Singular	Plural
chimney	chimneys
cowboy	cowboys
day	days
donkey	donkeys
jersey	jerseys
kidney	kidneys
monkey	monkeys
toy	toys
trolley	trolleys
valley	valleys

26

If a noun ends in -f, you often change f to v, and add -es

Singular	Plural	Singular	Plural
cat	cats	leaf	leaves
elf	elves	shell	shells
half	halves	thief	thieves
leaf	leaves	wolf	wolves

Grammar Help

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

Singular	Plural	Singular	Plural
chief	chiefs	handkerchief	handkerchiefs
cliff	cliffs	roof	roofs
cliff	cliffs	sheriff	sheriffs

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

Singular	Plural
dwarf	dwarfs or dwarves
hoof	hoofs or hooves
scarf	scarfs or scarves

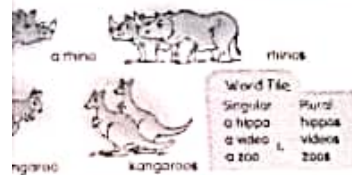
With some words that end in -fe, you change f to v, and add -es

Singular	Plural
knife	knives
life	lives
wife	wives

But you only add -s to giraffe to form the plural.

27

Nouns end in -o, you just add -s to form the plural



Singular	Plural
hippo	hippos
video	videos
zoo	zoos

In some nouns that end in -o, you add -es to form the plural



Singular	Plural
tomato	tomatoes
hero	heroes

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

Singular	Plural
mango	mangos or mangoes
mosquito	mosquitoes
zero	zeros or zeroes
buffalo	buffaloes

28

Some plural nouns don't follow the -s rule. They don't end in -s, -es, -ies or -ves. Instead, the word changes form.

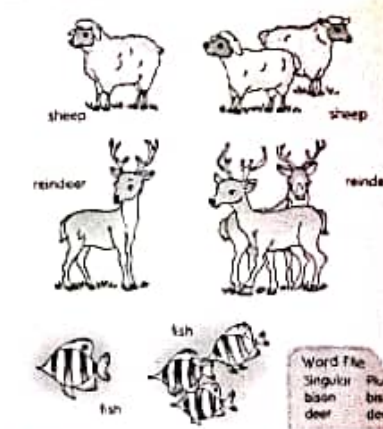


Singular	Plural
child	children
man	men
woman	women

The plural of the mouse that you use with your computer is either mice or mouses.

29

Some plural nouns are the same as the singular noun.



Singular	Plural
bison	bison
deer	deer

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.

30

Some nouns are always plural



Singular	Plural
pair	pairs

Grammar Help

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 piers

a pair of shoes

31



Exercise 1

Write the words below. Do you know which are singular and which are plural? Put a checkmark in the correct box.

	Singular	Plural
worm	☐	☐
pencil	☐	☐
book	☐	☐
fan	☐	☐
leaf	☐	☐
children	☐	☐
lion	☐	☐
people	☐	☐
crab	☐	☐
book	☐	☐

Exercise 2

Write -s or -es to these singular nouns to make plural. Write your answers on the lines.

Singular	Plural	Singular	Plural
desk	_____	6 basket	_____
class	_____	7 peach	_____
comb	_____	8 belt	_____
mug	_____	9 tail	_____
bus	_____	10 box	_____

32

Exercise 3

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

Singular	Plural	Singular	Plural
1 key	_____	6 toy	_____
2 city	_____	7 baby	_____
3 butterfly	_____	8 party	_____
4 monkey	_____	9 chimney	_____
5 fly	_____	10 lady	_____

Exercise 4

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

Singular	Plural	Singular	Plural
1 video	_____	6 radio	_____
2 piano	_____	7 hippo	_____
3 mango	_____	8 zoo	_____
4 kangaroo	_____	9 zero	_____
5 rhino	_____	10 photo	_____

33

Collective Nouns

Collective nouns are words for groups of people, animals or things.

These are nouns for groups of people.



a family



a crew



an orchestra

Word File

Here are some more groups of people.

an audience	a gang
a band	a group
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:

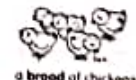
cattle people the police

34

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

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



a team of players



a flight of stairs

35

Exercise

Mr John had several different kinds of animals on his farm. Write the correct collective noun for a group of his animals.



Farmer John had

- a _____ of geese
- a _____ of sheep
- a _____ of pigs
- a _____ of chickens

We saw a _____ of coyotes tracking their prey. Mr John yelled and waved a pitchfork at them.

36

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.



bride groom



rooster hen



lioness lion



king queen

Word File

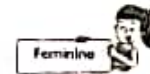
Masculine	Feminine
boy	girl
man	woman
prince	princess
steward	stewardess
waiter	waitress

37

Here are some more masculine and feminine nouns for people.



Masculine



Feminine

actor	actress
brother	sister
emperor	empress
father	mother
gentleman	lady
grandfather	grandmother
grandson	granddaughter
headmaster	headmistress
man	woman
master	mistress
nephew	niece
prince	princess
son	daughter
steward	stewardess
uncle	aunt
wizard	witch



Masculine nouns belong to the masculine gender. Feminine nouns belong to the feminine gender.

38

Here are some masculine and feminine nouns for male and female animals.

