

# Level 1

## Writing Good Sentences



### Contents:



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WRITING PRACTICE

[Acknowledgement: A fair amount of this material has been taken from previous L1 Writing Workbooks: 2007, 2009, 2011. ]



# 1. What is a sentence?



## RULES:

**A sentence:** PPT What is a sentence 2?

- **Begins with a capital letter.**
- **Ends with a full stop.**
- **Makes sense because it is a group of words that expresses a complete thought**
- **Has at least one verb.**
- **Has a subject**



**PPT: What is a sentence2?**

<https://l1writingblog.files.wordpress.com/2018/05/what-is-a-sentence-2.ppt>



Why are these sentences not correctly written?

- |    |   |   |
|----|---|---|
| 1. | my sister , Aysha, has long brown hair. | X |
| 2. | He is very angry                        | X |

A basic rule in English is that EVERY sentence must begin with a capital letter and end with a full stop (period). If you don't use full stops and capitals then your sentences all run together and are difficult to read and to understand.



## **TASK 1:**

Read through the following paragraph aloud.

*My cousin is a policeman in Abu Dhabi his name is Mohammed AlShamsi and he is twenty-eight years old he*

*lives in a flat near the Corniche . Mohammed is married and he has two children his hobbies are desert driving and fishing he speaks Arabic and English fluently he also speaks a little Italian*

- How many sentences can you find?

- How many sentences should there be?

- Rewrite the paragraph. Correct the sentences so that each sentence begins with a capital letter and ends with a full stop.

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- Look at the underlined words in the paragraph. Why do they have capital letters?
- 



## TASK 2:

Read through the groups of words below. Place a tick ( ☐ ) next to the ones that express a complete thought and a cross ( X ) next to the ones that are incomplete thoughts.

		<input type="checkbox"/> or <b>X</b>
1	I love to swim	
2	the first day of the week	
3	opened the door	
4	I am a Foundation	
5	She is a student at UAEU.	
6	He a doctor.	
7	I want to go to the cafeteria.	
8	Sheikha and Summaya have a class at 10:00am.	



### TASK 3: Scrambled sentences

A sentence is a group of words that expresses a complete thought. It makes sense. Put each group of words together in a sentence. Write your reconstructed sentence on the lines provided.

#### Example:

***name / my / is / brother's / Ahmed.***

***My brother's name is Ahmed.***

1. C5 / near / is / Writing / building / in / The / the / Centre / Centre / Reading.

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2. is / of / coffee / There / on / ground / a / C4 / machine / the / floor / ?

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3. Twam / in / I / week / During / Hostel / the / live.

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4. house / a / large / in / family / My / lives.

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---

---

5. coffee / but / love / like.../ ..I / tea / don't.

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6. on / many / Gloria Jean's / there / prefer / campus / restaurants /  
are / I / good / but.

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---

7. my / Nissan Patrol / a / drives / father.

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- 
- 
8. during / in / I / Twam / week / live / in / stay / Fujeriah / but / the / I / hostel /.
- 
- 
- 



## 2. The heart of a sentence



In English, every sentence **MUST** have a verb or a verb phrase. A verb is the heart of a sentence. It makes the sentence come alive.



### TASK 4:

Which of the sentences below do not have a heart (a verb)? Write X if the sentence is dead.

1. \_\_\_\_\_ Do you still want to come to the Speaking Centre?
2. \_\_\_\_\_ To read a book.
3. \_\_\_\_\_ Dubai my favourite city.
4. \_\_\_\_\_ I went to bed at 10pm.
5. \_\_\_\_\_ Soccer, fishing and motor racing.
6. \_\_\_\_\_ The student with the new iPad Air.
7. \_\_\_\_\_ Do you still want coffee?

Words which say what is **'happening'** in a sentence are called **verbs**. They tell us what people are doing, thinking, saying and feeling.







The job of some verbs is just to hold two ideas together. For example: The car **is** fast. The girls **are** friends.

TYPES OF VERBS	Examples
<p><b>‘Doing’ (action) verbs</b> show what people or things are <i>doing</i>. A <b>command</b> begins with a doing verb</p>	<p><i>walk, eat, jump, run</i></p> <p><i>“Come here!”</i></p>
<p><b>‘Saying’ verbs</b> show how people and animals express their feelings</p>	<p>shout, cried, growl, whisper</p>
<p><b>Linking verbs (is , are, was, were)</b> do not express action. They connect ideas about the subject by describing it.</p>	<p>The girls are students. The sun is hot. They were tired.</p>
<p><b>Helping verbs</b> (auxiliary verbs) help other verbs in a verb group</p>	<p>We <u>will</u> go.</p>
<p><b>Modal verbs</b> are special helping verbs that express ability, intention, possibility etc.</p>	<p>I <u>can</u> swim It <u>might</u> rain.</p>

Verb tenses show the time of an action or an event. There are many tenses in English, but in Level 1 we focus **mainly** on the Simple Present Tense and the Simple Past Tense. We will also look at the Present Continuous Tense, the ‘will’ Future’, and the use of the modal verb ‘can’.

## Verb Tenses: Tell us **WHEN** an action is taking place!

There are 3 main verb tenses:

<p style="text-align: center;"><b>Past</b></p> <p style="text-align: center;">An action that already took place</p> <p style="text-align: center;"></p> <p>Usually, you add <b>-ed</b> to the end of the verb</p> <p><i>The cat jumped onto the bed.</i></p> <p>But, some verbs are <b>irregular</b>. Instead of adding -ed, the whole word changes.</p> <p><i>go → went    tell → told</i></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Present</b></p> <p style="text-align: center;">An action that is happening right now</p> <p style="text-align: center;"></p> <p>We use the base form of the verb and add -s for singular nouns/pronouns</p> <p><i>We walk.    He walks.</i></p> <p><b>Present progressive:</b></p> <p>For ongoing actions, we use the correct form of the verb “to be” and add -ing to the base of the verb</p> <p><i>We are walking.</i></p> <p style="text-align: center;"></p>	<p style="text-align: center;"><b>Future</b></p> <p style="text-align: center;">An action that is going to happen</p> <p style="text-align: center;"></p> <p>Add the word <b>will</b> in front of the base of the verb</p> <p><i>They will talk later.</i></p> <p><i>Tomorrow, I will read a book.</i></p> <p style="text-align: center;"></p>
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## TASK 5:

Tick the box that shows the correct verb tense in each sentence.

	Present	Past	Future
Mariam's brother is a soldier.			
I will meet my friends at Bawadi Mall			
Mohammed plays soccer and volleyball.			
My father went to Dubai on Saturday			
My mother took me shopping.			
Sarah and Aysha are sisters.			
My brother will graduate in June.			

### The Simple Present Tense

Use the Simple Present Tense to:

- a) describe yourself and others
- b) state facts / universal truths
- c) talk about habits (things that don't / won't change), repeated actions and routines

## TASK 6:

Read the sentences below. Decide which of the three functions above that they describe –( a), (b) or (c). Tick the correct box.

		(a)	(b)	(c)
1.	The earth is round			
2.	She gets up at 6:00 every weekday morning.			
3.	He plays soccer at the weekend			
4.	She has long black hair.			
5.	He has three sisters and four brothers.			
6.	The sun rises in the east.			
7.	I am tired			
8.	Mecca is a special place for Muslims.			
9.	Ahmed does his homework after dinner.			

Three **VERY** important verbs in English are '**to be**', '**to have**' and '**to do**'. We often use these verbs to describe ourselves and others.



## The verb 'to be'



<https://youtu.be/IYrOdyuzDxE>

### The Simple Present Tense of the verb 'to be'

+SINGULAR			PLURAL	
Person	Verb form		Person	Verb Form
I	am		we	are
you	are		you	
He, she , it	is		they	

to  
be

### Negative

SINGULAR			PLURAL	
Person	Verb form		Person	Verb Form
I	am not		we	are not
you	are not		you	
He, she , it	is not		they	

### Asking questions with the verb 'to be' in the Simple Present Tense

SINGULAR			PLURAL	
Verb form	Person			
Am	I.....?		are	we .....?
Are	you ....?			you.....?
Is	he, she , it.....?			they.....?

### TO BE Simple Present Tense

#### AFFIRMATIVE

SINGULAR	I	am	happy.
	You	are	at school.
	He	is	hungry.
	She	is	a nurse.
	It	is	big.

#### NEGATIVE

SINGULAR	I	am not	sad.
	You	aren't	at home.
	He	isn't	thirsty.
	She	isn't	a pilot.
	It	isn't	small.

#### PLURAL

PLURAL	We	are	early.
	You	are	students.
	They	are	quiet.

PLURAL	We	aren't	late.
	You	aren't	teachers.
	They	aren't	noisy.

#### QUESTIONS

<p><b>+</b> Affirmative    They <b>are</b> happy.</p> <p><b>?</b> Question      <b>Are</b> they happy ?</p> <p>Short Answer    Yes, they are / No, they aren't</p>	<p>She <b>is</b> rich.</p> <p><b>Is</b> she rich ?</p> <p>Yes, she is / No, she isn't</p>
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#### CONTRACTIONS

I am not...	He is not...	You are not...	We are not...	They are not...
= I'm not...	He's not...	You're not...	We're not...	They're not...
= X (not possible)	He isn't...	You aren't...	We aren't...	They aren't...

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www.vocabulary.cl

## TASK 7:

Add the correct verbs. Use *is* or *are*.



My dad \_\_\_\_\_ a policeman.

My hobbies \_\_\_\_\_ soccer and camel racing.

Hamda \_\_\_\_\_ older than me.

My sisters' names \_\_\_\_\_ Mariam, Sheikha, Salama and Hamda.

I \_\_\_\_\_ 20.

Hello! I'm Ahmed.

## TASK 8:

We also use the verb 'to be' to talk about how we are feeling.  
We use this word order:













Subject	Verb	Adjective
I	am	afraid
She / he /it	Is	sad
We/ you	are	happy

We can add extra information:

Subject	Verb	Adjective	Extra information
I	am	afraid	because I have a test tomorrow



Choose the best correct adjective for the emoticons below.

1. 	2. 	3. 	4. 
(a) happy (b) excited (c) sleepy	a) excited b) hungry c) happy	(a) bored (b) angry (c) lonely	(a) excited (b) proud (c) clever
5. 	6. 	7. 	8. 
(a) sad (b) lonely (c) shy	(a) lonely (b) scared (c) unhappy	(a) surprised (b) angry (c) scared	(a) embarrassed (b) shy (c) frightened
9. 	10. 	11. 	12. 
(a) unhappy (b) tired (c) sick	(a) sad (b) hungry (c) surprised	(a) angry (b) confused (c) bored	(a) shy (b) tired (c) proud



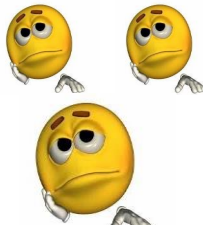

Use some of the adjectives and the verb 'to be' to complete the sentences below. Make sure your sentences make sense.



