

# Basic English Grammar PDF

Betty-Schramper-Azar



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# Basic English Grammar

Essential Grammar Fundamentals for English  
Language Learners.

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## About the book

"Basic English Grammar" by Betty Schramper Azar is an essential resource for learners seeking to strengthen their understanding of English grammar fundamentals. Spanning 284 pages, this comprehensive guide simplifies complex grammatical concepts through clear explanations and practical examples. Perfect for students and instructors alike, the book encourages a hands-on approach to mastering grammar, making it an invaluable tool for both classroom and self-study. With its accessible layout and engaging content, "Basic English Grammar" equips readers with the skills necessary to communicate effectively in English.

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## About the author

Betty Schramper Azar is a renowned author and educator, best known for her contributions to English language teaching and grammar. With a robust background in linguistics and pedagogy, Azar has dedicated her career to enhancing the learning experience for non-native English speakers. Her influential works, including the widely used "Basic English Grammar," showcase her ability to distill complex grammatical concepts into accessible and comprehensible formats. Azar's engaging teaching style and insightful methodologies have made her a trusted resource in the field, offering both educators and students the tools necessary for effective communication in English. Through her books and teaching materials, she has significantly impacted English language instruction worldwide.

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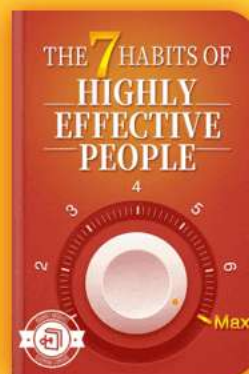
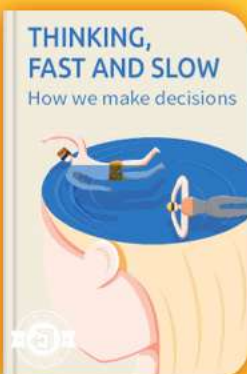


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# Summary Content List

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# Chapter 1 Summary : Contents



| Section                                 | Description                                                |
|-----------------------------------------|------------------------------------------------------------|
| NOUN + IS + NOUN: Singular              | Introduction to the structure with singular nouns.         |
| NOUN + ARE + NOUN: Plural               | Explanation of sentence construction with plural nouns.    |
| PRONOUN + BE + NOUN                     | Usage of pronouns in accordance with the verb 'be'.        |
| CONTRACTIONS WITH BE                    | Overview of contractions formed with the verb 'be'.        |
| NEGATIVE WITH BE                        | How to form negative sentences using 'be'.                 |
| BE + ADJECTIVE                          | Adjective usage following the verb 'be'.                   |
| BE + A LOCATION                         | Describing locations using 'be'.                           |
| SUMMARY: SENTENCE PATTERNS WITH BE      | Recap of the different sentence structures involving 'be'. |
| YES/NO QUESTIONS WITH BE                | Formulating yes/no questions using 'be'.                   |
| QUESTIONS WITH BE: Using Where          | Techniques for asking questions with 'where' using 'be'.   |
| USING HAVE AND HAS                      | Differentiating between the usage of 'have' and 'has'.     |
| USING MY, YOUR, HIS, HER, OUR, THEIR    | Proper use of possessive adjectives.                       |
| USING THIS AND THAT                     | Explanation of 'this' and 'that' in context.               |
| USING THESE AND THOSE                   | Instruction on the usage of 'these' and 'those'.           |
| ASKING QUESTIONS WITH WHAT AND WHO + BE | Question formation using 'what' and 'who' alongside 'be'.  |

## Chapter 1: Using Be and Have

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## **NOUN + IS + NOUN: Singular**

- Introduction to the structure with singular nouns.

## **NOUN + ARE + NOUN: Plural**

- Explanation of sentence construction with plural nouns.

## **PRONOUN + BE + NOUN**

- Usage of pronouns in accordance with the verb 'be'.

## **CONTRACTIONS WITH BE**

- Overview of contractions formed with the verb 'be'.

## **NEGATIVE WITH BE**

- How to form negative sentences using 'be'.

## **BE + ADJECTIVE**

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- Adjective usage following the verb 'be'.

## **BE + A LOCATION**

- Describing locations using 'be'.

## **SUMMARY: SENTENCE PATTERNS WITH BE**

- Recap of the different sentence structures involving 'be'.

## **YES/NO QUESTIONS WITH BE**

- Formulating yes/no questions using 'be'.

## **QUESTIONS WITH BE: Using Where**

- Techniques for asking questions with 'where' using 'be'.

## **USING HAVE AND HAS**

- Differentiating between the usage of 'have' and 'has'.

## **USING MY, YOUR, HIS, HER, OUR, THEIR**

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- Proper use of possessive adjectives.

## **USING THIS AND THAT**

- Explanation of 'this' and 'that' in context.

## **USING THESE AND THOSE**

- Instruction on the usage of 'these' and 'those'.

## **ASKING QUESTIONS WITH WHAT AND WHO + BE**

- Question formation using 'what' and 'who' alongside 'be'.

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## Example

**Key Point:** Using 'be' correctly is crucial for building coherent sentences in English.

**Example:** Imagine introducing yourself to someone new: 'I am a teacher' establishes your identity clearly, while 'Teachers are important' drives home the role you play in society. By mastering the different forms of 'be,' like turning 'He is a student' into negative as 'He is not a student,' you ensure precise communication. This foundation not only enhances your conversation but also facilitates understanding when you express locations, such as 'They are in the library.' Understanding these structures is essential, as it allows you to formulate questions effectively, like asking, 'Where is the book?' Such sentence patterns create clarity in both speech and writing.

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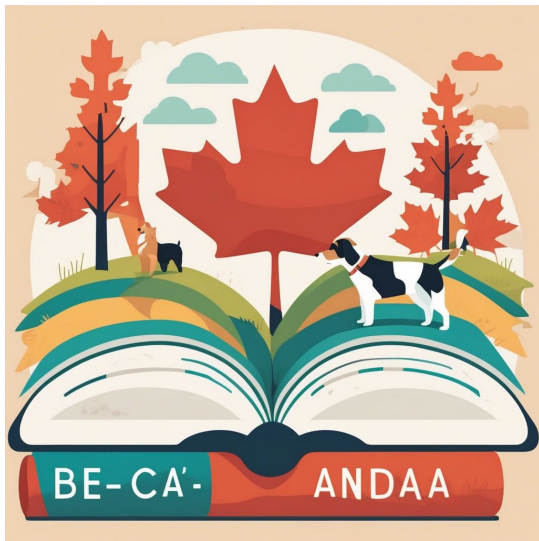


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# Chapter 2 Summary : Using Be and Have



| Section                              | Summary                                                                                                   |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Introduction to "Be" and "Have"      | Introduces the verbs "be" and "have," focusing on their singular and plural forms.                        |
| Using "Be"                           | Details sentence structures with "be": Singular ("is") and plural ("are") forms with nouns/adjectives.    |
| Articles: "A" and "An"               | Explains article usage: "a" for consonant sounds and "an" for vowel sounds in singular nouns.             |
| Exercises for Practice               | Provides exercises for filling in blanks, changing singular to plural, and sentence creation.             |
| Using "Have"                         | Describes verb usage for possession: "have" for I/you/we/they; "has" for he/she/it.                       |
| Pronouns and Possessive Adjectives   | Discusses personal pronouns and their corresponding possessive adjectives.                                |
| Prepositions and Locations           | Explores prepositional phrases indicating location and provides related exercises.                        |
| Question Formation                   | Introduces question structure with "be" and provides examples of short answers.                           |
| Contractions with "Be"               | Explains contraction formation with "be," such as I'm, you're, he's, etc.                                 |
| Descriptive Language with Adjectives | Discusses using adjectives with "be" for descriptions and encourages identification of adjectives.        |
| Conclusion                           | Reinforces the importance of understanding "be" and "have" along with articles, pronouns, and adjectives. |

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## **Chapter 2 Summary: Basic English Grammar - Using "Be" and "Have"**

### **Introduction to "Be" and "Have"**

- The chapter introduces the use of the verbs "be" and "have" in English, focusing on singular and plural forms.

### **Using "Be"**

- The structure of sentences using "be" includes a noun or adjective:

- Singular: (Noun) + "is" + (Noun/Adjective) (e.g., Canada is a country.)