Animal	Male	Female
chicken	rooster	hen
cow	bull	cow
deer	buck	doe
donkey	jack	jenny
duck	drake	duck
fox	fox	vixen
goose	gander	goose
horse	stallion	mare
lion	lion	lioness
sheep	ram	ewe
tiger	tiger	tigress

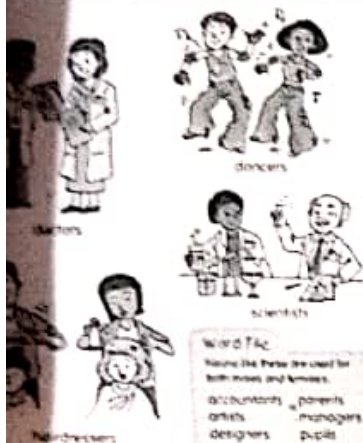


Nouns that end in -ess and -ness often belong to the feminine gender. For example:

actress	stewardess
lioness	waitress
princess	

39

Names are used for both males and females.



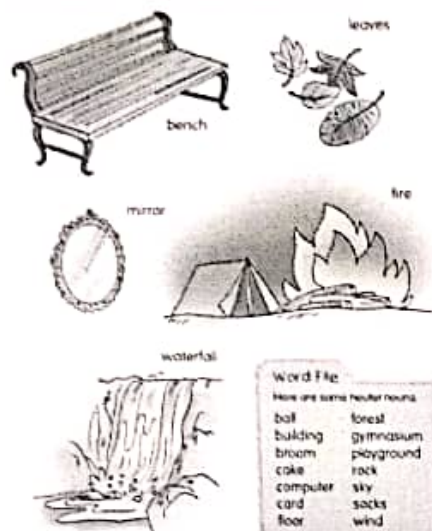
Word File

Names like these are used for both males and females.

accountants parents
artists managers
designers pupils
engineers singers
lawyers teachers

We call these nouns **common gender nouns**.

Words for things that are neither male nor female are called **neuter nouns**.



Word File

Here are some neuter nouns.

ball forest
building gymnasium
broom playground
cake rock
computer sky
card socks
floor wind

Pronouns

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

Personal Pronouns

Words like **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.

Write a David. I am the youngest in the family.

He is my father. He is a teacher.

She is my mother. She is a lawyer.

He is a brother and two sisters.

We are Peter, Sharon and Jenny.

It is a dog. It is called Lucky.

She, you are a good dog.

And Thomas, children. You may sit down now.

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

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.



Birds cannot fly and has to feed them.



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

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

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

Exercise 1

Fill in the blanks with the correct masculine or feminine nouns.

Masculine	Feminine
1 master	_____
2 uncle	_____
3 _____	niece
4 _____	loneliness
5 tiger	_____
6 _____	empress
7 husband	_____
8 son	_____
9 _____	mother
10 _____	modest

Exercise 2

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

- The host and the _____ welcomed their guests.
- The steward and the _____ look after the passengers on the plane.
- My uncle and _____ lived in Nebraska.
- The king and the _____ had two children, a boy and a _____. The prince was eight and the _____ was five.
- Ladies and _____, welcome to our party this evening.

Exercise 3

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

children	sun	witch	king
boy	son	father	girl
mother	queen	fire	warrior
lamp	doctor	dark	wizard
ram	rooster	elf	lynx

Masculine	Feminine	Common Gender	Neuter
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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.

	Singular	Plural
First person	I, me, myself	we, us, ourselves
Second person	you, yourself	you, yourselves
Third person	he, him, himself she, her, herself it, itself	they, them, themselves they, them, themselves they, them, themselves

Interrogative Pronouns

Who, what, where, whose, what and which are interrogative pronouns.
Pronouns are used to ask questions.

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

Whose
Whose bag is yours?
Whose are these gloves?

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

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

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

This is my house.
This is a tul.
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 further away.

Demonstrative pronouns can be singular or plural.

Singular	Plural
this	these
that	those

Exercise 1

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

I he it she they you with

us her you them me him it

Exercise 2

Fill in the blanks with the correct pronouns.

- Peter and I are brothers. _____ share a bedroom together.
- Sue isn't well. Dad is taking _____ to see a doctor.
- My brother is a teacher. _____ teaches English.
- All his students like _____ very much.
- Children, _____ are making too much noise!
- Who are those people? Where are _____ from?
- Mum is a doctor. _____ works in a hospital.
- The sky is getting dark. _____ is going to rain.
- John, we are all waiting for _____. Are you coming with _____?
- May _____ borrow your pen?
- Yes, of course. When can you return _____ to _____?
- What are _____ reading, Jenny?

Exercise 3

Fill in the blanks with the correct reflexive pronouns from the box.

yourself themselves itself myself herself herself

- No one can help us. We have to help _____.
- Jane always makes the bed by _____.
- They painted the wall all by _____.
- I hurt _____ in the playground yesterday.
- John, you must believe _____ before your friends.
- Children, you must do the homework _____.
- Tam defended _____ against the bullies.
- The dog is scratching _____.

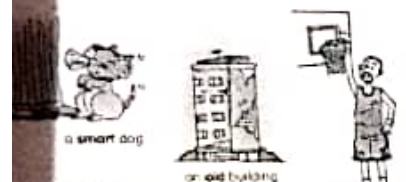
Exercise 4

Write the correct interrogative pronouns in the blanks to complete the sentences.

- _____ is the mother with you?
- _____ invented the computer?
- _____ of the twins is older?
- _____ do you wish to speak to?
- _____ is this car in front of our house?
- _____ knows the answer?
- _____ came first: the chicken or the egg?
- _____ would you like to drink?
- _____ of them do you think will win the race?
- _____ is the word for a stamp collector?

Adjectives

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.



Exercise 1

Underline the adjectives in the following sentences.

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

Exercise 2

Fill in the blanks with suitable adjectives from the box.