13. \_\_\_\_\_  
\_\_\_\_\_ because I did well on my test.
14. \_\_\_\_\_  
\_\_\_\_\_ because I stayed up until 2am.
15. \_\_\_\_\_  
\_\_\_\_\_ because he has a big test tomorrow.
16. \_\_\_\_\_  
\_\_\_\_\_ because this work is not interesting.
17. \_\_\_\_\_  
\_\_\_\_\_ my brother crashed my car.
18. \_\_\_\_\_  
\_\_\_\_\_ because she has a bad cold.



### TASK 9:

Use the emoticons and the verb '**to be**' to make **negative** sentences.

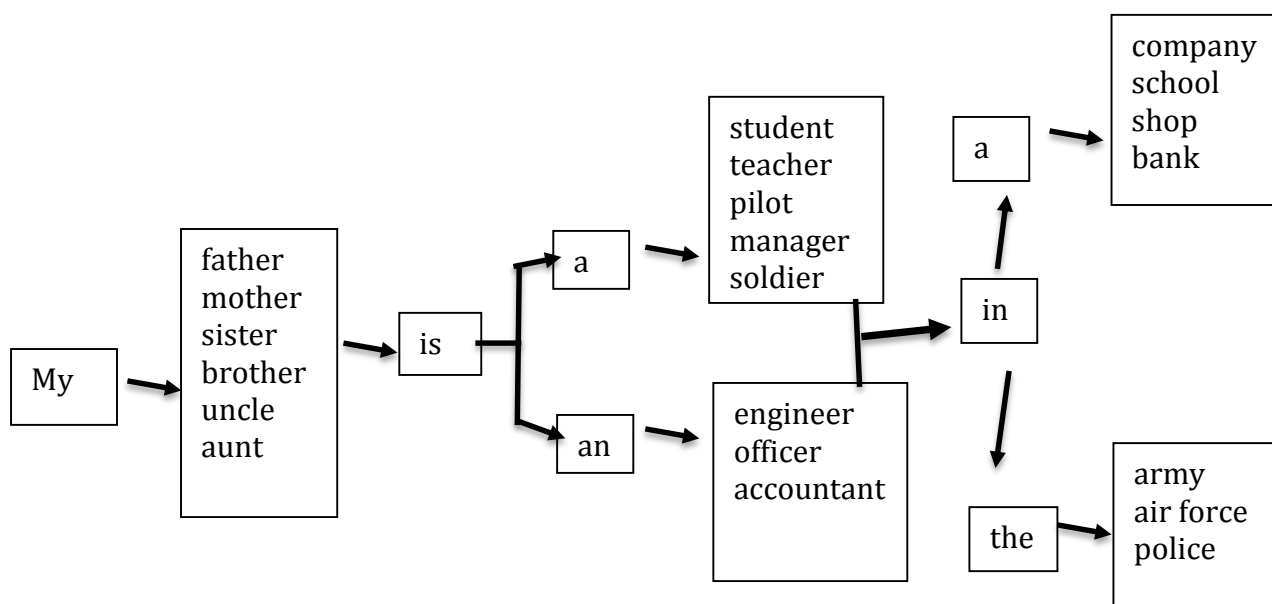
	X	□	Your sentence
Example			<i>I am not sad. I am happy.</i>
1			<i>They ....</i>

2			He .....
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## TASK 10:

Use the table below to build sentences about other people in the Simple Present Tense.

WHO?	VERB	WHAT?	WHERE	
------	------	-------	-------	--



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_
- \_\_\_\_\_
5. \_\_\_\_\_
- \_\_\_\_\_

## The verb 'to have'

The verb *have* is used in a number of different ways in English. When it is used as a MAIN verb in a sentence it is

- as an **action verb** e.g. *I usually **have** a shower before I go to bed.*
- used to show **possession** e.g. ***I have** a Nissan Patrol.*

### The Simple Present Tense of the verb 'to have'

SINGULAR			PLURAL	
Person	Verb form		Person	Verb Form
I	have		we	have
you			you	
He, she , it	has		they	

### Negative sentences with the verb 'to have'.

SINGULAR			PLURAL	
Person	Verb form		Person	Verb Form
I	have not		we	have not
you	have not		you	
He, she , it	has not		they	

**to  
have**

### Asking questions with the verb 'to have' in the Simple Present Tense

SINGULAR			PLURAL	
Verb form	Person			
Have	I.....?		Have	we .....?
	you ....?			you.....?
Has	he, she , it.....?			they.....?




## **TASK 11:**

Certain words go together – we call this collocation. In the word search below find 12 expressions that go with the verb 'to have'. Use a highlighter.



# GRAMMAR Word Search

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



a bad time    a look  
 a bath    a meeting  
 a cold    a nap  
 a cup (of coffee)    a party  
 a headache    an accident  
 a problem    lunch

**COLLOCATIONS**  
 Find all the Collocations with  
 'have'.

**10 MINUTES!**

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

■ Did you *have a nap* yesterday? Why? / Why not?

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## TASK 12:

In the sentences below we can use the verb 'to have' to show possession. Choose the correct PRESENT TENSE form of the verb TO HAVE for each sentence: Write your answer in the space provided.

1. My sisters all \_\_\_\_\_ cars.
2. The teacher \_\_\_\_\_ a yellow shirt.
3. My brother \_\_\_\_\_ a great job. He is a pilot.
4. Does he \_\_\_\_\_ a Ferrari?
5. They don't \_\_\_\_\_ a lot of money.
6. My sister and her husband \_\_\_\_\_ three children.
7. Does your friend \_\_\_\_\_ a sister?
8. No, my friend only \_\_\_\_\_ a brother.
9. The camel \_\_\_\_\_ four legs.
10. The car \_\_\_\_\_ broken headlights.



### TASK 13:

Use the information from the table below to write sentences about these people. Use either the verbs 'to be' or 'to have' in your sentences.

For example:

*Barbara is thirty-five. She is Scottish. She is from Scotland. She has five brothers. She has a parrot.*

Name	Age	Nationality	Country	Brothers	Sisters	Animals
e.g. Barbara	35	Scottish	Scotland	5	0	parrot
Aysha	18	Emirati	the UAE	4	4	2 cats
Bob	25	South African	South Africa	1	3	dog
Syed	40	Indian	India	2	2	0
Mohammed	20	Omani	Oman	3	4	3 camels
Mary	30	American	the USA	0	1	1 dog, 1 cat



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## The verb 'to do'

### The Simple Present Tense of the verb 'to do'

SINGULAR			PLURAL	
Person	Verb form		Person	Verb Form
I	do		we	do
you			you	
He, she , it	does		they	

### Negative

SINGULAR			PLURAL	
Person	Verb form		Person	Verb Form
I	do not		we	do not
you	do not		you	
He, she , it	does not		they	

**to  
do**

### Asking questions with the verb 'to do' in the Simple Present Tense

SINGULAR			PLURAL	
Verb form	Person			
Do	I.....?		Do	we .....?
	you ....?			you.....?
Does	he, she , it.....?			they.....?

# Questions with Do / Does

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We use **Do** or **Does** to make a question in the simple present tense. \* Exceptions: Questions with To Be and Modal Verbs (can, might, should etc.)

Auxiliary	+	Subject	+	Verb **
<b>DO</b>		I / you / we / they		go ... ?
<b>DOES</b>		he / she / it		want ... ?
				like ... ?

Affirmative: You speak English.  
Question: **Do** you speak English?

Affirmative: He speaks English.  
Question: **Does** he speak English?

\*\* The base form of the infinitive = ~~to~~ go, ~~to~~ need, ~~to~~ speak, ~~to~~ live  
Look: Third person verbs lose the final "s" in questions

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This grammar game will help you learn the difference between **Do** vs. **Does** in questions.

Complete the question with either Do or Does.



[http://www.grammar.cl/Games/Do\\_Does.htm](http://www.grammar.cl/Games/Do_Does.htm)



## 'To do' and 'to make': What's the difference?

Students often confuse the verbs 'to do' and 'to make'