- Plural: (Noun) + "are" + (Noun/Adjective) (e.g., Cats are animals.)

### **Articles: "A" and "An"**

- The chapter explains the use of articles before singular nouns:

- "A" is used before words that start with consonants: a

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dog, a car.

- "An" is used before words that start with vowels: an apple, an elephant.

## **Exercises for Practice**

- Several exercises are provided for practice:
  - Fill in the blanks with appropriate articles.
  - Change singular sentences to their plural forms.
  - Create sentences using correct forms of "is," "are," and including nouns from a list.

## **Using "Have"**

- The verbs "have" and "has" are used to indicate possession.
  - "I/You/We/They" use "have."
  - "He/She/It" uses "has."

## **Pronouns and Possessive Adjectives**

- Includes a section on personal pronouns (I, you, he, she, it, we, they) and corresponding possessive adjectives (my, your, his, her, our, their).

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## Prepositions and Locations

- The chapter explores prepositional phrases indicating location (e.g., in, on, under, next to).
- Exercises focus on identifying prepositions and practicing their use in sentences.

## Question Formation

- Introduces question structures using "be":
  - Is/Are + subject + (noun/adjective/location)?
- Examples of short answers are given for these questions.

## Contractions with "Be"

- Explains how contractions are formed with the verb "be" (e.g., I'm, you're, he's, she's, they're).

## Descriptive Language with Adjectives

- Adjectives are used with "be" to provide more information about subjects (e.g., The dog is friendly.).
- Exercises encourage the identification and use of adjectives in sentences.



## Conclusion

- The chapter concludes by reinforcing the importance of understanding the usage of "be" and "have," combined with articles, pronouns, and adjectives for building foundational English grammar skills. Various exercises are aimed at consolidating this knowledge.

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## Example

**Key Point:** Understanding the use of 'be' and 'have' for foundational grammar.

**Example:** Imagine you are introducing yourself to a friend. You say, "I am a teacher" to express your profession, showing your identity using the verb 'be.' Then, when you explain your belongings, you might add, "I have a laptop" to indicate possession with 'have.' Mastering these verbs forms the backbone of your English sentences, helping you communicate clearly about who you are and what you own.

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# Chapter 3 Summary : Expressing Present Time (Part 1)

## Chapter 2: Expressing Present Time

### 1. Overview of Simple Present Tense

- The simple present tense is used to express habits and usual activities.
- Structure: The verb form varies by subject:

-

#### **Singular**

: I talk, you talk, he/she/it talks

-

#### **Plural**

: we talk, you talk, they talk

- Examples:
  - I eat breakfast every morning.
  - Ann speaks English every day.
  - We sleep every night.

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## 2. Frequency Adverbs

- Frequency adverbs describe how often an action occurs: always, usually, often, sometimes, seldom, rarely, never.
- They usually come between the subject and the verb.
  - Example: Bob always comes to class.
- Adverbs can be placed at the beginning or end of a sentence.

## 3. Expressing Habits

- Exercises encourage students to identify their daily routines with frequency adverbs (e.g., "I always eat breakfast.").

## 4. Special Considerations for "Be"

- Frequency adverbs precede forms of "be":
  - Example: Tom is always happy.

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# Chapter 4 Summary : Expressing Present Time (Part 2)

## Chapter 4 Summary: Present Progressive Tense

### 1. Introduction to the Present Progressive Tense

The present progressive tense describes actions currently happening, formed by using the verb "to be" (am/is/are) + the main verb in the -ing form. It is often referred to as the "present continuous."

### 2. Forming the Present Progressive

- Structure: BE (am/is/are) + verb + -ing
- Examples:
  - "I am sitting in class right now."
  - "He is reading a book."

### 3. Exercises

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## Exercise 1: Oral Practice

Students ask and answer questions about what they and others are wearing using the present progressive.

## Exercise 2: Animal Actions

Describe what animals depicted in pictures are doing, using the present progressive tense.

## Exercise 3: Acting Out Actions

Students act out commands given by the teacher, describing the actions they are performing in the present progressive form.

## 4. Spelling of -ing Forms

Several rules must be followed when converting verbs to their -ing form:

- Rule 1: Add -ing to most verbs (e.g., sit
- Rule 2: Double the final consonant if a single vowel precedes it before adding -ing (e.g., run !'

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## 5. Questions in the Present Progressive

Questions are formed using a question word + BE + subject + verb in -ing:

- Example: "What are you doing?"

Students practice making and answering yes/no questions.

## 6. Contrast with Simple Present Tense

The simple present expresses habits or usual activities (e.g., "I eat breakfast every day"), while the present progressive indicates actions happening at the moment of speaking (e.g., "I am eating breakfast right now").

## 7. Nonaction Verbs

Certain verbs, such as "want," "know," and "think," are not typically used in the present progressive because they refer to states rather than actions.

## 8. Summary

The present progressive tense is essential for expressing

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current actions and is formed with the verb "to be" combined with the -ing form of the main verb. Utilizing exercises and practice helps reinforce understanding and usage among students.

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# Chapter 5 Summary : Nouns and Pronouns

## Summary of Chapter 5: Nouns and Pronouns

### Key Concepts in Nouns

-

#### Definition

: Nouns are words that name people, places, things, or ideas.

-

#### Examples of Categories

:

- Clothing (e.g., shirt)
- Fruits (e.g., apple)
- Beverages (e.g., coffee)
- Body Parts (e.g., head)
- Animals (e.g., horse)
- Cities (e.g., New York, Montreal - capitalized)
- Languages (e.g., English - capitalized)
- School Subjects (e.g., history)

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## Nouns in Sentence Structure

- Nouns can function as subjects, objects, or objects of prepositions.
- Examples:
  - Subject: "Birds fly."
  - Object of a verb: "John is holding a pen."
  - Object of a preposition: "Birds fly in the sky."

## Verbs and Their Objects

-

### Transitive verbs

require an object (e.g., "hold").

-

### Intransitive verbs

do not require an object (e.g., "fly").

## Identifying Nouns and Their Roles

- Exercises focus on identifying nouns in various sentences and where they function (as subjects, objects, etc.).

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## Adjectives and Their Function

- Adjectives modify nouns by providing additional details (e.g., "cold weather").
- They come before nouns or can follow the verb "to be."

## Noun Pluralization

- General rules for forming plurals:
  - Add
  - s  
(e.g., books).
  - Change
  - y  
to  
-ies  
if preceded by a consonant (e.g., babies).
  - Change
  - f/-fe  
to  
-ves  
(e.g., wives).
  - Special forms exist for certain nouns (e.g., mouse/mice, child/children).



## Count and Noncount Nouns

-

### Count nouns

can be counted (e.g., "three apples").

-

### Noncount nouns

cannot be counted (e.g., "milk").

## Articles and Quantities

-

### Articles

: Use "a/an" for singular count nouns and "some" for plural count nouns or noncount nouns in affirmative sentences.

"Any" is used in negative sentences or questions.

## Indefinite Pronouns

- Terms like "something," "someone," "anything," and "anyone" are used for unspecified entities and differ based on affirmative or negative context.

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## Exercises and Practice

- The chapter includes multiple exercises to reinforce the concepts: identifying nouns, making sentences, using articles correctly, pluralizing nouns, and distinguishing between count and noncount nouns.

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# Chapter 6 Summary : Expressing Past Time

## SIMPLE PAST TENSE OF BE

### Singular and Plural Forms

- Singular:
  - I was | she was | he was | it was
- Plural:
  - we were | you were (plural) | they were

### Present and Past Time Examples

- Present:
  - I am in class today.
- Past:
  - I was in class yesterday.

### Exercises and Transformations

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- Exercise 1 (Oral): Change present sentences to past.
  - E . g . , B o b i s i n c l a s s t o d a y . " " H e w a s i n
- Exercise 2 (Oral): Discuss present and past conditions.

## Negative Contractions

- Form negative sentences using "wasn't" and "weren't"
    - E . g . , I w a s n o t i n c l a s s y e s t e r d a y . " " I w e r e n ' t
- yesterday.

## Time Expressions

- Use terms like "yesterday," "last week," or "ago" to denote past time.

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# Chapter 7 Summary : Expressing Future Time

## Chapter Summary: Expressing Future Time

### Introduction to Future Expressions

- The phrase "going to" is used to express future actions.
- Examples:
  - "I am going to go downtown tomorrow."
  - "Sue is going to be here tomorrow afternoon."