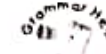
fun	large	short	low
high	small	poor	clever

- The ice cream is very _____.
- It's very _____ in summer.
- The company is giving away _____ gifts to its customers.
- They live in a _____ house.
- John is wearing a _____ shirt.
- The climbers are climbing up a _____ mountain.
- These puppies are very _____.
- Many _____ people have no home.

Adjective Endings

Adjectives have different endings.

Some adjectives end in **-ful** or **-less**.



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

careful	=	careless	useful	=	useless
colorful	=	colorless	harmful	=	harmless

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

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

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

leafless	=	without leaves
sleeveless	=	without sleeves



Some adjectives end in -y

a dirty street
a noisy room
an ugly pot
a sleepy passenger
a sunny day



Some adjectives end in -ive

an active child
an attractive hotel
a creative toy



Some adjectives end in -ing

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



Adjectives end in -ly



Many adverbs also end in -ly

Some adjectives with the endings -able, -al, -ish and -ous



Adjectives tell you the color of things



Her hair is blue
The girl is wearing brown shoes
The cat is like green apples
The oranges are orange
The apples are pink
The grapes are purple
The roses are red



Exercise 1
Add the correct endings to turn these words into adjectives

1	2	3	4
---	---	---	---

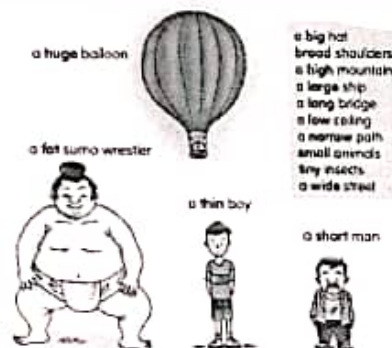
- peace _____
- storm _____
- mud _____
- forget _____
- spot _____
- dirt _____
- music _____
- motion _____
- dust _____
- play _____

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

1	2	3	4
---	---	---	---

- wind _____
- gold _____
- friend _____
- rot _____
- danger _____
- foot _____
- charm _____
- child _____
- love _____
- interest _____

Some adjectives tell you the size of the nouns they describe



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

Kinds of Adjectives

There are different kinds of adjectives

Some adjectives describe the **qualities** of nouns



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

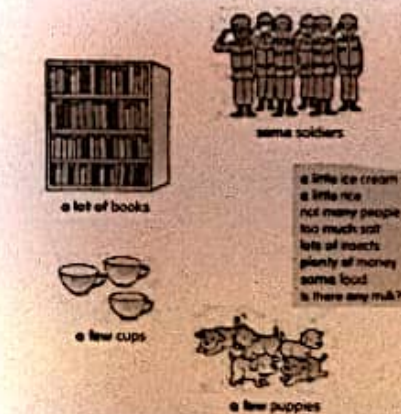
Some adjectives tell you which place or country a person or thing comes from, or belongs to. They are called **adjectives of origin**



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



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



Adjectives that tell you about quantity are also called **quantifying determiners**

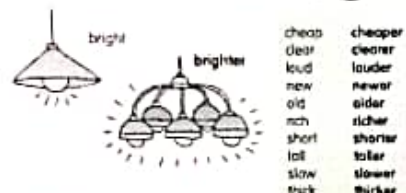
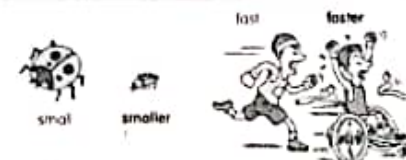
Write C if the underlined words in the following sentences tell you about size. Q if they tell you about quality. O if they tell you about origin, or Qn if they tell you about the number or quantity of things.

1. He has two pairs of shoes. _____
2. He has a brown and the other pair is black. _____
3. He is a very simple puzzle. _____
4. This dress is the American flag? _____
5. And they appeared before Cinderella. _____
6. It is a proud man. _____
7. Here is some food for you. _____
8. He is wearing a blue T-shirt. _____
9. He has ten matches. Peter has twenty. _____
10. The twenty matches have Jack and Peter together? _____
11. There is an old 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. She has those yellow and red balloons. _____

Comparison of Adjectives

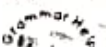
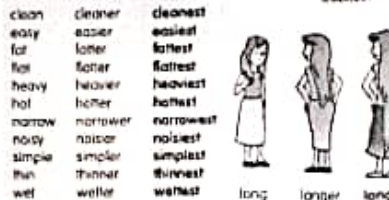
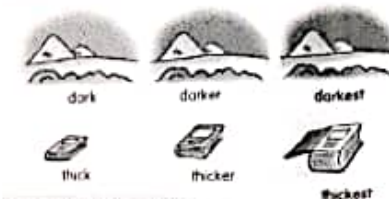
When you compare two people or things, use the **comparative** form of the adjective.

Lots of comparative adjectives end in -er.

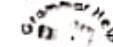


The word **than** is often used with comparative adjectives. For example, you might say:
Jack is **taller than** John.
A sports car is **faster than** a motorbike.

Use the **superlative** form of an adjective to compare three or more nouns. Lots of superlatives end in -est.



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:

	Comparative	Superlative
close	closer	closest
large	larger	largest
safe	safest	safest
wide	wider	widest

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:

	Comparative	Superlative
big	bigger	biggest
dim	dimmer	dimmest
mad	madder	maddest
sad	sadder	saddest

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:

	Comparative	Superlative
busy	busier	busiest
dirty	dirtier	dirtiest
happy	happier	happiest
pretty	prettier	prettiest

In some adjectives, you use **more** to make the comparative form, and **most** to make the superlative form.



active	more active	most active
charming	more charming	most charming
cheerful	more cheerful	most cheerful
comfortable	more comfortable	most comfortable
delicious	more delicious	most delicious

The comparative and superlative forms of some adjectives are completely different words.



bad	worse	worst
few	less	least
many	more	most
much	more	most

With these adjectives, you don't add -er or -est 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.