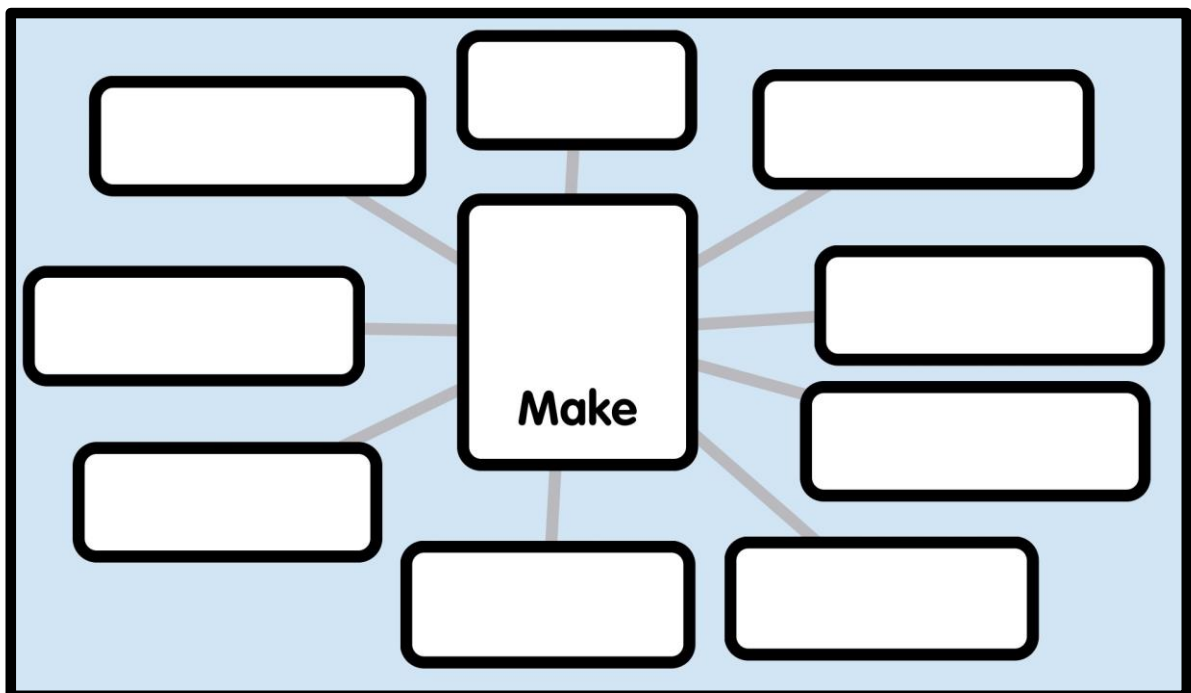
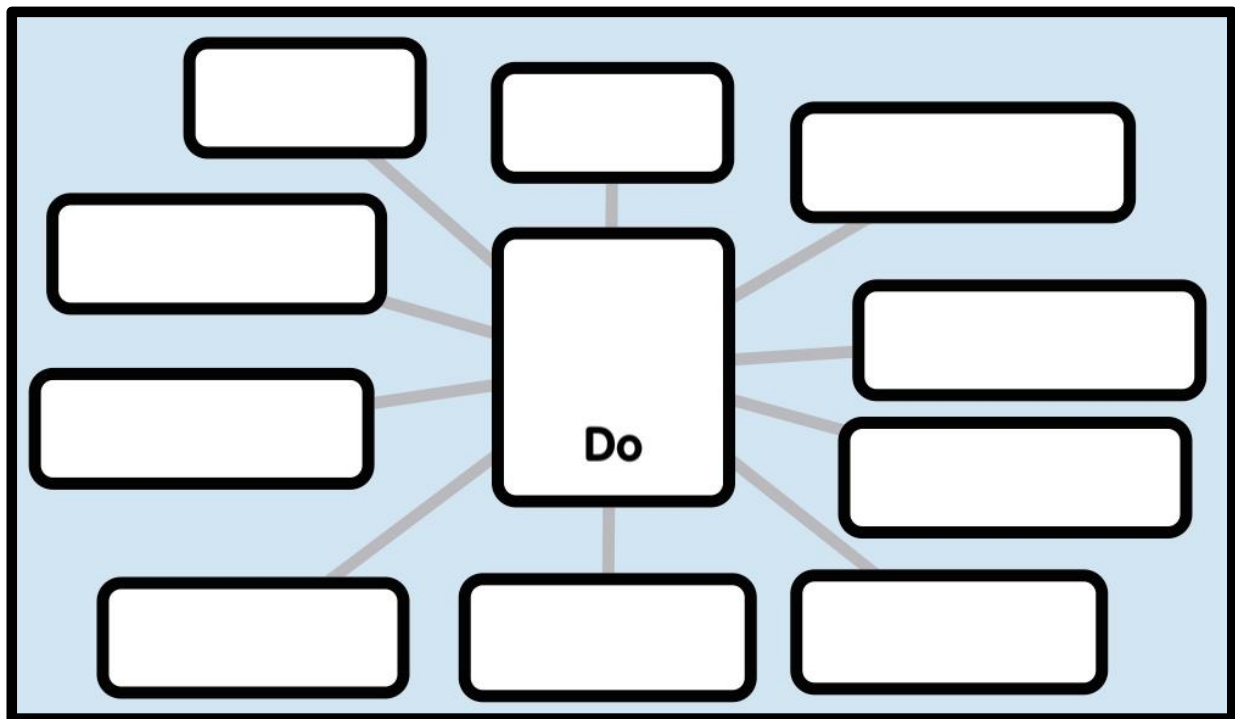
- we use **do** to describe indefinite activities and to talk about duties, jobs or (leisure) activities e.g. *do exercise* or *What do you do?* (=What is your job?)
- we use **make** when we are talking about constructing, creating or performing something e.g. *make a cake*.



## TASK 14:

Read through the words in the box below. Decide whether they go with 'to make' or 'to do'. Add them to the correct mindmap.

an appointment    homework    friends    a phone call    yoga  
a mistake    the washing    your best    a bed    dinner  
weight training at the gym    a decision    an excuse    well  
notes    the shopping    research for a project





### TASK 15:

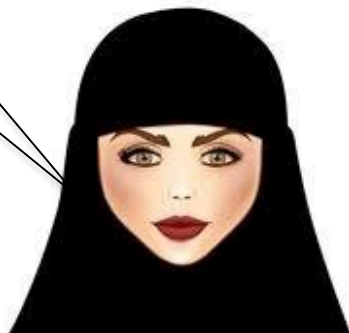
Complete the following sentences. Use the correct forms of the verbs '**to do**' or '**to make**' to fill in the gaps. Make sure the verbs agree with their subjects.

1. What do you \_\_\_\_\_ for a living?
2. \_\_\_\_\_ your homework first, then you can come to the mall.
3. Hurry up! \_\_\_\_\_ a decision. I can't wait all day!
4. Mariam didn't \_\_\_\_\_ very well in her Maths exam.
5. The children always \_\_\_\_\_ a mess in the kitchen.
6. We're having guests tonight, so please \_\_\_\_\_ your bed.
7. Don't \_\_\_\_\_ any mistakes in your English test.
8. Could you \_\_\_\_\_ me a favour?
9. My husband \_\_\_\_\_ the grocery shopping.
10. Sorry, but I really have to \_\_\_\_\_ a call right now.



### TASK 16: Use the verbs *be*, *do*, and *have* to complete the dialogue.

Yes. I  
\_\_\_\_\_ two  
boys and one  
girl.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

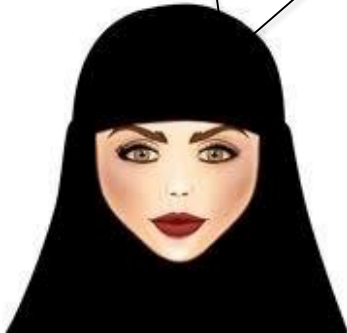


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



No. I \_\_\_\_\_ a student at UAEU.



Do you want to have coffee, at 10:00?



Sorry. I \_\_\_\_\_ busy at 10:00. I \_\_\_\_\_ an appointment with my teacher.



## Forming verbs in the Simple Present Tense

When we talk about verbs we use the terms 'persons' and 'singular' and 'plural' to show who is doing the action.

	1 <sup>st</sup> person	2 <sup>nd</sup> person	3 <sup>rd</sup> person
	<i>The person speaking</i>	<i>The person spoken to</i>	<i>The person/ persons spoken about</i>
Singular	I	you	he ,she, it
Plural	we	you	they

To form the simple present tense of most verbs we use the base form (infinitive verb) for **all** the persons except the 3<sup>rd</sup> person singular.

He / she / it	+	Infinitive verb (base form)	+	S
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SINGULAR		
1 <sup>st</sup>	I	work
2 <sup>nd</sup>	You	work
3 <sup>rd</sup>	he, she, it	works

PLURAL		
1 <sup>st</sup>	we	work
2 <sup>nd</sup>	you	work
3 <sup>rd</sup>	they	work



**TASK 17:** Fill in the gaps. Make sure the verbs agree with their subjects.

1. My brother \_\_\_\_\_ (to play) soccer at the weekends.
2. I \_\_\_\_\_ (to watch) movies on my iPad
3. Every day, they \_\_\_\_\_ (to walk) around the campus for exercise.
4. My aunts \_\_\_\_\_ (to cook) for the Friday meal.
5. His sister \_\_\_\_\_ (to love) him.

## Tricky spelling: When to add '-s', or 'es' or 'ies'

Present Simple + 3 <sup>rd</sup> Person Singular			
<i>With most verbs, simply add '-s'.. For example: 'She works for the government'. However, you need to add '-es' or 'ies' to the following kinds of verbs</i>			
3 <sup>rd</sup> person singular	He She It	watches TV teaches English	<ul style="list-style-type: none"> <li>Verbs ending in '<b>-tch</b>' or '<b>-ch</b>'</li> </ul>
		washes his / her/ its clothes	<ul style="list-style-type: none"> <li>Verbs ending in '<b>-sh</b>'</li> </ul>
		misses his / her its mother	<ul style="list-style-type: none"> <li>Verbs ending in '<b>-ss</b>'</li> </ul>
		goes to work does exercise	<ul style="list-style-type: none"> <li>Verbs ending in '<b>-o</b>'</li> </ul>
		fixes the broken window	<ul style="list-style-type: none"> <li>Verbs ending in '<b>-x</b>'</li> </ul>
		**studies English	<ul style="list-style-type: none"> <li>Verbs ending in a <b>consonant + '-y'</b> change to to '<b>l</b>' before adding '<b>-es</b>'.</li> </ul>
		**plays	<ul style="list-style-type: none"> <li>Note that verbs ending in a <b>vowel + '-y'</b> add '<b>-s</b>' (vowels = u, a, e, i, o )</li> </ul>

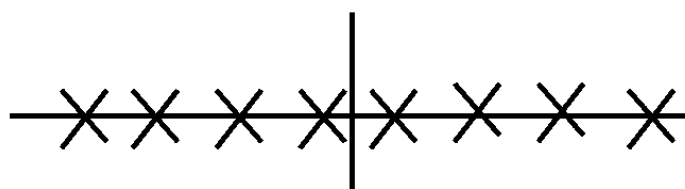


[U1 Spelling Help Present Verbs-](#)

Look at the table above and diagram below and then complete the exercise.

## **The Simple Present Tense**

**Expresses a habit or often repeated action.  
Adverbs of frequency such as, *often, seldom, sometimes, never*, etc. are used with this tense.**



**She goes to work everyday.**

**They *always* eat lunch together.**



### TASK 18: Correct the mistakes.

Read the paragraph below and correct the 18 verb forms. The first one has been done for you.

My sister Mariam always <sup>gets</sup> get up at 5:00am to pray. Then she wash her face and brush her teeth. After breakfast, she go to campus at 7:30. Her first class is English. Later, she study Arabic with Mr Mohammed who teach her at 10:00am in C4. She is a clever girl and always pass her exams with an A grade. After her classes she take the bus home at about 3:30pm and do her homework before she do her exercise. She has dinner at 7:00pm and then she watch movies on her iPad in her room. Sometimes she read magazines, play computer games or just talk to our mother in the lounge. During the week, she usually go to bed at about 11:00pm. She never drink coffee before bed because she say it keep her awake.

In the paragraph above we learned about Mariam's weekday routine.



**TASK 19: Read the paragraph again. Underline the 6 words that tell you 'how often' Mariam does certain things. We call these words adverbs of frequency**



### TASK 20:

Watch the video clip and answer the 20 questions about yourself. Write in full sentences.