### Forming Future Statements

-

#### **Affirmative**

: Subject + be + going to + infinitive (e.g., "We are going to come to class.")

-

#### **Negative**

: Subject + be + not + going to (e.g., "I'm not going to go

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downtown.")

-

## Questions

: Be + subject + going to? (e.g., "Are you going to come to class?")

## Exercises for Practice

1.

### Oral Exercises

: Pair up and ask about future plans using "Are you going to...?"

2.

### Completing Sentences

: Fill in with appropriate actions using "be going to."

3.

### Guessing Activities

: Use "is going to" to predict classmates' activities.

## Using 'Will' for Future Actions

- Instead of "going to," "will" can express future actions, along with the contraction forms (e.g., "I'll go").

- Examples:

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- "Tom will be here at ten."

## **Asking Questions with 'Will'**

- Structure: Will + subject + base form of the verb (e.g., "Will you be at home tonight?")

## **Expressions of Time in Future Contexts**

- Distinctions are made between specific time phrases like "tomorrow," "next week," etc., which dictate how to structure sentences.

## **Time Clauses and Future Actions**

- When using time clauses (e.g., "when," "after") to describe future actions, the simple present tense is employed (e.g., "After he finishes...").

## **'If' Clauses in Future Context**

- "If" clauses use the simple present tense to describe potential futures. Examples:





- "If it rains tomorrow, we won't go on a picnic."

## **Common Errors to Avoid**

- Misusing "will" or "going to" in improper forms or tenses.

## **Conclusion**

This chapter provides essential tools and structures for expressing future actions and plans in English, using various forms such as "going to," "will," and other time expressions. Repeated practice through exercises reinforces understanding and application of these grammatical concepts.

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# Chapter 8 Summary : Expressing Ability

## Summary of Chapter 8: Using Can and Related Concepts

### 7-1 USING CAN

-

#### Expressions of Ability

: "Can" indicates ability and possibility. The verb following "can" is in its base form (e.g., "I can buy," "He can lift").

-

#### Negatives

: "Cannot" or "can't" expresses inability (e.g., "Alice can't come").

-

#### Correct Usage

:

- Correct: "Yuko can speak English."
- Incorrect: "Yuko can to speak English" (infinitive not allowed) and "Yuko can speaks English" (verb form error).

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## Exercises

:

1.

## Oral Exercises

: Form sentences using "can" or "can't" based on prompts about what various animals or people can do.

2.

## Self-Statements

: Create sentences using "I can" or "I can't" about personal abilities.

## 7-2 USING CAN: QUESTIONS AND ANSWERS

-

## Forming Questions

: To inquire about abilities, use "Can you...?" followed by "Yes, I can" or "No, I can't."

-

## Example

: "Can you speak Arabic?"

- Response: "Yes, I can."

-

## Exercises

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- :
3. Create yes/no questions with answers regarding various abilities.
  4. Role-play asking and answering questions about abilities.
  5. Use "Where can I..." to inquire about locations or actions.
  6. Ask classmates questions using "Do you know how to..."

## Negative Expressions with Could and Too

-

### "Could"

indicates past abilities or habitual actions (e.g., "I could swim").

-

### "Too"

indicates an excess leading to inability (e.g., "The box is too heavy").

-

## Exercises

- :
12. Complete sentences using "too" or "very" with adjectives.
  15. Use the correct expressions of "too many" or "too



much" with count and noncount nouns.

## Expressing Ability with Enough

-

### Enough + Adjective

: Use to show sufficiency (e.g., "She is old enough to drive").

-

### More/Enough with Nouns

: Distinguishes between quantity. "Too much" is for uncountable nouns, while "too many" is for countable nouns.

## EXERCISES for Consolidation

- Various exercises focus on using "can," "could," "too," "enough," and questioning forms in both written and oral formats.
- Emphasizes real-life scenarios, utilizing verbs in the past and correct grammatical structures.

## Conclusion

Chapter 8 provides comprehensive guidelines on using "can" and extends the discussion into related areas such as

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expressing ability, usage of "too" and "enough," and constructive questioning techniques in daily conversations.

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# Chapter 9 Summary : Nouns, Adjectives, and Pronouns

## Chapter 9 Summary: Basic English Grammar

### Nouns and Adjectives

This chapter focuses on how nouns and adjectives function within sentences, particularly how adjectives modify nouns.

### Modifying Nouns with Adjectives

- Adjectives typically precede nouns (e.g., "an expensive book") and can also follow linking verbs (e.g., "The book is interesting").
- Nouns can modify other nouns, usually appearing in singular form (e.g., "grammar book" modifies "book").

### Exercises

1.

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## Identifying Adjectives

: Sentences are provided where learners must identify and list adjectives and the nouns they modify (e.g., "busy waitress").

2.

## Nouns as Adjectives

: Exercises focus on identifying nouns that modify other nouns (e.g., "music store").

3.

## Sentence Completion

: Participants complete sentences by inserting nouns that modify other nouns (e.g., "A cup that is used for coffee is called a coffee cup").

4.

## Word Order

: Proper order of multiple adjectives in English is emphasized (e.g., opinion adjectives before color adjectives).

## Expressions of Quantity

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# Chapter 10 Summary : Making Comparisons

## Chapter 10 Summary: Making Comparisons

### 1. Introduction to Comparisons

- Using "the same (as)," "similar (to)," and "different (from)" to compare items.
- Examples:
  - A is the same as B.
  - C is similar to D.
  - E is different from F.

### 2. Exercises on Comparisons

-

#### Oral Exercise

: Identify similarities and differences in pictures.

-

#### Fill-in-the-Blank

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: Complete sentences using the comparative forms.

-

## **Error Analysis**

: Correct common mistakes in comparisons.

### **3. Use of "like" and "alike"**

- "Like" is used to compare similar items.

- Examples:

- Your pen is like my pen.

- Our books are alike.

### **4. Comparative Adjectives**

- To compare two items, use the comparative forms (-er or more).

- Examples:

- John is taller than Mary.

- Health is more important than money.

### **5. Making Comparisons with "as...as"**

- To express equality or differences using "as...as" or "less."

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- Examples:
  - John is as old as Mary.
  - This book is less expensive than that book.

## 6. Using "but" for Contrast

- "But" indicates a contrast between two ideas.
- Example:
  - My brother is tall, but my sister is short.

## 7. Additional Exercises

- Identify differences and similarities in objects and people.
- Oral practice comparing classmates or family members.
- Written assignments comparing cities, animals, or personal experiences.

## 8. Reflection Through Comparisons

- Encourage discussion about personal preferences and qualities, making use of comparative language in various contexts.

## Conclusion

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- This chapter emphasizes the importance of making effective comparisons using comparative adjectives, phrases, and contrastive conjunctions to describe relationships among different entities in English.

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## Critical Thinking

**Key Point:** The usage and nuances of comparative language in English are essential for effective communication.

**Critical Interpretation:** While the chapter emphasizes the importance of comparative structures like 'the same as', 'similar to', and 'different from', it is important to recognize that the author's explanation may not encompass the complexities of language usage in real-life contexts. For instance, cultural factors can influence how comparisons are perceived and made, which is not fully addressed in standardized grammar presentations. Linguists like Edward Sapir and Benjamin Lee Whorf have illustrated how language shapes thought, suggesting that the way we make comparisons can be contextually dependent rather than rigidly grammatical. Thus, readers should remain critical of the author's treatment of comparative language and consider the broader linguistic landscape for a more complete understanding.

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# Chapter 11 Summary : Expressing Ideas with Verbs

## Summary of Chapter 11: Using Should, Have To, and Modal Auxiliaries

### 1. Introduction to Should

- "Should" indicates advice or a good idea.
- It is followed by the simple form of a verb.
- Negative form: "should not" (contraction: "shouldn't").

### 2. Exercises with Should

- Practice forming sentences using "should" and giving advice.
- Engage in group discussions to advise peers on various scenarios.

### 3. Have to vs. Need to

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- Expresses necessity or obligation.
- "Have to" is similar in meaning to "need to."
- Used in questions and negatives using "do" or "did."

#### **4. Exercises with Have To**

- Answer questions about daily responsibilities and obligations.
- Use "have to" to explain why certain actions are necessary.