	Comparative	Superlative
hard		
cold		
soft		
tall		
rich		
mad		
funny		
big		
sad		
busy		
noisy		

Exercise 2

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

	Comparative	Superlative
foolish		
harmful		
possessive		
valuable		
difficult		
generous		

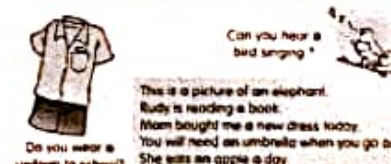
6 Determiners

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.



The article **an** is usually used before words beginning with vowels. The article **a** is used before words beginning with consonants.



This is called the **definite article**. Use the **article** when you are talking about a certain thing.



Telephone is ringing.



Ride with the horse.



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

Working in the garden.
Heavy busy today.
Getting dark.



The ice is melting.

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

the sun
the moon
the sky
the front door of my house

Demonstrative Determiners

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



James lives in this house.



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

This ice cream is delicious.
How much is that rocket?
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 further 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.

Singular	Plural
this	these
that	those

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 belt/bags 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.

	Singular	Plural
First person	my	our
Second person	your	your
Third person	his her its	his her their

Exercise 1

Fill the blanks with **a**, **an** or **the**.

- _____ cat. 7. _____ moon.
- _____ rocket. 8. _____ Mississippi River.
- _____ apple. 9. _____ mango.
- _____ sun. 10. _____ animal.
- _____ page. 11. _____ eagle.
- _____ computer. 12. _____ birds.

Exercise 2

Put **a**, **an** or **the** in the blanks to complete the sentences.

- There is _____ rainbow in _____ sky.
- Who is _____ man outside _____ gate?
- _____ doctor gave _____ injection.
- Paul opened _____ door to let _____ dog in.
- Mark is _____ only child in _____ family.
- What's _____ largest animal in _____ ocean?
- There's _____ bird in _____ tree.
- Sue is writing _____ letter to her grandfather.
- Jack has _____ brother and _____ sister.
- We reached _____ top of _____ hill in _____ hour.

Exercise 3

Fill in the blanks with the correct demonstrative adjectives.

- Come and look at _____ insects.
- Stop _____ man.
- I was in fifth grade last year. I am in sixth grade _____ year.
- Bring _____ chair here.
- _____ ice cream is delicious.
- 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.

- This house has five bedrooms. _____
- Who is that man? _____
- This is our school. _____
- These are wild animals. _____
- That is right. _____
- Whose dog nose? _____
- These books are James'. _____
- Those books belong to me. _____
- These are donkeys. _____
- Those are horses. _____

Exercise 5

Choose the correct possessive adjectives from the box to fill in the blanks.

my	his	your	her
----	-----	------	-----

- Is this James' dog? Yes, this is _____ dog.
- The dog is chasing _____ oven lid.
- Peter, it's _____ father or home?
- Kathy is showing _____ stamps to Ali.
- I am going to _____ aunt's house this evening.
- We always keep _____ classroom clean.
- Children, have you all finished _____ homework?
- The children are proud of _____ school.

Exercise 6

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

what	which	whose
------	-------	-------

- _____ kind of games is that?
- _____ runner is the winner?
- _____ is the mother?
- _____ disk is this?
- _____ handphone is ringing?
- _____ is your name?
- _____ item is stolen?
- _____ hand is holding the pebble?

7 Verbs and Tenses

Most verbs are action words. They tell you what people, animals or things are doing.



knock



burst



climb



dig



read



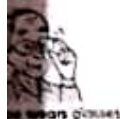
drop

Word file

act jump
bake move
bend put
buy run
choose shout
cook sing
cut slide
fly stand
go start
grow stop
help

Simple Present Tense

The **simple present tense** expresses a general truth or a habit.



He **wears** glasses.



The sun **rises** in the east.



It **looks** like water.



The children **go** to school by bus.

My friend **sings** every day.
 He **sometimes lends** me his bike.
 She **likes** apples.
 He **always** stamps.
 The sun **goes** around the sun.
 It **snows** in winter.
 We **always** wash our hands before meals.
 He **cooks** three meals a day.
 She **takes** the dog for a walk every morning.

Use the **simple present tense** to talk about things that are planned for the future.



Melanie **starts** school tomorrow.



Next week I **go** to summer camp.



The train **departs** in five minutes.

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.

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

Exercise 2

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

- Winter _____ after autumn. (come)
- A dog _____ bark.
- You _____ (find) books.
- (everyone) _____ mistakes. (make)
- All _____ in a department store. (work)
- Julia _____ (speak) very well. (speak)
- Tom's knee _____ hurt.
- Monkeys _____ bananas. (like)
- Kate always _____ sandwiches for lunch. (eat)
- 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**.



It **is** very hot today.
 It **is** not very comfortable.



It **is** a donkey.
 It **is** not a horse.



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**.

	Singular	Plural
First person	I am	we are
Second person	you are	you are
Third person	he is she is it is	they are they are they are

Learn these short forms called **contractions**.

I am	= I'm	they are	= they're
you are	= you're	we are	= we're
he is	= he's		
she is	= she's		
it is	= it's		
are not	= aren't	only in questions	
is not	= isn't		
are not	= aren't		

In questions, use **aren't** as a contraction of **are not**.
 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 wasp's 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.