Youtube Twenty questions about you

<https://www.youtube.com/watch?v=eWw3CnINsgw&feature=youtu.be>



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_
7. \_\_\_\_\_  
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8. \_\_\_\_\_  
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9. \_\_\_\_\_  
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10. \_\_\_\_\_  
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11. \_\_\_\_\_  
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12. \_\_\_\_\_  
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13. \_\_\_\_\_  
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14. \_\_\_\_\_  
\_\_\_\_\_
15. \_\_\_\_\_  
\_\_\_\_\_
16. \_\_\_\_\_  
\_\_\_\_\_
17. \_\_\_\_\_  
\_\_\_\_\_

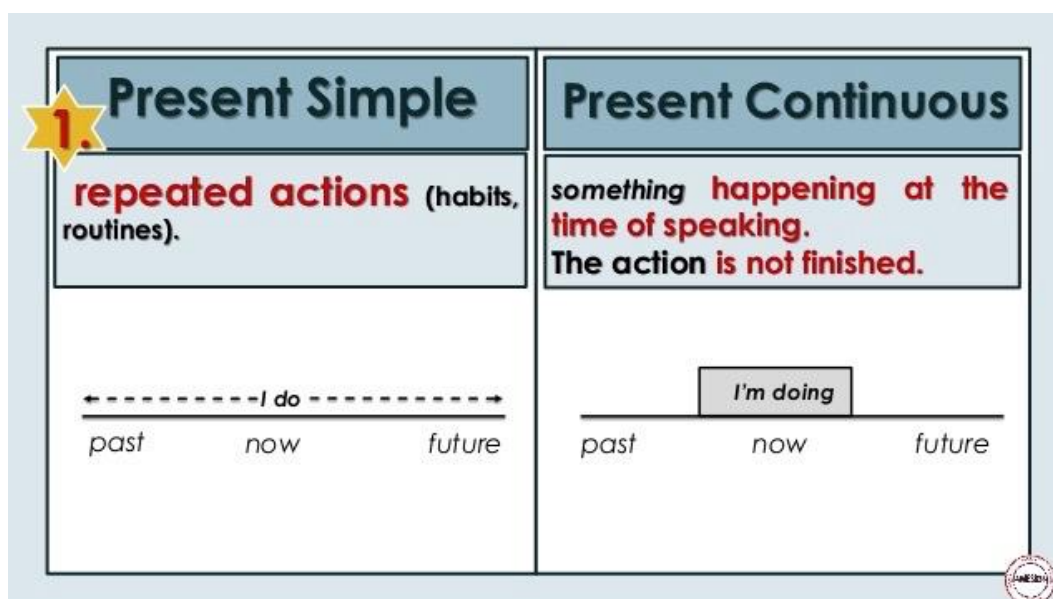
18. \_\_\_\_\_  
 \_\_\_\_\_
- 19 \_\_\_\_\_  
 \_\_\_\_\_
20. \_\_\_\_\_  
 \_\_\_\_\_

## The Present Continuous Tense

The Present Simple Tense and the Present Continuous (Present Progressive) tense do different jobs.

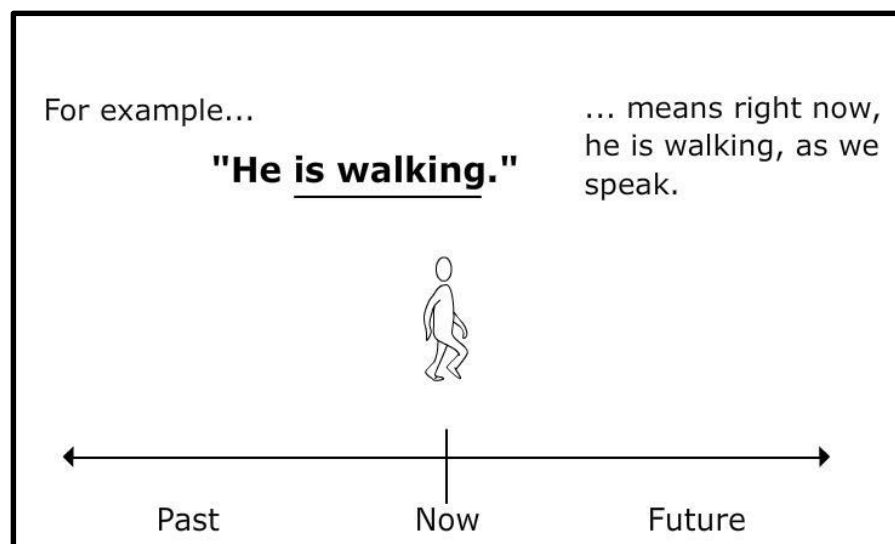
What is the difference in meaning between these two sentences?

- I play soccer
- I am playing soccer



We use the Present Simple Tense to talk about fixed habits or routines – things that don't change.

We use the Present Continuous tense about actions that are happening at the present moment but will finish soon.



## Basic Construction of the Present Continuous Tense

### Positive

*Subject + be + verb + ing + object(s) + time Expression*

	Subject	+ to be	+ (base) verb	+ing
Singular	I	am	play	+ <b>-ing</b>
	You	are	sing	
	He, she , it	is	wait	
Plural	We	are	go	
	You		write	
	They		enjoy	

**e.g.** *She's watching TV now.*

### Negative Form

*Subject + be + not (isn't, aren't) + verb + ing + object(s) + time Expression*

*e.g. They aren't having breakfast this morning.*

## Question Forms

(Question Word) + be + subject + verb + ing + object(s) + time Expression

e.g. What are you playing?



Follow the link to play a game online. This game is to help you learn the difference between the **Present Tense** and the **Present Continuous Tense**.

[http://www.grammar.cl/Games/Present\\_vs\\_Progressive.htm](http://www.grammar.cl/Games/Present_vs_Progressive.htm)



Look at the table below. Note which clue words are often used with each of the two tenses. Knowing these clue words will help you recognize the tenses and use them correctly.

Present Simple	Present Continuous
Clue words	Clue words
Always	At the moment
Usually	At present
Often	Currently
Sometimes	Nowadays
Never	Now



### TASK 20:

Spot the difference. Look at the two pictures below. Write five sentences to show the differences between Picture A and Picture B.

Example:

*In Picture A the man is getting off the bus, but in Picture B he is getting on the bus*

You could use some of the following verbs to help you:

get in      arrive      wear      get out      run  
eat      look      go up      leave      open      enter



1. In picture A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In picture A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. In picture A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. In picture A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. In picture A \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **TASK 21:**

#### **Correct the mistakes.**

Read the paragraph below and correct the **9** verb forms. The first one has been done for you. Choose the correct form of the Present Simple or Present Continuous.

are relaxing

*Today is Saturday and my family and I relax at home. We usually has breakfast together but today my brother is study for his exams and he has breakfast in his room. My sister usually is cooking breakfast for all of us , but today my mother is*

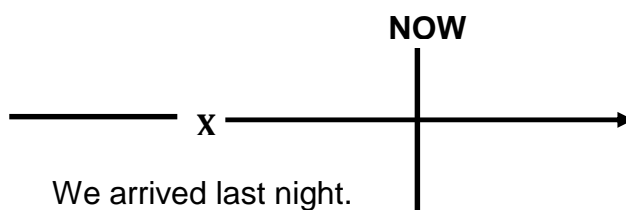
cooking while my sister do her homework at the table. My father usually helps my sister with her English homework but he not helping her now. He answers his emails. Sometimes I helping my sister cook breakfast but right now I help my mum.

## The Simple Past Tense

We will only look very briefly at the Simple Past Tense here. We will look at it again, in more depth, when we do a writing project.

- We use the Simple Past Tense to talk about actions / things that happened in the past and that are now finished.

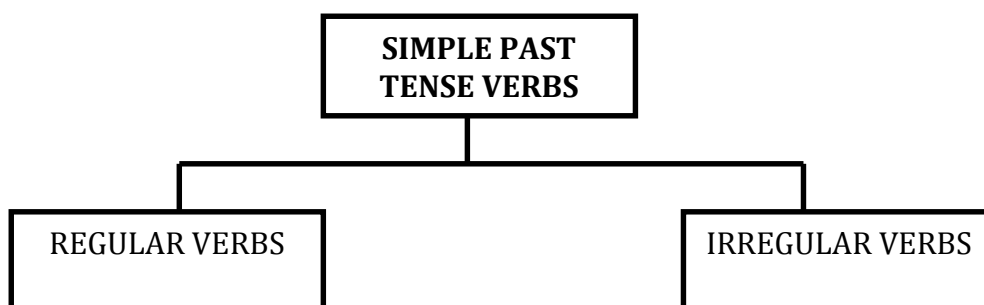
1. Use the **simple past tense** to tell about **things that are finished**.  
e.g. We arrived last night.



For example:

I **attended** Asim Bin Thabit school when I was young. (I don't attend it now)  
I **had** a Samsung last year. (I don't have one now)

- We divide Simple Past Tense verbs into Regular and Irregular verbs to make them easier to study.
- 



## Regular Verbs in the Simple Past Tense

2. There are three **endings** for the regular simple past:  
-d, -ed, and -ied.

arrive	→	arrived	e.g. I arrived late.
land	→	landed	e.g. He landed in Dubai.
try	→	tried	e.g. He tried to change his flight.

Regular simple past verbs end in three **sounds**: /d/, /t/ or /ɪd/

- /d/ → He arrived late
- /t/ → They worked on a boat.
- /ɪd/ → We waited for a long time.

### Regular past tense verb endings

<b>Verb + <u>ed</u></b>  <i>E.g. want+<b>ed</b> → want<u>ed</u></i> <i>work+<b>ed</b> → work<u>ed</u></i> <i>call+<b>ed</b> → call<u>ed</u></i>	<b>Verb, ending in -e + <u>d</u></b>  <i>E.g. dance+<b>d</b> → dance<u>d</u></i> <i>live+<b>d</b> → live<u>d</u></i> <i>die+<b>d</b> → die<u>d</u></i>
<b>Verb, ending in -y: change y to i + <u>ed</u></b>  <i>E.g. cry → cry<u>ied</u></i> <i>try → try<u>ied</u></i>	<b>One vowel verb: <u>double the consonant</u> + <u>ed</u></b>  <i>E.g. stop → stop<u>pped</u></i> <i>beg → beg<u>ged</u></i>



### TASK 22:

Read the text below. Highlight the **6 regular** simple past tense verbs in the text.

#### **National Day Celebrations**

*I loved the National Day celebrations because we saw so many things on the Corniche. People were friendly and greeted each other. We met some friends. Some people danced. A band played our national anthem and we learned about Emirati traditions and our heritage. We ate traditional food. At 12:00pm we watched the firework*



*display from the beach. We drove home at 2:00am. I tried to stay awake all the way back to Al Ain but I fell asleep. Next year I want to go to Abu Dhabi again on National Day.*

## Irregular Past Tense verbs in the Simple Past Tense

The verb 'to be' in the Simple Past tense is one of the most important verbs to learn.

The irregular verb '**to be**'.