#### **5. Reminders on Using Modals**

- Modal auxiliaries (e.g., can, could, may, must, should) function as helping verbs.
- Each modal has a specific meaning such as ability, permission, necessity, or advice.

#### **6. Present Perfect Tense**

- "Have been" expresses past situations that continue to the present.
- Used with "since" for specific starting points and "for" for duration.





## 7. Exercises on Present Perfect

- Complete sentences and questions using "have been," "since," or "for."
- Engage in dialogues about experiences using the present perfect tense.

## 8. Conclusion

- Review the difference between must vs. should for obligations vs. advice.
- Emphasize correct sentence construction and the use of correct verb forms in various contexts.

This chapter blends advice-giving with the expression of obligation and experience, focusing on practical language use in daily scenarios.

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## Critical Thinking

**Key Point:** The distinction between obligations and advice using modal auxiliaries is subjective and context-dependent.

**Critical Interpretation:** While the chapter emphasizes the different uses of 'should' and 'have to' for advice and obligation, it is important to recognize that the author's interpretation may not universally apply. Various cultures and situations may yield different perceptions of what constitutes advice versus obligation, thus making the application of these modal verbs in language learning less clear-cut. Furthermore, the meaning of modal verbs can vary significantly based on context and speaker intent (Carter & McCarthy, 2006). Readers should critically assess the flexibility of these definitions in practice, rather than taking the author's categorizations as absolute.

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# Best Quotes from Basic English Grammar by Betty-Schramper-Azar with Page Numbers

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## Chapter 1 | Quotes From Pages 4-9

1. Using 'be' is essential to create clear and meaningful sentences in English.
2. In English, the verb 'have' expresses possession or relationship, which connects ideas and individuals.
3. Understanding pronouns in English is key to effective communication and reduces repetition in our speech and writing.
4. Contractions in English are often used in casual conversation, making speech sound more natural and fluent.

## Chapter 2 | Quotes From Pages 12-54

1. Singular means one, not two or more.
2. An article is used in front of singular nouns.
3. Plural means two, three, or more.

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4. Pronouns refer to nouns.
5. A contraction is two words that are pushed together.
6. A location may be one word, as in the examples in (c).
7. Be is often followed by a location.
8. What asks about things, and who asks about people.
9. Possessive adjectives come in front of nouns.

### **Chapter 3 | Quotes From Pages -94**

1. Eating breakfast is a habit, a usual activity.
2. Always, usually, often, sometimes, seldom, rarely, and never are called 'frequency adverbs.'
3. The verb after she, he, it (3rd person singular) has a W-8: talks.
4. Sometimes I get up at seven.
5. The final sounds in words are often pronounced differently depending on the preceding sounds.
6. We usually eat dinner at six o'clock.
7. In Qatar, it doesn't rain a lot in the winter.
8. Birds fly, but they don't fly in a straight line all the time.
9. People often use contractions when they write.





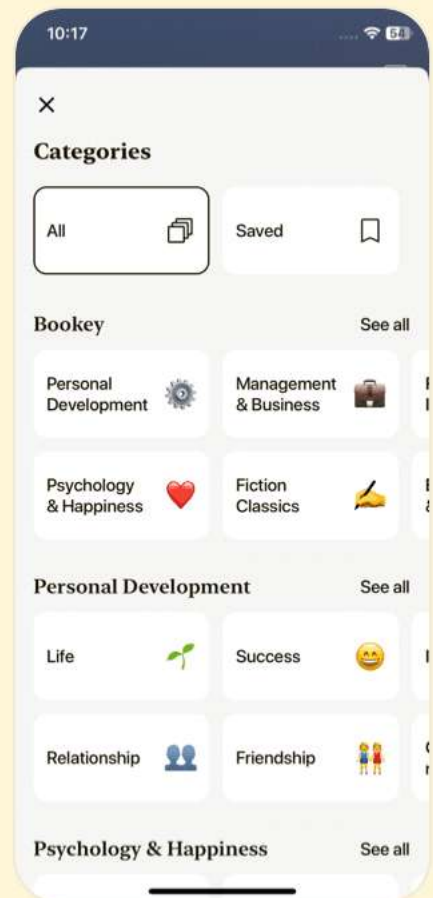
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## Chapter 4 | Quotes From Pages -137

- 1.The present progressive expresses actions that are happening right now, while the speaker is speaking.
- 2.The present progressive is also called the 'present continuous' or the 'continuous present.'
- 3.Do not double the consonant when adding -ing to a word ending in two consonants; drop the -e and add -ing if there's one vowel followed by a consonant.
- 4.Would like is usually more polite than want.
- 5.Need gives the idea that something is very important.
- 6.Seeing is a physical reaction, not a planned action.
- 7.In my opinion, English grammar is interesting.
- 8.Animals dream, too.
- 9.While she's at the park, she watches people and animals.
- 10.Express actions happening right now, while the speaker is speaking.

## Chapter 5 | Quotes From Pages -181

- 1.A NOUN is used as the subject of a sentence.

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2. A NOUN is also used as the object of a verb.
3. An adjective can also follow 'be'; the adjective (noun) + (be) + (adj) describes the subject of the sentence.
4. A pronoun has the same meaning as a noun.
5. I like to listen to music.
6. A singular count noun is a noun that can be counted as one.
7. I've never seen any positive effects of that policy.

## **Chapter 6 | Quotes From Pages -241**

1. A time clause can begin with before or after:  
before + s + v = a time clause, after + s + v = a time clause.
2. A question is a complete sentence; a time clause is not a complete sentence.
3. When a time clause comes before the main clause, a comma is used between the two clauses.
4. Before I went outside, I put on my coat.
5. When the rain stopped, we took a walk; we took a walk when the rain stopped.





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## Chapter 7 | Quotes From Pages -291

- 1.be going to expresses (talks about) the future.
- 2.A form of be is used in the short answer to a yes/no question with be going to.
- 3.The simple form of a verb follows will.
- 4.The word maybe (one word) means 'possibly.'
- 5.If children (be) tired in the evening, they (stay, usually) home and (go) to bed early.

## Chapter 8 | Quotes From Pages -335

- 1.Can expresses ability and possibility.
- 2.An infinitive with to does NOT follow can.
- 3.The main verb never has a final -s when it follows can.
- 4.I can swim.
- 5.Negation: can + not = cannot or can't.
- 6.We can't write on the board.
- 7.Can you help me?
- 8.Peggy can't go to school. She is too young.
- 9.I cannot understand spoken English before I moved to Canada.



10.It's important to say that someone is inside, not outside, the building.

## **Chapter 9 | Quotes From Pages -389**

- 1.'Adjectives can modify nouns.'
- 2.'Both an adjective and a noun can modify a noun.'
- 3.'A noun that is used as an adjective is always in its singular form.'
- 4.'I bought an expensive grammar book.'
- 5.'Opinion adjectives usually come before all other adjectives.'
- 6.'When a subject includes an expression of quantity, the verb agrees with the noun that immediately follows.'
- 7.'A possessive adjective is used in front of a noun.'
- 8.'Adjectives describe nouns; they give information about nouns.'
- 9.'With indirect objects, for is used with the direct object, and the indirect object always follows the direct object.'
- 10.'Each word that follows is carefully placed to convey necessary meaning.'

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## Chapter 10 | Quotes From Pages -430

1. Similar gives the idea that two things are the same in some ways (e.g., both D and E have four edges) but different in other ways (e.g., D is a rectangle and E is a square).
2. But gives the idea that "This is the opposite of that"
3. Good health is one of the most important things in life.

## Chapter 11 | Quotes From Pages -469

1. Should means "This is a good idea. This is good advice."
2. Should is followed by the simple form of a verb.
3. Let's (do something) = I have a suggestion for you.
4. You must not be late for work if you want to keep your job.
5. You don't have to go to the movie with us if you don't want to.
6. Have been expresses the idea that a situation began in the past and still exists at present.







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# Basic English Grammar Questions

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## Chapter 1 | Contents| Q&A

### 1.Question

**What are the basic sentence patterns using 'be' and 'have'?**

Answer:The basic sentence patterns using 'be'

include: 1. Noun + 'is' + noun (Singular), e.g., 'The cat is a pet.' 2. Noun + 'are' + noun (Plural), e.g., 'The cats are pets.' 3. Pronoun + 'be' + noun, e.g., 'He is a teacher.'.