Learn this contraction:
 there is = there's

Exercise 1

Fill in the blanks with **am**, **is** or **are**.

- They _____ my good friends.
- He _____ a soldier.
- You _____ taller than Charlie.
- She _____ ill.
- We _____ very hungry.
- It _____ a sunny day.
- I _____ angry with Joe.
- You _____ all welcome to my house.

Exercise 2

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

- John's dog _____ very friendly.
- Robert _____ ten years old.
- These flowers _____ very pretty.
- The two schools _____ close to each other.
- Math _____ not a very difficult subject.
- _____ dinner ready?
- This computer _____ very easy to use.
- All the windows _____ open.
- Sue and Jane _____ neighbors.
- His hair _____ curly.

There is or There are

- _____ a fence around the farm
- _____ buses along the road
- _____ a window in the sky
- _____ sets of parks in the town
- _____ nothing in the cupboard
- _____ hot spicy foodstuffs in the new house
- _____ lots of mistakes on your test paper
- _____ a watch next to the bed
- _____ ants on the cookies
- _____ many different kinds of animals in the zoo
- _____ plenty of food on the table
- _____ a check on the tillage
- _____ no more water in the pool
- _____ too many people on the beach
- _____ only a few customers at 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 **am playing** chess with my friend.
She **is riding** a horse.
He **is taking** a walk in the park.
The man **is counting** the money.
They **are practicing** for it.
We **are rushing** to the airport to meet Mr. Smith.
They **are still sleeping**.
They **are swimming** in the sea.
What **are they doing**?
What **is happening**?
Why **aren't** you **doing** your homework?
Aren't I **sitting** up straight?



- 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 decide the first letter of some verbs before you add **ing**. For example:
get + ing = getting sit + ing = sitting
put + ing = putting stop + ing = stopping
begin + ing = beginning 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, n, 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:
close + ing = closing
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**.



When **are** you taking me to the zoo?
We **are having** a barbecue later this evening.

We **are going** camping tomorrow.
I **am 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 **is bringing** salad for the barbecue? I **am**.
I **am starting** Joe next week.
Where **are you going** for your vacation?
What **are we eating** for dinner?

Present participle of these verbs on the

- 1. _____ 7. get _____
- 2. _____ 8. ask _____
- 3. _____ 9. catch _____
- 4. _____ 10. write _____
- 5. _____ 11. drop _____
- 6. _____ 12. bring _____

1. 2. Match with the present progressive tense of the infinitives

- 1. _____ the spider can be seen clearly
- 2. _____ her hair is long
- 3. _____ back right
- 4. dental _____ Sue's teeth are
- 5. train _____ through the town
- 6. man _____ very hard to
- 7. find _____ the treasure
- 8. We _____ a snowman
- 9. The phone _____ about the city
- 10. The teachers _____ a new book

Have and Has

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



Grammar Help

Use **has** with **he, she, it** and with **singular nouns**. Use **have** with **I, you, we, they** and with **plural nouns**.

Here is a table to help you remember the rules.

	Singular	Plural
First person	I have	we have
Second person	you have	you have
Third person	he has she has it has	they have they have they have

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 _____ late for dinner.
4. You _____ a good chance of winning the prize.
5. She always _____ careful for breakfast.
6. The train _____ a blue handle.
7. They never _____ any problem with seats.

Exercise 2

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

1. The girl _____ 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 headache.
10. All the passengers _____ their tickets.

Present Perfect Tense

Present perfect tense is to talk about happenings of that explain or affect the present. The verbs **has** and **have** are used as "helping" or auxiliary verbs to present perfect tense.

Sam **has** scared two goats.
I've **just** finished my shower.
Uncle Tom **has** lost his wallet.
John **has** gone out.
The Smiths **have** moved to Ohio.
It **has** not rained for months.
Have you **found** your keys yet?
Tom **has** made two sailing mistakes.
They **have** opened a new shop.

To form the **present perfect tense** you **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**. The simple past tense, but the past participles of some verbs don't follow this rule.

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

hit + ed = hit
jumped + ed = jumped
laugh + ed = laughed
look + ed = looked

The verb ends with **-e** and **-ed** for example:

play + ed = played
hate + ed = hated
live + ed = lived

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

run + ed = ran
put + ed = put
stop + ed = stopped

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

bury + ed = buried
cry + ed = cried
carry + ed = carried
try + ed = tried

Notice that the verbs above are all **short verbs** of just one syllable. They all end with a consonant such as **k, 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
cry + ed = cried
carry + ed = carried
try + ed = tried

Exercise 1

Write the past participle of these verbs on the blanks.

- break _____
- drink _____
- cut _____
- do _____
- sing _____
- buy _____
- lend _____
- draw _____
- hear _____
- know _____

Exercise 2

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

- Dad _____ his car key (lose)
- All the guests _____ arrive
- Tom _____ a postcard (send)
- Peter _____ in the tent several times (sleep)
- I _____ not _____ for two months (travel)
- Some prisoners _____ from the prison (escape)
- The plane _____ at the airport (land)
- John _____ a puppet (make)
- Dad and I _____ a big fish (catch)
- 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.



Punchinello'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 lake park last weekend.

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

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

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**.

Spelling File

Base Form

aim
bake
open
happen
pull
push
scold
shout
visit
walk
work

Simple Past

aimed
baked
opened
happened
pulled
pushed
scolded
shouted
visited
walked
worked



Who **closed** all the windows?



I **snowed** last night.