STATEMENTS			
SUBJECT	WAS / WERE	(not)	
I	was	(not)	at the mall yesterday. there yesterday.
He / she / it			
We / you* / they	were		

\* you + one person or several people

SHORT ANSWERS					
AFFIRMATIVE ( )			NEGATIVE (X)		
Yes,	you	were	No,	you	weren't.
	he, she, it	was		he, she, it	wasn't.
	we, you, they	were		we, you, they	weren't.

WH-Questions			
QUESTION WORD	WAS / WERE	SUBJECT	
When	was	he	there?
Why	were	you	
How much	were	the tickets?	



Watch this power point to learn about the time words we often use with the Simple Past Tense. It will also give you some help with your spelling.

<https://l1writingblog.files.wordpress.com/2018/05/chapter-1-the-simple-past-and-time-words.pptx>

## Irregular Verbs in the Simple Past Tense

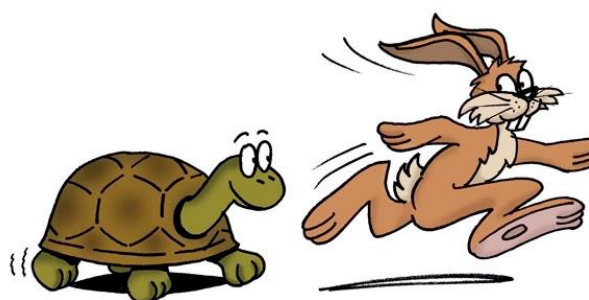
Here are some useful Simple Past tense Irregular Verbs

These verbs are irregular verbs. There is no rule for the formation of irregular verbs. ***You have to memorize them!***

INFINITIVE	PAST SIMPLE		INFINITIVE	PAST SIMPLE		INFINITIVE	PAST SIMPLE
be	was/were		go	went		say	said
become	became		grow	grew		see	saw
begin	began		have	had		sell	sold
break	broke		hear	heard		send	sent
bring	brought		hit	hit		shoot	shot
build	built		hold	held		sing	sang
buy	bought		hurt	hurt		sit	sat
catch	caught		keep	kept		sleep	slept
come	came		know	knew		speak	spoke
cut	cut		leave	left		spend	spent
do	did		let	let		stand	stood
drink	drank		lie	lay		swim	swam
drive	drove		light	lit		take	took
eat	ate		make	made		teach	taught
fall	fell		meet	met		tell	told
fight	fought		pay	paid		think	thought
find	found		put	put		throw	threw
fly	flew		read	read*		understand	understood
get	got		ride	rode		wear	wore
give	gave		run	ran		own	owned

### TASK 23:

Complete the story with the past simple form of the irregular verbs. Use the table above to help you.



### The Hare and the Tortoise

One day the hare and the tortoise decided to have a race. The hare \_\_\_\_\_ (know) that he \_\_\_\_\_ (can) run faster than the tortoise. But the tortoise \_\_\_\_\_ (be) more intelligent than the hare. 'Yes, I'll race you,' \_\_\_\_\_ (say) the clever tortoise. The tortoise \_\_\_\_\_ (have) a clever plan. He

\_\_\_\_\_ (find) his brothers and sisters and he \_\_\_\_\_ (tell) them to wait in different places along the path of the race. So they all \_\_\_\_\_ (hide) behind the trees along the path. The race \_\_\_\_\_ (begin)! The tortoise \_\_\_\_\_ (run) as fast as possible. But the hare \_\_\_\_\_ (be) faster, of course. 'This will be a very easy race', \_\_\_\_\_ (think) the hare. So the hare \_\_\_\_\_ (decide) to have a rest, and he quickly \_\_\_\_\_ (fall) asleep at the side of the road. Suddenly, the hare \_\_\_\_\_ (wake up) and he \_\_\_\_\_ (see) a tortoise ahead of him! 'How did he get ahead of me?' the hare asked himself. In fact, it \_\_\_\_\_ (be) not his friend the tortoise: it \_\_\_\_\_ (be) the tortoise's sister. But to a hare, all tortoises look the same. The hare \_\_\_\_\_ (run) past the tortoise easily. Soon, he \_\_\_\_\_ (can't) see the tortoise, so he \_\_\_\_\_ (sit) down and he \_\_\_\_\_ (have) another rest. Then the hare \_\_\_\_\_ (get up) and continued the race. But - as the hare happily \_\_\_\_\_ (come) around the last corner before the finish line - his friend the tortoise crossed the line and \_\_\_\_\_ (win) the race!

You can do this exercise online. Go to:

<https://www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-5183.php>

### **The Modal Verb 'can'**

We use '**can**' and '**can't**' to talk about abilities in the present.



#### **TASK 24:**

**Read the paragraph below and fill in the table to show what Ahmed can and can't do.**



I love sports. I can swim and I can play football. I can play basketball, too, because we learned it at school. But I can't play tennis. We don't have a tennis court on campus. What else can I do? Well, I can't speak Italian or Japanese but I can speak Arabic, English and a bit of Urdu.




Things Ahmed can do	Things Ahmed can't do







### TASK 25:

Fill in the survey form. Complete the sentence for each activity. The first one has been done for you. Then talk to two of your classmates. Write their names on the form. Find out who can and can't do these activities.

**Find out what your friends can and can't do.**

		ACTIVITY	QUESTION	Name:	Name:
1	Can you ....		ride a bike?		
2	Can you ....				
3	Can you ....				

4	Can you ....				
5	Can you ....?				
6	Can you ....?				
7	Can you ....?				

### What have we learned so far?

In this section, we have learned about Verbs – the heart of the sentence. We have learned about tenses – the Simple Present, Simple Past and the Modal ‘can’. Later we will learn about the Simple Future, but for now, let us use what we know to form questions.

To form questions we can use:

- the verb ‘to be’ e.g. “Are you a student?”
- the verb ‘to do’ e.g. “Do you like pasta?”
- the verb ‘to have’ e.g. “Have you any homework?”
- the modal verb ‘can’ e.g. “Can you ride a bike?”

We can also use the 5Wh- + H question words (who, where, when, why, when and How much / How many?



Watch the power point presentation to learn which question words to use when you are asking for information.

<https://l1writingblog.wordpress.com/week-1/chapter-1-question-words/>



## TASK 26:

Draw lines to match the question words to their correct uses

1	asking about people	a	What
2	asking about possession	b	Who
3	asking about things	c	Where
4	asking about quantity, price	d	When
5	asking about manner	e	Why
6	asking about age	f	How
7	asking about time	g	How long
8	asking about reason	h	How often
9	asking about number	i	How much
10	asking about distance	j	Which
11	asking about duration	k	How tall
12	asking about places	l	How many
13	asking about choice	m	How far
14	asking about frequency	n	Whose
15	asking about dimensions	o	How old

## TASK 26:

Write the correct question words. Read column 3 first. Then choose the correct question word to begin your sentence. The first one has been done for you.

	Question word	Question	Short Answer
1	Why	did you go to Dubai?	To see Burj Khalifa
2		is her favourite TV programme?	The Voice
3		rice do we need?	About 1kg
4		does Sheikha go on Fridays?	To her grandparents' house
5		do you play computer games?	Every day
6		is the canteen from here?	About a 5 minute walk
7		can't play the guitar?	Mariam and Ahmed
8		people have you invited to your party?	20
9		sugar is left in the bag?	Only two tablespoons
10		is Burj Khalifa?	833 meters
11		have you had your phone	For two years
12		iPad is that?	Mohammed's
13		bag do you want?	The red one
14		is our exam?	On Tuesday



### 3. The face of a sentence



Why are these NOT sentences?

- |    |                             |   |
|----|-----------------------------|---|
| 1. | Went to the Writing Centre. | X |
| 2. | Is very comfortable         | X |

Another important rule of written English is that a sentence **MUST** have a subject. A subject is the face of a sentence. If an English sentence does not have a face ( a subject) our readers do not know who or what we are talking about.

We can say :

1. I went to the Writing Centre  
or  
Sumayya went to the Writing Centre.
2. The bed is very comfortable.  
or  
The chair is very comfortable.



### TASK 27:

Rewrite each sentence by adding a subject.

1. studies at night. \_\_\_\_\_
2. is wonderful. \_\_\_\_\_
3. tasted delicious. \_\_\_\_\_



## 4. An important relationship

The foundation of every English sentence is the **Subject-Verb relationship**. Other elements can be added to make a sentence more interesting, but they are not essential to its formation.

### Finding the Subject of a Sentence

The verb is the most important word in a sentence . To find the subject(s) of the sentence, first find the verb. Look at the sentence below.

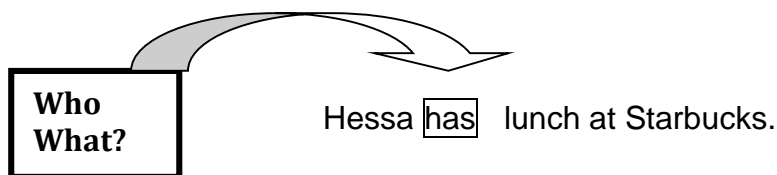
Hessa has lunch at Starbucks.

- Put a rectangle around the verb, like this:

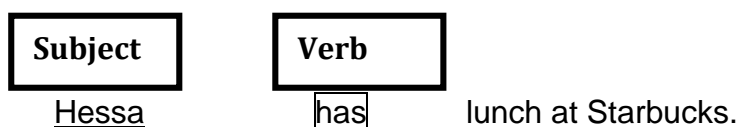
Hessa has lunch at Starbucks.



- Now ask yourself 'Who' or 'What' did the action (i.e. 'who' or 'what' 'likes..')? Put 'who' or 'what' before the verb. The answer is the subject of the sentence.



- The answer is Hessa. 'Hessa' is the subject of the sentence. Underline the subject.



**Practice:** Now look at this sentence. Put a rectangle around the verb and underline the subject.

My aunt and uncle go to Dubai Mall every weekend.

## Subject-Verb Agreement

### *Language Tip*

*The verb must always agree with its subject.*

*Examples:*

Hessa likes golf and reading. (singular subject)

My aunt and uncle go to Dubai every weekend (plural subject)



### **TASK 28:**

Read these sentences carefully. Underline the subject(s) and put a rectangle around the correct form of each verb.

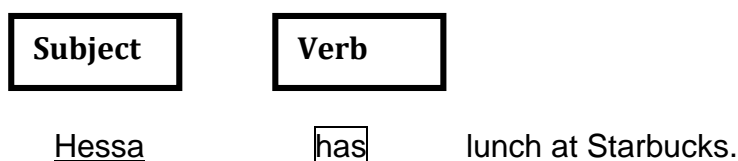
1. Shaikha and her sisters (go, goes) to the cinema at Bawadi Mall every weekend.
2. Ahmed and Saad (doesn't, don't) like Horror movies.
3. Mohammed (doesn't, don't) know the answer.
4. Mango (is, are) Mariam's favourite shop while Zara and Cotton (is, are) Eiman's favourite shops.
5. I (like, likes) Al Ain Mall because it (is, are) interesting.