Using 'have': 1. Subject + 'have/has' + noun, e.g., 'I have a car.' 2. Subject + 'have/has' + verb (in past participle), e.g., 'She has finished her homework.'.

### 2.Question

**How do you form negative sentences with 'be'?**

Answer:To form negative sentences with 'be', use 'not' after the form of 'be'. For example: 'I am not tired.', 'They are not students.', etc.

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### 3.Question

#### **What contractions can be used with 'be'?**

Answer:Common contractions with 'be' include: 'I'm' (I am), 'you're' (you are), 'he's' (he is), 'she's' (she is), 'we're' (we are), 'they're' (they are). For example, instead of saying 'I am happy', you can say 'I'm happy'.

### 4.Question

#### **Explain how to ask yes/no questions using 'be'.**

Answer:To ask yes/no questions with 'be', invert the subject and the verb 'be'. For example: 'Are you ready?' instead of 'You are ready.' Another example is 'Is she your sister?' instead of 'She is your sister.'.

### 5.Question

#### **What is the difference between 'this' and 'that' when used in sentences?**

Answer:'This' is used for singular nouns that are close to the speaker, while 'that' is used for singular nouns that are farther away. For example, 'This book is interesting' (the book is near) vs. 'That book is interesting' (the book is farther away). Similarly, for plural nouns, 'these' is used for items close, and

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'those' is for items farther away.

## 6.Question

**How do you indicate possession using pronouns?**

Answer: Possession can be indicated using possessive pronouns such as 'my', 'your', 'his', 'her', 'our', and 'their'. For instance, 'This is my bag', 'That is her pen', etc.

## 7.Question

**Why is it important to learn about contractions in English?**

Answer: Learning contractions is important because they are commonly used in everyday spoken and written English, making conversation more natural and fluid. For example, saying 'don't' instead of 'do not' saves time and sounds friendlier.

## 8.Question

**What is the significance of questions using 'what' and 'who' with 'be'?**

Answer: Using 'what' and 'who' with 'be' helps to gather information about people and things. For example, 'What is your name?' seeks information about identity, while 'Who is

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she?' inquires about the identity of a person.

### 9.Question

**What role do adverbs of frequency play in sentence construction?**

Answer:Adverbs of frequency, such as 'always', 'usually', 'often', 'sometimes', 'seldom', and 'rarely', indicate how often something occurs. They help to specify the frequency of an action in a clearer form. For instance, 'I usually go to the gym three times a week'.

### 10.Question

**Can you explain the difference between 'have' and 'has'?**

Answer:'Have' is used with the subjects 'I', 'you', 'we', and 'they', whereas 'has' is used with 'he', 'she', and 'it'. For example, 'I have a dog' vs. 'She has a cat'.

## Chapter 2 | Using Be and Have| Q&A

### 1.Question

**What is the significance of using articles 'a' and 'an' correctly in English grammar?**

Answer:Using articles correctly helps clarify whether we are referring to something specific or

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general, which is crucial for effective communication. For example, 'a cat' implies any cat, while 'the cat' specifies a particular cat. This distinction enhances understanding between the speaker and the listener.

## 2.Question

**How do singular and plural forms differ in English, and why are they important?**

Answer:In English, singular forms refer to one item (e.g., 'a dog'), while plural forms indicate multiple items (e.g., 'dogs'). Understanding this difference is essential for grammatical accuracy and helps convey the correct meaning, ensuring that listeners understand whether one or many items are being discussed.

## 3.Question

**Can you explain the roles of pronouns and verbs in English sentences?**

Answer:Pronouns replace nouns to avoid repetition and make sentences less cumbersome (e.g., 'Rita is in my class. She is a

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student.'). Verbs express actions or states of being and are critical for forming sentences that convey complete thoughts.

#### 4.Question

**Why is understanding the concept of adjectives important in constructing sentences?**

Answer:Adjectives provide additional information about nouns, such as size, color, or quality, which helps create vivid imagery and detail in writing and speech. For example, saying 'the red balloon' is more descriptive than just 'the balloon', allowing the listener to visualize the scene better.

#### 5.Question

**What is the impact of contractions in spoken English?**

Answer:Contractions make speech sound more natural and fluid, reflecting how people typically talk in everyday conversation. For instance, saying 'I'm' instead of 'I am' can make dialogue feel more relatable and less formal, which is often the goal in spoken communication.

#### 6.Question

**How do location phrases enhance sentence meaning?**

Answer:Location phrases help situate subjects within specific

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contexts, aiding in the clarity of information. For example, 'He is in the library' specifies where 'he' is, which is critical for effective communication in storytelling or providing directions.

## 7.Question

**What is the relevance of forming questions with 'where', 'what', and 'who'?**

Answer: These types of questions are fundamental in acquiring information and engaging others in conversation. They guide the interaction, allowing the speaker to gain clarity and understanding, thus facilitating more enriching dialogue.

## 8.Question

**Why are possessive adjectives significant when discussing ownership?**

Answer: Possessive adjectives clarify relationships and ownership, indicating who something belongs to and reducing ambiguity. For instance, saying 'My book' clearly shows that the book belongs to the speaker, which is

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essential for effective communication.

## 9.Question

**What role does vocabulary play in conveying messages?**

Answer:A rich vocabulary allows for nuanced expression and specificity in communication. The choice of words can dramatically alter meaning and the emotional impact of a statement, thus enhancing overall clarity and engagement.

## Chapter 3 | Expressing Present Time (Part 1)| Q&A

### 1.Question

**What is the significance of using frequency adverbs in present tense sentences?**

Answer:Frequency adverbs like 'always', 'usually', 'often', 'sometimes', 'seldom', and 'never' help convey how often an action occurs. They give context to the habits or routines of a subject. For instance, saying 'I always eat breakfast at 7 AM' specifies not only the action of eating breakfast but also the regularity of when it happens, providing a clearer picture of daily habits.

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## 2.Question

**How do you form a simple present verb for the third person singular?**

Answer: In English, to form a simple present verb for the third person singular (he, she, it), you typically add an '-s' or '-es' to the base verb. For example, 'she talks' or 'he watches'. Keep in mind special rules for verbs that end in -sh, -ch, -s, -x, and consonant + -y, where you add '-es' instead.

## 3.Question

**Can you explain the difference in pronunciation of the final -s sound in verbs?**

Answer: The final -s sound in third-person singular verbs can be pronounced in three different ways: /z/ pronounced /z/ after voiced sounds (like 'he rides' -> 'rides /raɪd z/'), /s/ after voiceless sounds (like 'he talks' /wɒt tɔːks/), and /ɪz/ after sibilant sounds ('teaches /tiːtʃɪz/'). This distinction is important for pronunciation.

## 4.Question

**What are some examples of habitual actions one might**

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## **express in the present tense?**

Answer: Examples of habitual actions include:

1. I drink coffee every morning.
2. She goes for a run three times a week.
3. They always study English on Fridays.
4. He rarely eats fast food.

These sentences demonstrate how simple present tense accurately illustrates someone's routine.

## **5.Question**

### **How should you position frequency adverbs in a sentence?**

Answer: Frequency adverbs are typically placed between the subject and the main verb in a sentence. For example: 'She usually goes to bed early.' They can also be placed at the beginning or end of a sentence for emphasis, e.g., 'Often, I do my homework in the evening.' This allows for flexibility while maintaining clarity.

## **6.Question**

### **Why is it essential to use correct forms of 'do' and 'does'?**

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## **in questions?**

Answer: Using correct forms of 'do' and 'does' is essential because they help create grammatically correct questions in the simple present tense. 'Do' is used for I, you, we, and they, while 'does' is used for he, she, and it. For example, 'Do you like chocolate?' versus 'Does she like chocolate?'. This structure maintains agreement between the subject and the auxiliary verb, ensuring clarity in communication.

## **7.Question**

### **How do you convert simple present tense sentences into negative forms?**

Answer: To convert simple present tense sentences into negative forms, you use 'do not' (or 'don't') for I, you, we, and they, and 'does not' (or 'doesn't') for he, she, and it. For instance, 'I eat breakfast' becomes 'I do not eat breakfast.' Similarly, 'He goes to the store' becomes 'He does not go to the store.' This transformation is crucial for expressing negation.

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## Chapter 4 | Expressing Present Time (Part 2)| Q&A

### 1.Question

**What is the Present Progressive tense used for?**

Answer:The Present Progressive tense is used to express actions that are occurring right now, at the moment of speaking. For example, saying 'I am sitting in class right now' indicates an action happening during the statement.