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 **fell** asleep at the apple on his son's head.

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.



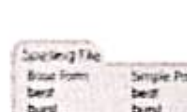
David **hurt** his foot when he **tripped** over the drain.



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



She **counted** only 10 dollars.



He **put** the net over the fish.



He **read** the book to us last night.



She **put** some sugar in my tea.

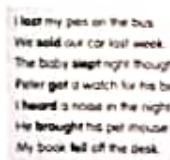
Most irregular verbs, however, take a different form in the simple past tense.



Sam **bent** the stick in two.



Tom **brought** and **scored** a goal.



I **lost** my pen on the bus.

We **sold** our car last week.

The baby **sleep** 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.

Spelling File

Base Form

bend
break
bring
buy
fall
fly
get
hear
keep
lose
sell
shoot
sleep

Simple Past

bent
broke
brought
bought
fell
flew
got
heard
kept
lost
sold
shot
slept



A bird **flew** into the classroom.

Exercise 1

Write the simple past tense of these verbs on the blanks.

- take _____
- walk _____
- mean _____
- shut _____
- open _____
- cry _____
- fell _____
- write _____
- up _____
- read _____
- close _____
- look _____

Exercise 2

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

- She _____ home alone (go)
- The wind _____ throughout the night (blow)
- An apple _____ on his head (drop)
- The Princess's ball _____ into the wall (roll)
- A frog _____ into the well and _____ it back to her (jump)
- Jack _____ the highest grade in his English class (get)
- The party _____ at 10:00 PM (begin)
- He _____ his old car and _____ a new one (sell/buy)
- Jack _____ the ladder carefully (climb)
- Who _____ of the windows? (shut)



Were

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

was is **was**
 Beethoven **was** a German composer.
 Sue **was** at the library this morning.
 I **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.
 Someone **was** second in the race.
wasn't she?

were is **were**
 Use **were** with **you, we** and **they**, and with plural nouns.

These **were** my best friends.

They **were** brave soldiers.
 He **was** in the wheelchair race.
 I **wasn't** any clouds in the sky.
 He **was** in bed when I phoned?
 It **was** the same school team.
 They **were** my best friends.



THEY

Future Tense

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



I **shall** be eight years old next year.



The weatherman says it **will** rain this afternoon.

He **will** finish the job next week.

We **shall** play a game of chess after lunch.
 You **will** be sick if you eat too much.
 It **won't** rain tomorrow.
 She **isn't** at the party.
 They **will** enjoy visiting New Zealand.
 Dad **will** be back for dinner.
 We **will** make lots of friends at his new school.

THEY

Grammar Help

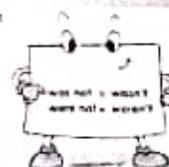
Here is a table to help you remember the rules.

	Singular	Plural
First person	I was	we were
Second person	you were	you were
Third person	he was she was it was	they were they were they were

Here is a table to show you the different forms of the verb **be**.

	Simple Present	Simple Past
First person singular	am	was
Second person singular	are	were
Third person singular	is	was
First person plural	am	were
Second person plural	are	were
Third person plural	are	were

Learn these contractions.



THEY

The Past Progressive Tense

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



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

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

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.



THEY

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.



THEY

Exercise 1

Fill in the blanks with **was** or **were**.

- I **was** the champion last year.
- Where is James? He **wasn't** here just now.
- Mom and Dad **were** on vacation last week.
- The weather **was** fine this morning.
- There **was** a lot of people at our party yesterday.
- There **was** a small lake here many years ago.
- He **wasn't** sick yesterday.
- Don't blame him. It **wasn't** 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.

- James **was** talking to Peter (talk).
- Sue **was** reading a storybook (read).
- Rudy **was** cleaning the chalkboard (clean).
- David **was** washing his math exercise book (wash).
- Peter **was** showing his new watch (show).
- Jane **was** drawing a horse in her notebook (draw).
- Ahmad **was** looking at his pencil (look).
- Some children **were** making a lot of noise (make).

THEY

Exercise 1

Fill in the blanks with the correct future tense of the verbs in brackets, using **shall** or **will**.

- You **will** let me if you eat too many desserts (allow).
- The new school building **will** be ready soon (be).
- We **will** go to the zoo after breakfast (go).
- I **will** wash my bath before dinner (wash).
- Peter **will** let me do on his grandmother's farm (let).
- If we ask her, she **will** tell us how to play chess (tell).
- If he works hard, he **will** become a doctor (become).
- Will** you come home now? (come).

Exercise 2

Complete these sentences by changing **shall** or **will** to the appropriate form of the verb **be** + **going to**, **am**, **is**, or **are** + **going to**.

- They **will** be busy tomorrow.
They **are** going to be busy tomorrow.
- I **hope** I **will** be ready on time.
I **hope** I **am** going to be ready on time.
- We **shall** visit James this evening.
We **are** going to visit James this evening.
- It **will** rain soon.
It **is** going to rain soon.
- Dad **will** take us to the movies tomorrow.
Dad **is** going to take us to the movies tomorrow.

THEY



Can Could

We can and could are both helping or auxiliary verbs. Can and could be both about people's ability today.

Can could be used with the pronouns I, you, he, she and it. They could with singular or plural nouns in the past tense of can.

My pen has broken. **Can** you help?
The internet **could** work, but unfortunately the bill **can't** wait any longer.
Can you help me?
Can you swim with me?
I wonder you **could** do it if you tried.
She **could** not come because she was ill.
When you next see David, **could** you go home with him?
All the things that **could** not go wrong, **could** go wrong together again.