6. The Food Court and the cinemas (is, are) on the second floor.
7. I (go, goes) to the mall with my sisters. .
8. In the afternoon, we usually (meet, meets) our brother at the cinema.

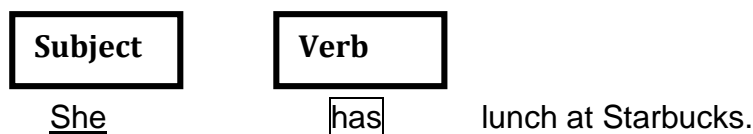
## The Noun

**A subject is always a noun (or a pronoun standing in for a noun) or a noun phrase.**

**A subject can be one word.**



In the sentence above, the subject is a noun (Hessa) but we could use a pronoun (she) here as well.



### TASK 29:

Underline the subjects in the sentences below.

1. People should be more careful when they drive in the rain.
2. Dubai is a beautiful modern city.
3. Ahmed went to Ferrari World on Saturday.
4. Boys talk more loudly than girls.
5. The desk is in the corner.

## Common and Proper Nouns

A common noun can be a person, a place or a thing. Common nouns **do not** begin with capital letters.



### TASK 30:

Look at the words in the box below. Decide if they are people, place or things.  
Put them into the right columns in the table.

table	country	farmer	kitchen	pen	teacher	home
apple	library	sister	abaya	shoe	mosque	student
canteen	iPad	doctor	river			

A person	A place	A thing

The spelling of plural common nouns can be a bit tricky, but there are rules to help you. Use the power point to help you.


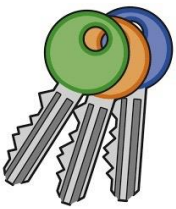








<https://1writingblog.files.wordpress.com/2018/05/chpt-1-spelling-help-plural-nouns.pptx>





### TASK 31:

Choose the best correct adjective for the pictures below.

1. 	2. 	3. 	4. 
(a) woman (b) womans (c) women	(a) keys (b) keyes (c) keies	(a) mouses (b) mice (c) mices	(a) childs (b) childrens (c) children

5. 	6. 	7. 	8. 
(a) foots (b) footes (c) feet	(a) mans (b) mens (c) men	(a) countries (b) countrys (c) countryes	(a) tooths (b) teeth (c) toothes

9. 	10. 
(a) babys (b) babyies (c) babies	(a) watches (b) watchs (c) watchis

Proper nouns name a **specific** person, place or thing. They **always** begin with a capital letter.



### TASK 32:

In the table below, write a proper noun (a **specific** person, place or thing) for each common noun. Remember – proper nouns begin with capital letters.

COMMON NOUNS	PROPER NOUNS
car	
teacher	
boy	

university	
river	
shop	
restaurant	
mountain	
girl	
religion	
country	
day	
month	

## Noun Phrase

A noun phrase can also be more than one word. It can be a group of words made up of a noun and other words, which describe that noun.



### TASK 33:

Underline the subjects in these sentences.

1. The student went to the Writing Centre.
2. The tall student went to the Writing Centre.
3. The tall, dark-haired student went to the Writing Centre
4. The tall, dark-haired, intelligent student went to the Writing Centre

## Pronouns as the subject of a sentence:

A pronoun has the same meaning as noun or a noun phrase. It can be the subject of a sentence.



Example: I like **Sheikha**. **She** is a friendly person.  
'**She**' refers to '**Sheikha**'



Watch the power point on Subject Pronouns

<https://l1writingblog.files.wordpress.com/2018/05/chpt-1-subject-pronouns.pptx>

Study the table below. Only certain pronouns can take the place of the subject in a sentence.


SUBJECT PRONOUNS			
Singular ضمائر المفرد		Plural ضمائر الجمع	
I	أنا	we	نحن
you	أنتَ ، أنتِ	you	أنتم ، أنتن
he	هو	they	هم
she	هي	they	هنا
it	هو أو هي (للعقل أو غير العقل)	they	هن

These come before verb in a sentence.


e.g.  
*I love coffee*

**They are** students.

➔



SUBJECT PRONOUNS



Look at the examples below:

- ▶ i) Ghadeer plays basketball in the afternoon, and she swims in the evening.
- ▶ ii) The students work very hard because they want to pass Level 1.
- ▶ iii) The red book is on the table. It is about Arabic culture.



### TASK 34:

Use subject pronouns to complete the following sentences.

- (a) Ahmed has a new car. \_\_\_\_\_ bought it last week.
- (b) Hamda wrote her assignment, but \_\_\_\_\_ forgot to hand it in.
- (c) The hostel is modern. \_\_\_\_\_ is close to campus.
- (d) The students were unhappy. \_\_\_\_\_ didn't like the test.
- (e) \_\_\_\_\_ must do your homework if you want to succeed.

### Filler Subjects



What is **wrong** with these sentences?

- |    |                                      |   |
|----|--------------------------------------|---|
| 1. | Are sixteen students in my class.    | X |
| 2. | Is a full moon tonight.              | X |
| 3. | Is raining.                          | X |
| 4. | Is Sunday, 16 <sup>th</sup> October. | X |
| 5. | Are seven days in a week.            | X |

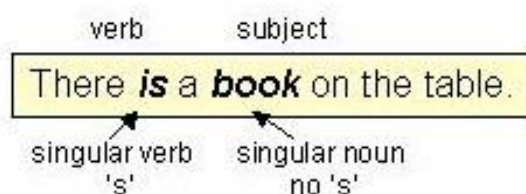
None of the sentences in the box above has a subject. What do we do? We use filler subjects.

### There is / There are

In English '**there**' is a very common subject with the verb '**be**' for certain types of sentence. We use **there** as a subject when we want to talk about:

- 1. the existence of something:  
e.g. There are sixteen students in my class.  
e.g. There are seven days in a week.
- 2. that something happens, happened or will happen  
e.g. There is a full moon tonight

Look at this sentence.



## It is

In English we often use the word '*it*' as a subject with the verb '*be*' for certain types of sentences. We use *it* as a subject when we want to talk about:

1. the weather or temperature  
e.g. It is raining  
e.g. It was cloudy yesterday.
2. time  
e.g. It is 6:45  
e.g. It is Sunday, 16<sup>th</sup> October
3. how some place is  
e.g. It is too crowded in here.  
e.g. It's very peaceful here.
4. what it is like to do something.  
e.g. It is dangerous to text while driving.  
e.g. It is fun to go to the Spa.



## TASK 35:

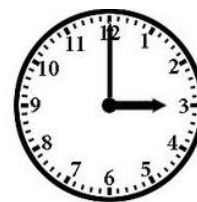
Look at the clock face below.





Next to each clock, write the correct time in a full sentence.

(a) \_\_\_\_\_  
\_\_\_\_\_



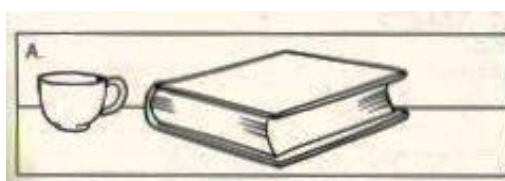
(b) \_\_\_\_\_  
\_\_\_\_\_



(c) \_\_\_\_\_  
\_\_\_\_\_



Complete sentences (d) and (e) to describe the pictures below:



(d) Picture A:

\_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ on the  
table.

(e) Picture B:

\_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_ on the  
table.



### TASK 36:

Put a subject in the gaps in the paragraph below. Use '**there**' or '**it**'

My bedroom is my favourite room. \_\_\_\_\_ is on the second floor of my house, next to my sister's room. The walls are grey and white. \_\_\_\_\_ is a white carpet on the floor. My bed has a pink cover with lots of white pillows. \_\_\_\_\_ is very comfortable. The curtains are also pink. \_\_\_\_\_ is a large window, so I can see our garden. \_\_\_\_\_ is wonderful to sit there and watch my brothers play soccer. Some family pictures are on the walls. Beside my bed \_\_\_\_\_ is a table with a lamp. \_\_\_\_\_ is good for when I want to read in bed at night. \_\_\_\_\_ is a bookcase in the corner. I also have a desk and large wardrobe. \_\_\_\_\_ is a quiet and peaceful room, so I can study or read here. My sister likes to sit with me in my bedroom, and we can do what we want.

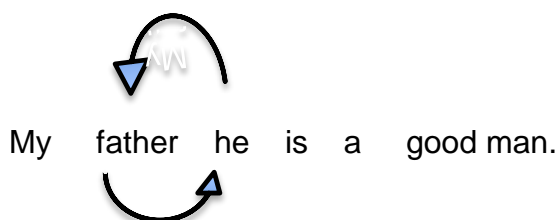
## Redundant Subjects



What is **wrong** with these sentences?

- |    |                                 |   |
|----|---------------------------------|---|
| 1. | My father he is a good man.     | X |
| 2. | Her classroom it is very noisy. | X |
| 3. | My sister she is a teacher.     | X |

In all of the examples above, the subject is written two times. There are two subjects that talk about exactly the same person / thing. We only need 1 subject.

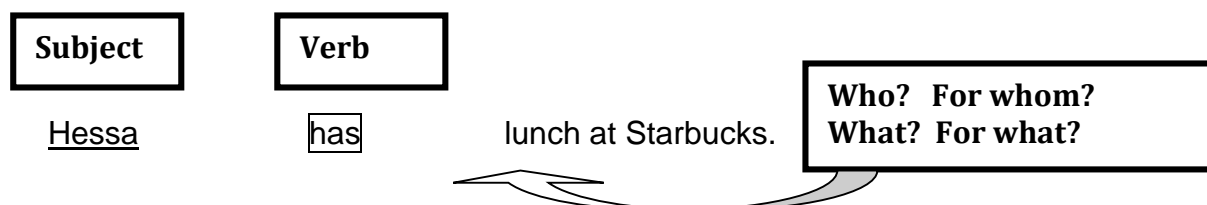


( **BUT**: You can have 2 subjects if they are **different** subjects and they are **joined** by a conjunction. E.g. My brother and my sister like shopping.)

## Finding the Object of a Sentence

### Not every sentence has an object.

- If we need to find the object of the sentence we must first go back to the verb. . Go back to the verb. Now ask yourself 'Who' or 'What' did Hessa (the subject ) have? i.e. Put 'who / what?' **after** the verb. The answer is the object of the sentence.



- Hesa had lunch at Starbucks. 'Lunch' is the object of the sentence. Put a circle around the object.