### 2.Question

**Can you list some examples of questions using the Present Progressive tense?**

Answer:Yes! Here are some examples: 1. What are you doing right now? 2. Are you watching TV? 3. Is Mary sleeping?  
Remember, the structure is Q-WORD + BE + SUBJECT + -ING.

### 3.Question

**What verbs can't be used in the Present Progressive?**

Answer:Certain verbs that express states, emotions, or senses cannot be used in the Present Progressive. These include: want, need, like, hate, hear, see, smell, taste, understand,

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know, and think.

#### 4.Question

##### **How to identify non-action verbs?**

Answer:Non-action verbs express states or conditions rather than actions. For example, 'I want an apple' expresses a desire, not an action. You cannot say 'I am wanting an apple'; instead, use the simple present: 'I want an apple.'

#### 5.Question

##### **How do you form the Present Progressive tense?**

Answer:The Present Progressive tense is formed using the verb 'to be' (am/is/are) and the base verb with an '-ing' ending. For example: 'I am running', 'She is reading', 'They are eating.'

#### 6.Question

##### **Provide an example of making a question in the Present Progressive. How would you answer it?**

Answer:Question: Are you reading a book? Answer: Yes, I am reading a book. Or: No, I am not reading a book; I am writing a letter.

#### 7.Question

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## **What are the exceptions in spelling for forming '-ing' verbs?**

Answer: There are specific rules for forming '-ing' verbs: 1. If a verb ends in 'e', drop the 'e' and add '-ing' (e.g. make -> making). 2. For one-syllable verbs with one vowel followed by one consonant, double the consonant before adding '-ing' (e.g. sit -> sitting). 3. However, do not double consonants at the end of words ending in 'x' or 'w'.

### **8.Question**

## **How is the command 'smile' expressed in the Present Progressive?**

Answer: If the teacher gives a command to smile, it can be described using the Present Progressive by asking: 'What are you doing?' and the response would be: 'I am smiling.'

Similarly, for multiple students, it would be: 'What are they doing?' -> 'They are smiling.'

### **9.Question**

## **How do you make a negative sentence in the Present Progressive?**

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Answer:A negative sentence in the Present Progressive is formed by adding 'not' after the verb 'to be'. For example: 'I am not eating', 'She is not studying', or 'They are not playing'.

### 10.Question

**What is the difference between 'would like' and 'want'?**

Answer:'Would like' is a more polite way of expressing a desire, while 'want' is more direct. For example, 'I want a sandwich' indicates a strong desire, but 'I would like a sandwich' conveys the same idea in a more courteous manner.

## Chapter 5 | Nouns and Pronouns| Q&A

### 1.Question

**What are the different uses of nouns in sentences?**

Answer:Nouns can be used as the subject of a sentence, as the object of a verb, or as the object of a preposition. For example, in the sentence 'Birds fly in the sky,' 'Birds' is the subject noun, while 'sky' acts as the object of the preposition 'in.'

### 2.Question

**How do you form plural nouns from singular nouns?**

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Answer: Most plural nouns are formed by adding -s to the singular form, like 'apple' to 'apples.' However, there are exceptions: words ending in consonant + 'y' change 'y' to 'i' and add -es (e.g., 'baby' to 'babies'), nouns ending in 'f' change 'f' to 'v' and add -es (e.g., 'wolf' to 'wolves'), and irregular nouns have unique plural forms (e.g., 'child' to 'children').

### 3.Question

**What is an adjective and how does it relate to nouns?**

Answer: An adjective modifies or describes a noun, providing additional detail. For instance, in the phrase 'the red apple,' 'red' is the adjective describing the noun 'apple.' Adjectives typically appear before the noun they modify.

### 4.Question

**What is the difference between count nouns and noncount nouns?**

Answer: Count nouns refer to individual items that can be counted, such as 'books' or 'cats,' and can have singular and plural forms. Noncount nouns refer to substances or concepts

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that cannot be counted individually, such as 'water' or 'information,' and do not have a plural form.

### 5.Question

**What article do you use with singular count nouns?**

Answer: You use 'a' or 'an' with singular count nouns. Use 'a' before nouns that begin with a consonant sound and 'an' before nouns that begin with a vowel sound (e.g., 'a dog', 'an apple').

### 6.Question

**When do you use 'some' and 'any' in sentences?**

Answer: Use 'some' in affirmative sentences and in offers or requests, as in 'I have some apples.' Use 'any' in negative sentences and questions, as in 'I don't have any apples.'

### 7.Question

**Can you give an example of using the definite article 'the'?**

Answer: The definite article 'the' is used when referring to specific nouns that both the speaker and listener are aware of. For example, in 'The sun is bright today,' 'the sun' refers to a specific sun that is universally known.

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## Chapter 6 | Expressing Past Time| Q&A

### 1.Question

**What are the past forms of the verb 'to be'?**

Answer:The past forms of the verb 'to be' are: I

was, you were (singular), he/she/it was, we were, you were (plural), they were.

### 2.Question

**How do you change sentences from present tense to past tense?**

Answer:To change sentences from present tense to past tense, you typically change the verb to its past form. For example, 'I am in class today' becomes 'I was in class yesterday.'

### 3.Question

**What are the negative contractions for the past tense of 'to be'?**

Answer:The negative contractions for the past tense of 'to be' are: wasn't (was not) and weren't (were not). For example, 'I was not in class' becomes 'I wasn't in class.'

### 4.Question

**What is the structure for forming yes/no questions in the**

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## **simple past in English?**

Answer: In the simple past, yes/no questions are formed using the auxiliary verb 'did,' followed by the subject and the base form of the main verb. For example: Did you go to the library?

### **5.Question**

**Can you explain the difference in meaning between 'before' and 'after' in time clauses?**

Answer: Sure! 'Before' indicates that one action occurs prior to another, while 'after' indicates that one event happens subsequent to another. For instance, 'I had breakfast before I went to school' means breakfast occurred first, while 'I went to school after I had breakfast' means going to school occurred later.

### **6.Question**

**What are some common time expressions used with the simple past?**

Answer: Common time expressions used with the simple past include 'yesterday,' 'last week/month/year,' 'two days ago,'

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and 'this morning/afternoon.'

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## Chapter 7 | Expressing Future Time| Q&A

### 1.Question

**How do you express future plans using 'going to'?**

Answer:Use the structure 'be + going to + verb'. For example, 'I am going to study tomorrow.' This expresses an intention or plan for the future.

### 2.Question

**What is the negative form of expressing 'going to'?**

Answer:Use 'be + not + going to + verb'. For instance, 'I am not going to go shopping tomorrow.' This indicates that the plan will not happen.

### 3.Question

**What questions can you ask about someone's future plans?**

Answer:You can ask, 'Are you going to...?' For example, 'Are you going to attend the meeting tomorrow?' This helps to inquire about someone's intentions.

### 4.Question

**How do you provide a short answer to whether you are going to do something?**

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Answer: You can respond with 'Yes, I am.' or 'No, I'm not.'  
For example, if asked 'Are you going to go downtown tomorrow?' and you are going, you could say 'Yes, I am.'

### 5.Question

**What is the structure for asking questions about future activities?**

Answer: Use 'What are you going to...?' This can be followed by a specific activity. For example, 'What are you going to do tomorrow?'

### 6.Question

**How can 'may' and 'might' be used in future predictions?**

Answer: Use 'may' or 'might' to indicate possibility. For example, 'I might go to the beach tomorrow.' This suggests that it's not certain.

### 7.Question

**Can you provide an example of a time clause with a future action?**

Answer: Sure! For example, 'I will go to the store after I finish my homework.' Here, 'after I finish my homework' is the time clause.

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### 8.Question

**What is a common mistake people make when using 'will' for future plans?**

Answer:A common mistake is saying 'will going to.' Instead, it should just be 'I will go to the park tomorrow.' 'Will' should not be used with 'going to.'

### 9.Question

**How can I express uncertainty about future activities?**

Answer:You can use 'maybe' or 'might.' For instance, 'I may go to the concert tonight.' This indicates uncertainty about the plan.

### 10.Question

**What is a correct way to make a prediction about weather?**

Answer:You can say 'It is going to rain tomorrow.' This expresses a prediction about future weather.