People often use **can** when they are asking for permission to do something. For example:
Can I use your pen? Yes, here it is.

We can not often use **can** when it is the main verb. **cannot** is the correct form. **cannot** is not **can't**.
I **cannot** swim. I **can't** swim.

It's a habit to remind you about the use of **can** and **could**.

	Singular	Plural
1st person	I can	We can
2nd person	You can	You can
3rd person	He can	They can

It's a habit to remind you about the use of **can** and **could**.

	Singular	Plural
1st person	I could	We could
2nd person	You could	You could
3rd person	He could	They could

can these auxiliary verbs

do not	= don't
does not	= doesn't
did not	= didn't

May and Might

May and might are helping or auxiliary verbs. too

1. 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?
Yes, you may.

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

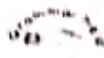


It is possible to pass. There **may** be a book.
I **may** go to have birthday party if I'm free.
You **may** fall down if you aren't careful.

take an umbrella. It **may** rain.

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

He noticed he **might** catch the water from it he burned.
I knew my brother **might** find out.



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

- _____ you jump over the hurdle?
- We can be best as we _____.
- Not all people _____ speak three languages.
- John _____ drive a sports car.
- The doctor is checking. He _____ need help.
- If you hurry you _____ catch the train.
- Doesn't it look like he _____ have a fever?
- The baby is crying. She _____ be hungry.
- _____ I borrow your book?
- I don't know where he went. I _____ find her in the library.
- _____ you drive?
- Who _____ answer the question?
- _____ you show me the way to the post?
- He _____ play the piano.

Do, Does and Did

Use **do**, **does** and **did** to talk about actions.

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

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



Did you do the dishes?



Mum does the cooking.



We always do exercise together.

He does such interesting work.
They do amazing tricks.



Who did this drawing?
Harry did.

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.

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 you leave last night? No, I didn't.
Did you decide to come with me to the zoo? Yes, I did.
Did you want for lunch?
Did he like the vase? Peter did.
Did she come home late? Yes, he does.
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.



Did it not catch his track?



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

Cats do not like water.

I don't enjoy dirt, all mud holes.

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 her!

Exercise

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

- The shoes were too small. They _____, not fit me.
- Jack _____ not do well on the exam last week.
- Where _____ eggs come from?
- The vase is broken. Who _____ that?
- What _____ this word mean?
- How _____ the computer work?
- _____ he drink coffee?
- Who _____ that drawing?
- Where _____ you buy that dress?
- How _____ you spell your name?
- _____ not play on a busy street?
- _____ your work quiet?
- _____ a snake how eggs?
- He _____ not have any brothers.
- _____ cats like to eat fish?

and Should

Would is another helping or auxiliary verb. Use **would** in the past tense of **will**.



Peter said he **would** come.
He said you **would** arrive tomorrow.
The Prince said he **would** only
marry a true princess.
John and Joe said they
would meet me at the airport.
The policeman said he **wouldn't** forget
his birthday.

It's raining so we
had to stay at home.

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

Would you like a cup of coffee?
Yes, please. I'd like a new
car like I need now, **wouldn't** you?
No, I **wouldn't** like it.



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.

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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.
You **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?



Learn these contractions:

I would = I'd	we would = we'd
you would = you'd	they would = they'd
he would = he'd	should not = shouldn't
she would = she'd	would not = wouldn't

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Exercise

Fill in the blanks with **would** or **should**.

- Every student _____ have a good dictionary.
- _____ you like some coffee?
- Yes, I _____ love a cup of coffee.
- We _____ all learn good table manners.
- She _____ like to go outdoors if it stops raining.
- John said he _____ help me with science.
- _____ you like to play a game with me?
- Children _____ not watch too much television.
- You _____ not play with fire.
- He promised he _____ meet me after school.
- We _____ not waste water.
- You _____ all pay attention in class.
- What _____ we do now?
- _____ you help if I asked?
- Of course, I _____ help you!

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8 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.



She **shoves** her books
with her friends.

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



It **is snowing**.

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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.

- I **play** _____ to school with my brother (go).
- Mark **swims** _____ to school with his brother (go).
- You _____ the answer (know).
- Lisa _____ the answer (go) (know).
- This book _____ very few drawings (show).
- These books _____ lots of beautiful drawings (show).
- Anna _____ my sister (be).
- 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.

- A tiger _____ roar (roar).
- All birds _____ eggs (lay).
- Dad _____ listening to music (like).
- Uncle Bob _____ his car every day (wash).
- She _____ of the answers (know).
- There _____ twelve months in a year (be).
- The twins often _____ fight.
- Our parents _____ us (love).

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9 Adverbs

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**
crying loudly.

The dog **is barking** loudly.

All the students **studied** beautifully.

The Prince and the Princess

lived happily ever after.

The birds **are singing** sweetly.

It **is raining** heavily.

The dog **and** the cat **are**

together peacefully.

The soldiers **fought** bravely.

The sun **is shining** brightly.

The old man **walked** slowly.

Spelling Tip:

Adjective

beautifully

bravely

brightly

happily

heavily

loudly

peacefully

slowly

sweetly

timidly



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

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is a plural verb if the subject is a plural noun, or the
pronouns **you** or **they**.



The two girls **walked**
home together.



All birds **lay** eggs.

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 Leeds.
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, come, police,** don't end with **s**. Always use a plural
verb with these nouns. For example:

People **like** to be praised.
The **come** are in the lead.
The police **have** caught the thief.

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Verbs describe the way something is done
They are called **adverbs of manner**



The parcel arrived **safely**



The dog jumped up **playfully**

Some **lightly**

spread, clearly

early at these footprints.