### TASK 37:

Read the sentences in the table below carefully. Decide if a sentence has an object or not. Remember: the object in a sentence is always a noun / pronoun. Place a tick ( ☐ ) next to the ones have an object and a cross ( ☐ ) next to the ones that do not have an object. Then circle the object.

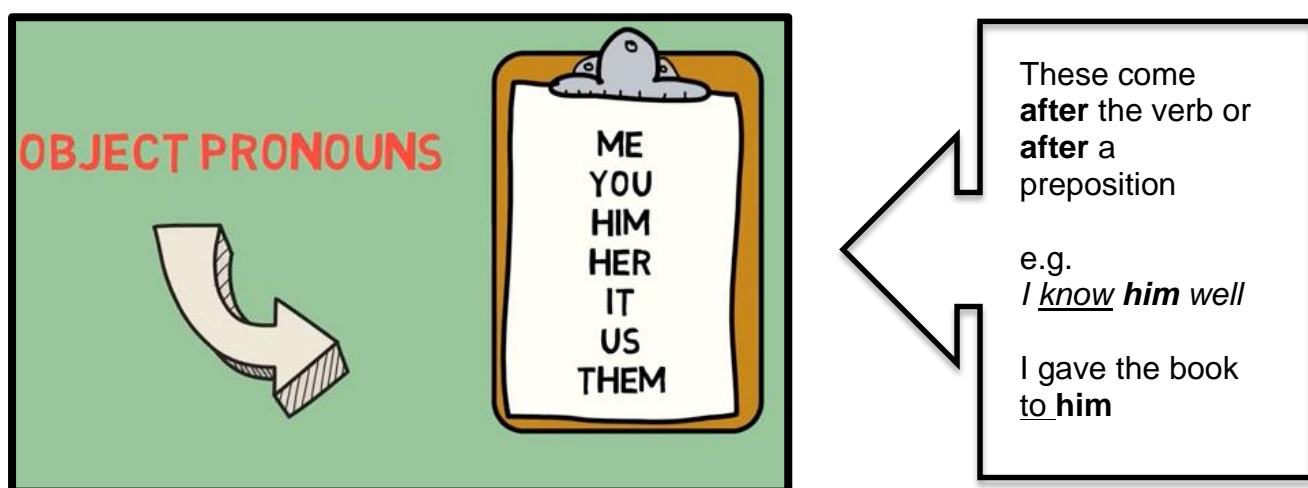
		<input type="checkbox"/> or <input type="checkbox"/>
1	I often sing in the shower.	
2	She drinks fresh camel milk every morning.	
3	She opened the door	
4	He swims every day.	

### TASK 38:

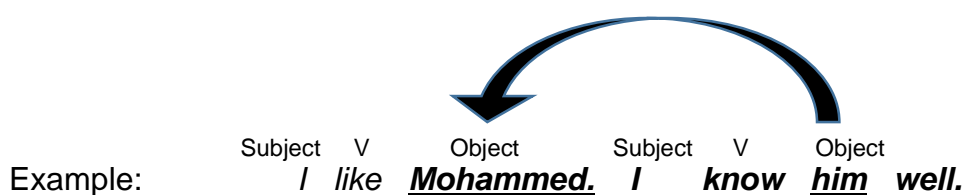
- Find the verb in each sentence. Draw a box around it.
- Find the subject of each sentence. Underline it.
- Find the object of each sentence. Draw a circle around it.

- They grow vegetables.
- He studies the Koran [Qur'an]
- The fishermen miss their families.
- Grandmother makes mahsi for dinner.
- He plays soccer with the other boys in this class.

### Pronouns as the object of a sentence:



A pronoun has the same meaning as noun or a noun phrase. It can be the object of a sentence.



We know Mohammed is a man . So we replace his name with the object pronoun 'him' '**Him**' refers to '**Mohammed**'



Watch the power point on Object Pronouns

<https://l1writingblog.files.wordpress.com/2018/05/chpt-1-object-pronouns.pptx>

Study the table below. Only certain pronouns can take the place of the object in a sentence.

OBJECT PRONOUNS	
Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them



### TASK 39:

Complete the following sentences. Replace the blanks with either subject or object pronouns

- A: Do you know Mohammed and Ahmed?

B: Yes, \_\_\_\_\_ do. \_\_\_\_\_ live near \_\_\_\_\_.
- A: Is Mansour Alshehhi in your class?

B: Yes, \_\_\_\_\_ is. \_\_\_\_\_ sit next to \_\_\_\_\_.
- A: Do you and Hamda want to join me for dinner tonight at a Turkish restaurant?

B: Hamda and \_\_\_\_\_ usually eat at home. \_\_\_\_\_ need to save our money.

A: \_\_\_\_\_ is not an expensive restaurant, and the food is really good. I will pay for \_\_\_\_\_.

B: Are \_\_\_\_\_ sure? \_\_\_\_\_ would love to join \_\_\_\_\_.

### Possessives

We can use possessives in the place of both subjects and objects in a sentence. Study the table below

<b>Pronoun Chart</b>				
	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
1 <sup>st</sup> person	I	me	my	mine
2 <sup>nd</sup> person	you	you	your	yours
3 <sup>rd</sup> person (male)	he	him	his	his
3 <sup>rd</sup> person (female)	she	her	her	hers
3 <sup>rd</sup> person	it	it	its	(not used)
1 <sup>st</sup> person (plural)	we	us	our	ours
2 <sup>nd</sup> person (plural)	you	you	your	yours
3 <sup>rd</sup> person (plural)	they	them	their	theirs

Possessives can be possessive adjectives or possessive pronouns



#### TASK 40:

Choose the correct answer(s) to complete the sentences

1. Was \_\_\_\_\_ car expensive?

- (a) your
- (b) yours
- (c) your's
- (d) you

2. Fatima has finished her homework already, but I'm not doing \_\_\_\_\_ until after dinner.

- (a) hers
- (b) her
- (c) my
- (d) mine

3. These ice creams are different. \_\_\_\_\_ has nuts, but \_\_\_\_\_ only has chocolate

- (a) Yours, mine
- (b) Your, my
- (c) Yours, mine
- (d) Your, mine

4 Ahmed has lost \_\_\_\_\_ book.

- (a) mine
- (b) her
- (c) hers
- (d) theirs

5. \_\_\_\_\_ pen has no ink. Can I borrow \_\_\_\_\_?

- (a) Mine, yours
- (b) Your, mine
- (c) My, yours
- (d) Yours, mine

6. After the accident, we gave them \_\_\_\_\_ contact details, and they gave us \_\_\_\_\_.

- (a) ours, their
- (b) our, their
- (c) our, theirs

7. \_\_\_\_\_ phone is an Samsung , but \_\_\_\_\_ is an iPhone.

- (a) Your, mine
- (b) Yours, mine
- (c) Your, my
- (d) Yours, my



## Making sense



We have said that a sentence needs a subject and a verb. Is that enough? Look at the examples below:

1. Because I'm late now. X
2. When I went to the Writing Centre. X

Why are these not acceptable sentences in written English?

Earlier, we looked at one of the basic rules of a sentence. This was:

- **A sentence makes sense because it is a group of words that expresses a complete thought.**

We are going to go back to this rule.

A sentence fragment is a piece of a sentence. A piece is not whole or complete. Look at the example below:

### **Example 1:**

Sentence fragment:

*The water bottle on the desk.*

What about the water bottle?

This is not a sentence. It is missing a verb or a verb phrase.

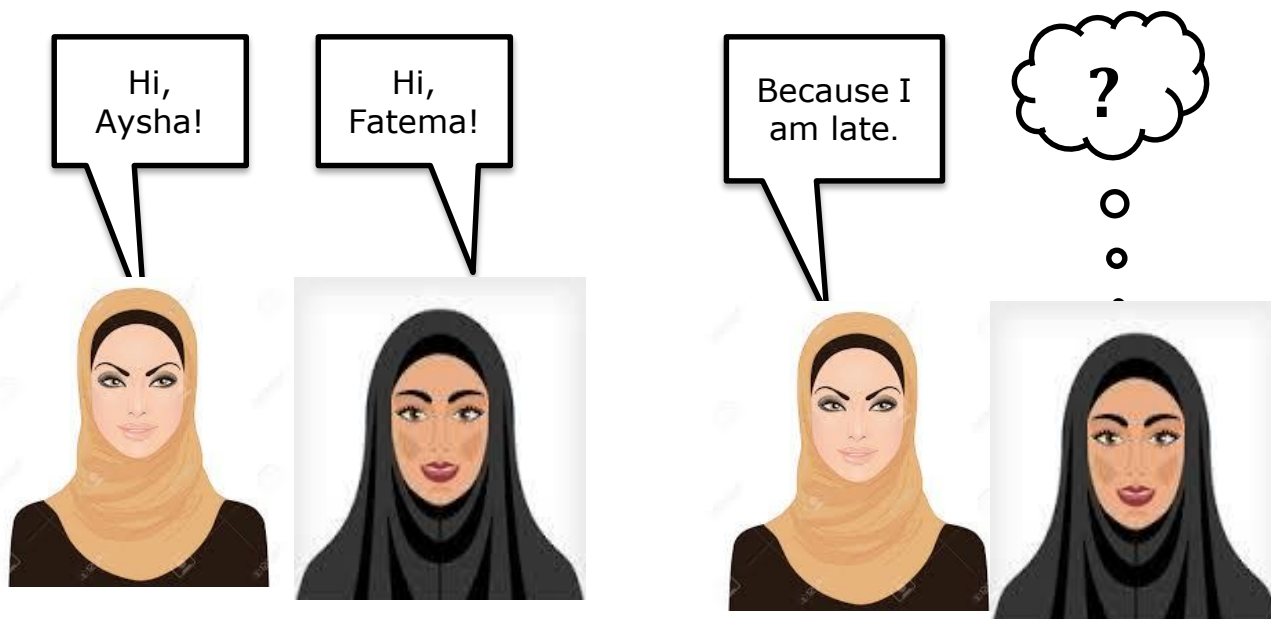
Complete sentence:

*The water bottle on the desk is empty.*

### **Example 2:**

Look at the conversation below.





**'Because I'm late.'** has a subject (I) and a verb (am).

So why is Aysha confused?

When Fatema says, "Because I'm late", it doesn't make sense. It is not a complete idea. That is why Aysha is so confused. Aysha has used what we call a **'sentence fragment' – an incomplete idea.**

Sentence fragment:

*Because I'm late now*

Complete sentence:

I'm sorry I can't stay and talk because I am late for my class.