### 11.Question

**How do you ask about a specific future time event?**

Answer:Use 'When are you going to...?' For example, 'When are you going to start your new job?'

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## 12.Question

**What is an example of a future change with 'if' clauses?**

Answer:An example is 'If it rains tomorrow, I will stay home.' Here, the 'if' clause sets a condition for the action.

## Chapter 8 | Expressing Ability| Q&A

### 1.Question

**What does 'can' express in the context of ability and possibility?**

Answer:'Can' expresses someone's ability to perform an action or the possibility of an event occurring. For example, 'I can swim' indicates the ability to swim, while 'It can rain tomorrow' indicates the possibility of rain.

### 2.Question

**Which verb form follows 'can'?**

Answer:The base form of the main verb follows 'can'. For example, you would say 'He can run,' not 'He can to run'.

### 3.Question

**What are some negative forms of 'can'?**

Answer:The negative forms of 'can' include 'cannot' and its

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contraction 'can't'. For example, 'I cannot play the piano' or 'I can't play the piano'.

#### 4.Question

**How do you correctly form questions using 'can'?**

Answer: To form questions with 'can', you invert the subject and 'can'. For example, 'Can you play tennis?' is the correct form.

#### 5.Question

**What is the difference between 'very' and 'too'?**

Answer: 'Very' implies a high degree of an adjective and suggests that something is still possible, while 'too' indicates a degree that exceeds capacity and implies a negative result. For example, 'The coffee is very hot' (you can still drink it) versus 'The coffee is too hot' (you cannot drink it).

#### 6.Question

**What does 'be able to' indicate?**

Answer: 'Be able to' indicates ability in a different form, often used to express future ability or to more formally convey capability. For example, 'I will be able to attend the meeting

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tomorrow'.

### 7.Question

**How do you use 'too many' and 'too much'?**

Answer:'Too many' is used with count nouns (e.g., 'too many books'), and 'too much' is used with uncountable nouns (e.g., 'too much water'). Both indicate an excessive amount.

### 8.Question

**Can you give examples of questions using 'can' about yourself?**

Answer:Examples include: 'Can I ride a bicycle?' or 'Can I play the guitar?' These are personal abilities being inquired about.

### 9.Question

**What is the structure for forming ability-related sentences in the negative form?**

Answer:The structure is 'subject + cannot/can't + base form of the verb'. For example, 'I can't drive a car'.

### 10.Question

**How can the ability to perform an action change over time?**

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Answer:Ability can change due to various factors, such as age, experience, or learning new skills. For instance, 'When I was younger, I could run fast; now I can't as much due to age.'

## **Chapter 9 | Nouns, Adjectives, and Pronouns| Q&A**

### **1.Question**

**How do adjectives modify nouns in our daily life?**

Answer:Adjectives enhance our understanding of nouns by providing more details. For instance, when we say 'the tall building,' the adjective 'tall' helps us visualize the height of the building, making our descriptions more vivid and specific.

### **2.Question**

**What role do nouns and adjectives play in language?**

Answer:Nouns identify people, places, things, or ideas, while adjectives describe or modify these nouns. This relationship enriches our language, allowing for clearer communication.

### **3.Question**

**Can you give an example of how nouns can modify other nouns?**

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Answer: Yes! For example, in the phrase 'computer screen,' 'computer' acts as a modifier for the noun 'screen,' clarifying what type of screen it is.

#### 4.Question

**What is the correct way to order adjectives before a noun?**

Answer: Adjectives should follow a specific order: opinion, size, age, shape, color, origin, material, and purpose. For example, we say 'a beautiful large old round red Mexican wooden table'.

#### 5.Question

**Why are regular and irregular plural nouns important when forming possessives?**

Answer: Understanding how to form possessives correctly helps express ownership. For regular plural nouns, we add an apostrophe after the 's' (e.g., 'the dogs' owner'), but for irregular plural nouns, we add 's after the plural form (e.g., 'the children's toys'). This distinction is crucial for proper grammatical structure.

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## 6.Question

**How can the structure of a sentence change the meaning of a statement?**

Answer:The sentence structure significantly influences comprehension. For example, in 'I gave him a book,' 'him' is the indirect object receiving the book, while 'I gave a book to him' emphasizes the action directed towards 'him.' The rearrangement does not change the fact but alters the focus.

## 7.Question

**What are some common linking verbs, and how do they function with adjectives?**

Answer:Common linking verbs include 'be,' 'look,' 'seem,' 'feel,' and 'taste.' They connect the subject to an adjective, describing the subject's state or quality, such as in 'The soup tastes delicious,' where 'delicious' explains the quality of the soup.

## 8.Question

**Why is it essential to understand the relationship between adjectives and nouns in writing?**

Answer:Understanding this relationship is crucial in writing

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because it helps create clear and engaging sentences.

Well-placed adjectives add detail and interest, making descriptions more effective and allowing readers to visualize concepts better.

### 9.Question

**How would the omission of adjectives impact the clarity of communication?**

Answer:Without adjectives, communication would lack detail and specificity, making it harder for the audience to understand the nuances of what is being described. A sentence like 'the car is fast' conveys less imagery and clarity than 'the sleek, red sports car is incredibly fast.'

### 10.Question

**In the context of the exercises, what is the importance of practicing with adjectives and nouns?**

Answer:Practicing with adjectives and nouns through exercises helps reinforce grammatical rules, enhances vocabulary, and improves overall language proficiency, making learners more effective communicators in both

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## Chapter 10 | Making Comparisons| Q&A

### 1.Question

**What is the significance of using 'the same as', 'similar to', and 'different from'?**

Answer: These phrases help in making precise comparisons between objects or concepts, clarifying the relationships in attributes. For example, saying 'A is the same as B' implies they share every feature, while 'C is similar to D' suggests they have some characteristics in common but are not identical. Conversely, 'E is different from F' highlights the distinctions between two subjects.

### 2.Question

**Can you provide an example of when to use 'similar to' and how it differs from 'the same as'?**

Answer: Sure! Consider two shapes: a rectangle and a square. You could say 'the rectangle is similar to the square' because while they both have four sides, they differ in their angles and lengths of sides. On the other hand, saying 'A is the same

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as B' would indicate they are identical in shape and size.

### 3.Question

**What kind of exercises can help practice these comparisons effectively?**

Answer:Engaging in activities like describing objects around you, completing fill-in-the-blank sentences, or doing oral exercises comparing items or people can help solidify understanding. For instance, you might say, 'This pen is similar to that pen' and elaborate on the colors or features, enhancing vocabulary while practicing comparisons.

### 4.Question

**Why is it important to understand the comparative forms of adjectives and adverbs?**

Answer:Understanding comparative forms allows for more nuanced communication about comparisons. For example, knowing how to say 'John is taller than Mark' versus 'Mark is shorter than John' can convey the same information but can also provide context depending on the focus of the conversation.

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## 5.Question

**How does using 'like' and 'alike' differ from using 'the same as' and 'similar to'?**

Answer:'Like' and 'alike' usually refer to broad similarities and can encompass a wide range of features. For instance, 'A car is like a motorcycle' suggests they are both vehicles but does not assert they have the same specifics. In contrast, 'the same as' and 'similar to' indicate a more precise comparison of similar characteristics.

## 6.Question

**What common mistakes should one avoid when making comparisons?**

Answer:It's crucial to avoid incorrect forms, such as using 'more' with adjectives that already have comparative forms (e.g., saying 'more good' instead of 'better'). Additionally, mixing up 'similar from' instead of 'similar to' can lead to incorrect sentences.

## 7.Question

**How can one improve their ability to make effective comparisons in English?**

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Answer: Practice is key! Regularly engaging with comparative and superlative forms in writing and speaking can improve fluency. Using visual aids and real-life examples to practice comparing could also help, such as discussing the differences between two books, movies, or even food items.

### 8.Question

**Why should one pay attention to irregular comparative forms?**

Answer: Irregular forms like 'good' to 'better' and 'bad' to 'worse' do not follow the standard rules of adding '-er' or using 'more,' which can lead to mistakes if not memorized. Recognizing these irregularities enables smoother communication and understanding.

### 9.Question

**How does the concept of 'as...as' help in making comparisons?**

Answer: The phrase 'as...as' creates equality in comparisons, allowing you to convey that two subjects share the same

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level of a particular quality, such as in 'She is as smart as her brother.' It highlights that there is no significant difference between the two subjects concerning that quality.