He **all answered correctly**

in their cheaply

stone

dressed smartly for the party.

on behaving selfishly

on drive carelessly

are used to dress differently

played skillfully

Correcting The

Adjective

careless

cheap

clear

close

correct

different

playful

safe

selfish

skillful

smart

Adverb

carelessly

cheaply

clearly

closely

correctly

differently

playfully

safely

selfishly

skillfully

smartly

Prepositions

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 lie **off** the shelf.

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

A **preposition** is usually followed by a noun or pronoun.

Some adverbs describe when something happens.
They are called **adverbs of time**



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



Paul has just arrived.

He **often** swims in the evening.

Lisa is **always** cheerful.

Sometimes I ride my bike to school.

Everyone arrived **early**.

David arrived **late**.

It's snowing **again**.

The mother bird started to build her nest **yesterday**.

She is continuing to build it **today**.

She will finish it **tomorrow**.

John's shoes were too big for him **last year**.

They left him **this year**.

They will be too small for him **next year**.

It rained **last night**.

The weather is fine **this morning**.

Some prepositions are used to talk about time.



Many shops close **on** Sundays.



We watched the World Cup game **until** 7.00 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.

Some adverbs tell you where something happens. They are called **adverbs of place**



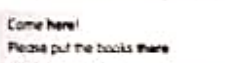
Mom and Dad are watching television **upstairs**.



The children are playing **downstairs**.



It's raining. Let's go **inside**.



Rex, you can play **outside**.

Come **here**!

Please put the books **there**.

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

The miners are working **underground**.

They are going **abroad** to study.

There are trees **everywhere**.

Alice lived **next door**.

Where's Sharmika?

Exercise 1

Underline the prepositions in the following sentences.

- The man fell off the ladder.
- We have dinner at 7.30 a.m.
- Tom was born on a Friday.
- There are seven days in a week.
- Sue is running after her dog.
- Several people are waiting at the bus stop.
- I received a letter from Sara yesterday.
- Why are you still in bed?

Exercise 2

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

near in around on over between behind

- The bus arrived **at** 8.30 a.m.
- The children are swimming **in** the pool.
- There's a picture **on** the wall.
- There is a fence **around** the house.
- Granny is sitting **near** me.
- Harold is hiding **behind** the chair.
- Jack climbed **over** the banister.
- We divided the candy **between** us.
- I dived **into** the river.
- Don't go too **near** the edge.

11 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?

Is 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.



It's cold, wet **and** windy today.

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

So before after as when while until since
conjunctions. They tell when something
is, so they are called conjunctions of time



She could play the piano
before she was five



I always brush my teeth
after I've had my breakfast



He began exercising
when he became healthier



You have grown taller
since I saw you last

Always before you cross the street
listen to music while he was doing his homework
He was smiling as she walked into the class
He will come back

Did you finish your work
at all today while he was walking home
your belongings with you when you leave the plane
meeting his wife when he was studying in London
I have been friends since childhood

100%

of Sentences

are four kinds of sentences

declarative sentence makes a statement

We are swimming
The ring
and down

Richard is feeding
the hens



interrogative sentence asks a question

Is the team?
Doing shopping today?
Our name?

What is Richard
doing?



exclamatory sentence expresses strong emotion

What lovely weather!
girl
and I am!



imperative sentence gives an order

It down
he truth
pl

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

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, Tam!

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

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

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

Would you clear the table?
Would you please talk quietly?

12 Interjections

An **interjection** is a word that expresses a sudden, strong
feeling such as **surprise**, **pain**, or **pleasure**



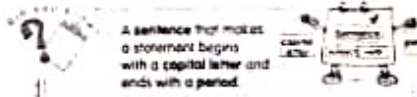
Notice that an exclamation point (!) is often
used after interjections.

13 Sentences

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**

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



The Subject and the Object

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



Dad is cooking supper



We have built a sandcastle

Subject	Verb	Object
Susan	has bought	a painting
Hannah	is reading	her book
The twins	climbed	the hill
James	shook	the cat
Mom	is holding	the baby
Jacob	is making	a kite
They	were playing	football
I	am writing	a story
Emma	crossed	the street
You	have forgotten	your umbrella

ation Point

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

Quiet!
Put the knife down!
Help! Help!
Eek! A ghost!
Stop hand!

on Mark

question mark after a question

How are you?

What's the matter?
Where do you live?
They come from?
What's my point?
And the your boy?
You going?
Is always late?
Meaning of this word?
Is 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 owns 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 nap in Tom's car.
Father is holding Susan'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 millionaire'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 of 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 brothers' 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.

Grammar Help

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 Janet? Put 's only after the second name.

For example:

Barbara and David's house.
Jim and Andy's party.

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

Whose desk is Susan's?
George's is in the back row.
This room is my brothers'.

Apostrophe can also be used to show that one or more in a comparison have been left out.

My math, but I haven't finished my spelling.
Go to your party, but Sue won't be able to come.
To the library.
Not home and the children weren't at home either.
Quizzes and Susan doesn't like tomatoes.
Don't know which way I was going and I can't find my way.
Because we couldn't find your house.
Watch her shopping but she hasn't gone through the line yet.



Like a cat as a pet.
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 pronoun. For example:

The man has arrived.
The movie 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 and you body.
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(s) in the correct place.

This is Peter's bike.

I can't find his shoes.

She is marking the pupils' papers.

There are all on the children's playground.

He is so much noisier.

Take care of people's health.

He is using a game of tennis.

His pants look well.