**More examples:**

- Because I was tired. **(sentence fragment)**
- I went to bed early because I was tired. **(complete sentence)**
- The trip that we went on last summer. **(sentence fragment)**
- The trip that we went on last summer was fun. **(complete sentence)**
- And bought a lot of chocolate. **(sentence fragment)**
- Fatema went to Jimi Mall and bought a lot of chocolates. **(complete sentence)**
- Although, he got the last five questions wrong. **(sentence fragment)**
- Although, he got the last five questions wrong, Mohammed passed the exam. **(complete sentence)**



#### **TASK 41:**

Which of these are complete sentences (S) and which are fragments. Put S or F in the spaces provided.

- ### Time clauses: with 'before' and 'after'

Have a look at the table below. The words ‘after’ and ‘before’ often introduce time clauses. Time clauses are useful to show when one thing happened in relation to something else.

*Before I went to class, I ate breakfast.*  
*I ate breakfast before I went to class.*

**Subject    Verb**

A main clause is a complete sentence. Example (a) makes sense by itself. It has a subject and a verb. Look at example (b) below. It has a subject and a

verb but it does not make sense by itself. It must be connected to the main clause to make sense.

**Subject    Verb**

(b)                before    I        went    to        class =            a time clause

Now look at the sentences below. You will see that a time clause can come in front of the main clause, or after the main clause. (Note how the comma is used in (d) below.)

(c)    [ We had coffee]        [after we finished our work]  
          *main clause*                      *time clause*

(d)    [ After we finished our work] **↓** [ we had coffee.]  
          *time clause*                                      *main clause*



#### **TASK 42:**

Read through the texts below. Turn these fragments into complete sentences.

1. After I get my university degree, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. When I sit down to eat, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Because she got an A in English, \_\_\_\_\_  
\_\_\_\_\_

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4. 

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\_\_\_\_\_ although I tried very hard.

5. 

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\_\_\_\_\_ because they had seen Burj Khalifa before.

6. After breakfast, 

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### TASK 43:

Read through the paragraph below. Underline the sentence fragments. Rewrite the paragraph using full sentences.

*I like to go up Jabeel Hafeet on Saturday afternoon. Because the view from the top of the mountain is wonderful. On a clear day. You can see the mountains in Oman. Usually go with my brother and my sister. We take a picnic and sit on the grass. Or we have lunch in the hotel.*

---

---



## 5. SIMPLE SENTENCES

### Definition:

A simple sentence is a basic sentence with a subject (S) and a verb (V). It can also have an object (O).

Subject	Verb	Object	
Hessa	eats		
Hessa	eats	dinner	
Hessa	eats	dinner	at 8:30

### Read through the paragraph below.

#### Rashid

Rashid is an Emirati man. He is forty years old. Rashid is married. He lives with his wife and children. He has two daughters and one son. They live in a villa. The villa is in Al Ain. Rashid works in a bank. He speaks Arabic and English. His wife Aisha works at the University. She teaches English. The family wakes up at 6 am. Rashid drives his son, Khalifa, to school. Then, he goes to work. Rashid finishes work at four o'clock. He arrives home at 5 pm. He eats with his family. Rashid enjoys his day.



## TASK 44:

We can write simple sentences by following the pattern in the table below. Read the paragraph and complete the table.

	Subject	Verb	More information
	Rashid	is	an Emirati man.
	He		married.
	He	lives	
	He	has	
	They		in a villa.
		is	in
	He	works	in a bank.
	His wife Aisha		at the university.
		teaches	English.
		wakes up	At 6am
	Rashid	drives	His son Khalifa to school.
Then,	he	goes	
	Rashid		work at 4 pm.
	He		home at 5 pm.
	He	eats	
	Rashid		his day.

### Finding out information

Use the following question words to find out information about someone in your class.

The structure for an information question is:



### TASK 45:

Write down five questions you would use to find out the information you want about your classmate.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## WRITING PRACTICE



### TASK 46:

Use the table below to write sentences about someone you know.

Subject	Verb	More information



### TASK 47:

Answer the following questions about yourself. Write simple sentences:

1. What is your father's name?

---

2. How old is he?

---

3. Where does he live?

---



**You can write simple sentences about yourself by following the pattern in the table below:**

Subject	Verb	More information
I	am	eighteen years old.
I	am	a student
I	have	two sisters.
I	live	in a villa.
I	wake up	at 6 am.
I	drive	to campus



#### **TASK 48**

**Answer the following questions. Write simple sentences about yourself:**

1. What do you have for breakfast?

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2. Where do you study?

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3. What is your major?

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4. What are your hobbies?

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## 6. COMBINING SENTENCES



Watch this power point on connecting words.

<https://l1writingblog.wordpress.com/week-1/chpt-1-connecting-words>

We can write longer sentences by using these connecting words: *but*, *because*, and *and*.

In the following box there are three pairs of sentences.

- **Match the ideas**

- Hamed drives a Toyota Corolla.
- There are ten tables in the classroom.
- There are many things to do there.
- There are twelve chairs in the classroom.
- Mahmood drives a Honda Civic.
- I always meet my friends at Al Ain Mall.

- **Now, look at how the sentences are combined by using *but*, *because* or *and*.**

***but***

*Hamed drives a Toyota Corolla but Mahmood drives a Honda Civic.*

***because***

I always meet my friends at Al Ain Mall because there are many things to do there.

**and**

There are ten tables and twelve chairs in the classroom.

- Study the table below. Can you give examples for each of these conjunctions?

Function	Conjunction	Example
more information	<b>and</b>	Hamda bought a burger <b>and</b> Sheikha bought a sandwich.
choice	<b>or</b>	Do you want coffee <b>or</b> tea?
opposite information	<b>but</b>	Ahmed wanted to go to Ferrari World <b>but</b> his sister wanted to go to Water World.
reason	<b>for / because</b>	He went to the gym <b>because</b> he wanted to exercise.
result	<b>so</b>	It was very hot <b>so</b> we did not go to the beach.

## WRITING PRACTICE

### TASK 49

Read these sentences. Complete each sentence by adding **but**, **because** or **and**:

1. I like action films \_\_\_\_\_ I don't like sports programs.
2. My classmate is 18 years old \_\_\_\_\_ she comes from Ajman.
3. I'm going to the cafeteria \_\_\_\_\_ I am hungry.
4. I have three brothers \_\_\_\_\_ I don't have any sisters.
5. In my free time, I like watching TV, reading \_\_\_\_\_ going shopping.
6. I study everyday \_\_\_\_\_ I want to get good grades.



## TASK 50

Complete the following sentences by adding more information:

1. I study at UAE University *because* \_\_\_\_\_  
\_\_\_\_\_
2. Mona has classes in the morning *but* \_\_\_\_\_  
\_\_\_\_\_
3. I live in the hostel *because* \_\_\_\_\_  
\_\_\_\_\_
4. Al Ain is a beautiful town *but* \_\_\_\_\_  
\_\_\_\_\_
5. At the weekend, we stay at home *and* \_\_\_\_\_  
\_\_\_\_\_
6. Today I feel worried *because* \_\_\_\_\_  
\_\_\_\_\_
7. My brother is kind *but* \_\_\_\_\_  
\_\_\_\_\_
8. I always do my homework *but* \_\_\_\_\_  
\_\_\_\_\_
9. I have a headache *because* \_\_\_\_\_  
\_\_\_\_\_
10. Ali is a businessman *and* \_\_\_\_\_  
\_\_\_\_\_
11. He studied hard so \_\_\_\_\_  
\_\_\_\_\_



## TASK 51:

We can also combine sentences by using time clauses beginning with **'after'** or **'before'**. Use the pictures below to join two sentences together in two different ways. Remember to use the correct punctuation.

**1.**



(a)

---

or

(b)

---

**2.**



a)

---

---

or

(b)

---

---



### TASK 52:

Below is the paragraph from Task 44. Try to write a better paragraph by combining some of the sentences.

#### Rashid

Rashid is an Emirati man. He is forty years old. Rashid is married. He lives with his wife and children. He has two daughters and one son. They live in a villa. The villa is in Al Ain. Rashid works in a bank. He speaks Arabic and English. His wife Aisha works at the University. She teaches English. The family wakes up at 6 am. Rashid drives his son, Khalifa, to school. Then, he goes to work. Rashid finishes work at four o'clock. He arrives home at 5 pm. He eats with his family. Rashid enjoys his day.

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**Look at these questions. Answer each question by writing a sentence.**

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4. Who is your best friend? Write one sentence describing your friend.

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5. Are you happy? Why? Why not?

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---

6. What kinds of films do you like watching?

---

---

---

7. What is one thing you like doing and one thing you don't like doing?

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---

---

8. Which is your favourite subject at university? Why?

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---

9. Do you enjoy studying? Why? Why not?

---

---

---

10. Which is your favourite city in the U.A.E.? Why?



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## STRETCHING YOUR SENTENCES

---

When we write good sentences we can make them more interesting by using the 5 'W' questions to add a lot of detail. **To add interesting details, we need to understand the function or job of different parts of speech.** Look at the table below.

# Parts of Speech

part of speech	function or "job"	example words	example sentences
<u>Verb</u>	action or state	(to) be, have, do, like, work, sing, can, must	My dog <u>is</u> a collie. I <u>like</u> to play fetch with her.
<u>Noun</u>	thing or person	pen, dog, work, music, town, London, teacher, John	This is my <u>dog</u> . He lives in my <u>house</u> . We live in <u>London</u> .
<u>Adjective</u>	describes a noun	a/an, the, 69, some, good, big, red, well, interesting	My dog is <u>big</u> . I like <u>big</u> dogs.
<u>Adverb</u>	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	My dog eats <u>quickly</u> . When he is <u>very</u> hungry, he eats really <u>quickly</u> .
<u>Pronoun</u>	replaces a noun	I, you, he, she, some	Tara is Indian. <u>She</u> is beautiful.
<u>Preposition</u>	links a noun to another word	to, at, after, on, but	We went <u>to</u> school <u>on</u> Monday.
<u>Conjunction</u>	joins clauses or sentences or words	and, but, or, nor	I like dogs <u>and</u> I like cats. I like cats <u>and</u> dogs. I like dogs <u>but</u> I don't like cats.



Watch this power point. Learn how using different parts of speech can make your writing more interesting.

<https://l1writingblog.files.wordpress.com/2018/05/chpt-1-parts-of-speech.pptx>

We can use questions to help us write interesting sentences.

**Who?**

*The old man*

**(Does) What?**

The old man **releases his racing camels to graze** .

**When?**

**Every morning, as the sun comes up,** the old man releases his racing camels to graze.

**Where?**

Every morning, as the sun comes up, the old man releases his racing camels to graze **in the desert**.

**Why?**

Every morning, as the sun comes up, the old man releases his racing camels to graze in the desert **so that they can to feed on desert shrubs and the wild grasses and enjoy their natural habitat**.



#### TASK 54:

Work with a partner. Pick a subject (a noun) for your sentence. Use the question words above to help you build and stretch a sentence.