## **Chapter 11 | Expressing Ideas with Verbs| Q&A**

### **1.Question**

**What does 'should' imply in a sentence?**

Answer:Should means that something is a good idea or advice. For example, 'You should see a doctor when you're sick.'

### **2.Question**

**Provide a sentence using 'should' to express a recommendation.**

Answer:You should study for your exam to do well.

### **3.Question**

**What are the forms of verbs used after 'should' and 'should not'?**

Answer:'Should' and 'should not' are always followed by the simple form of a verb, like 'should go' or 'should not eat.'

### **4.Question**

**Give an example of a positive and a negative sentence**

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**using 'should'.**

Answer:Positive: 'You should try the new restaurant.'

Negative: 'You should not skip breakfast.'

### **5.Question**

**What should you do when you feel sick?**

Answer:You should see a doctor for medical advice.

### **6.Question**

**What advice would you give someone new to a school?**

Answer:You should introduce yourself to classmates and explore the campus to feel comfortable.

### **7.Question**

**Using 'Let's', how would you suggest an activity?**

Answer:'Let's go to the park this weekend!' is a way to include others in a suggestion.

### **8.Question**

**How do you form a suggestion using 'let's'?**

Answer:You form it by saying 'Let's' + base verb, such as 'Let's watch a movie.'

### **9.Question**

**What are common activities to suggest using 'let's'?**

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Answer:Common activities include 'Let's have dinner', 'Let's go shopping', or 'Let's visit a museum.'

### 10.Question

**What advice can be given for someone facing a job interview?**

Answer:You should practice common interview questions and arrive on time.

### 11.Question

**How would you express something you must do this week?**

Answer:I must submit my project by Friday.

### 12.Question

**What might someone tell you when giving advice?**

Answer:'You shouldn't worry too much about the little things.'

### 13.Question

**What does 'have to' indicate in a sentence?**

Answer:'Have to' indicates a necessity or obligation, like 'I have to finish my homework before going out.'

### 14.Question

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**What's the difference between 'should' and 'must'?**

Answer: 'Should' is advice or recommendation, while 'must' indicates a strong necessity.

### **15.Question**

**Provide an example of a question using 'have to'.**

Answer: Do you have to work late today?

### **16.Question**

**How can personal experiences help in learning a language?**

Answer: Sharing experiences in English can improve language skills and build confidence.

### **17.Question**

**What might you say to someone who is nervous about speaking English in public?**

Answer: You should practice speaking more often to build your confidence.

### **18.Question**

**What would you advise someone who is feeling overwhelmed with school?**

Answer: You should take breaks and manage your time

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## Chapter 1 | Contents| Quiz and Test

1. Singular nouns take the structure NOUN + IS + NOUN.
2. The structure NOUN + ARE + NOUN is used for singular nouns.
3. The verb 'be' can be used to ask yes/no questions.

## Chapter 2 | Using Be and Have| Quiz and Test

1. The verb 'be' is used for both singular and plural subjects in English grammar.
2. The article 'an' is used before words that start with consonants.
3. Personal pronouns have corresponding possessive adjectives in English grammar.

## Chapter 3 | Expressing Present Time (Part 1)| Quiz and Test

1. The simple present tense is used to express past actions.

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2. Frequency adverbs are placed before the verb in a sentence.
3. The verb form in the simple present tense is the same for all subjects.

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## **Chapter 4 | Expressing Present Time (Part 2)| Quiz and Test**

- 1.The present progressive tense is formed by using the verb 'to be' plus the main verb in the -ing form.
- 2.In the present progressive tense, nonaction verbs such as 'want' and 'know' can be used to describe ongoing actions.
- 3.The present progressive tense indicates habits or usual activities.

## **Chapter 5 | Nouns and Pronouns| Quiz and Test**

- 1.Nouns only refer to tangible things like people and places and do not include ideas.
- 2.Transitive verbs require an object, while intransitive verbs do not require an object.
- 3.Count nouns cannot be counted, while noncount nouns can be counted.

## **Chapter 6 | Expressing Past Time| Quiz and Test**

- 1.The simple past tense of 'I am' is 'I was.'
- 2.The plural form of 'he was' is 'they was.'

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3. Negative sentences in the simple past can be formed with  
'wasn't' and 'did not.'

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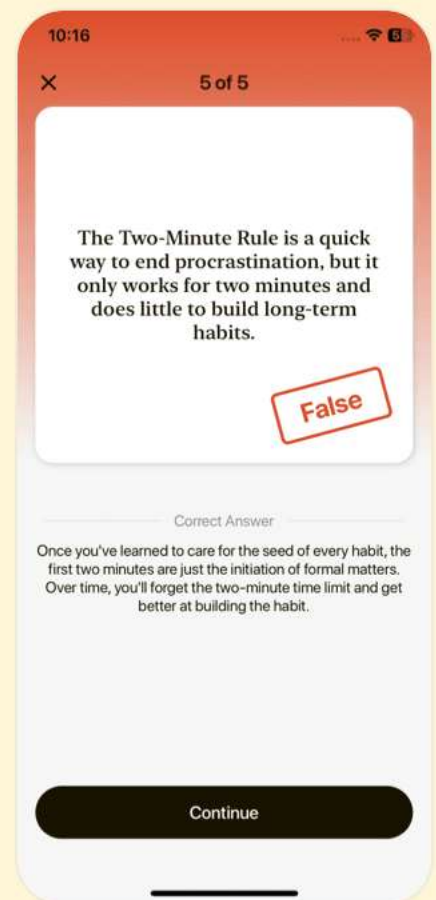


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## Chapter 7 | Expressing Future Time| Quiz and Test

- 1.The phrase 'going to' is used exclusively for actions that will happen in the distant future.
- 2.The structure for forming affirmative future statements is:  
Subject + be + going to + infinitive.
- 3.Time clauses for future actions require the use of the future tense.

## Chapter 8 | Expressing Ability| Quiz and Test

- 1.'Can' is used only to indicate possibility, not ability.
- 2.'Cannot' expresses ability as in 'Alice cannot come'.
- 3.When forming a question about abilities, the correct structure is 'Can you...?' followed by the response 'Yes, I can' or 'No, I can't'.

## Chapter 9 | Nouns, Adjectives, and Pronouns| Quiz and Test

- 1.Adjectives always follow nouns in English sentences.
- 2.Nouns can modify other nouns and usually appear in

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singular form.

3. Possessive pronouns include words like mine, yours, and theirs.

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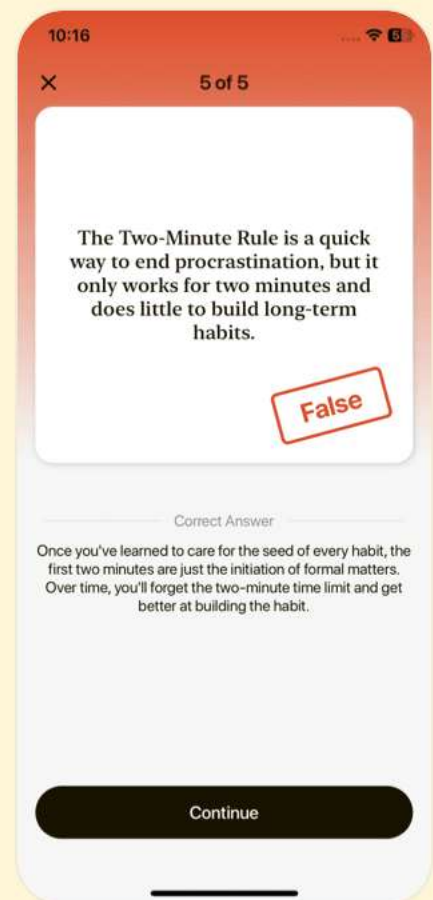


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## **Chapter 10 | Making Comparisons| Quiz and Test**

- 1.The phrase 'different (from)' is used to compare items.
- 2.Comparative adjectives can only be formed by adding '-er' to one-syllable adjectives.
- 3.The word 'but' is used to show similarity between two ideas.

## **Chapter 11 | Expressing Ideas with Verbs| Quiz and Test**

- 1.'Should' indicates necessity or obligation.
- 2.'Have to' and 'need to' express the same meaning.
- 3.Modal auxiliaries are only used to express permission.

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