

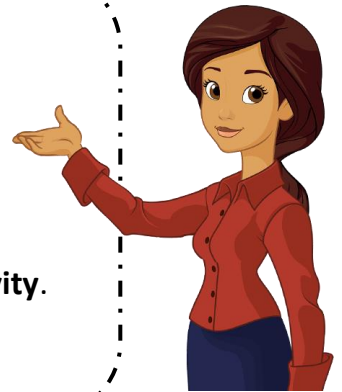
Grade 4

Grammar Reference

Simple Present

📁 Uses

1. We use simple present to talk about **facts**.
The human body contains 206 bones.
2. We use simple present to talk about **habits**.
I read a book every day.
3. We use simple present to talk about **scheduled future activity**.
The train to London leaves at 6 PM.



📁 Forming Simple Present



Affirmative	
Subject (she/ he/ it)	verb + (s/ es/ ies)
Sue plays tennis on weekends.	
Subject (They/ We/ You/ I)	Verb (base form)
Students study English every day.	

Negative		
Subject (she/ he/ it)	+ does not (doesn't)	+ Verb (base form)
Sue doesn't play tennis on weekends.		
Subject (They/ We/ You/ I)	+ don't	+ verb (base form)
Students don't study English every day.		



Interrogative		
Does	Subject (she/ he/ it)	+ Verb (base form)
Does Sue play tennis on weekends?		
Do	Subject (They/ We/ You/ I)	+ verb (base form)
Do students study English every day?		

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➤ Adding -es/ -ies to verbs

- For verbs that end in -O, -CH, -SH, -SS, -X, or -Z we add -ES in the third person.

Verb	Verb + es
go	goes
catch	catches
wash	washes
miss	misses
fix	fixes
buzz	buzzes

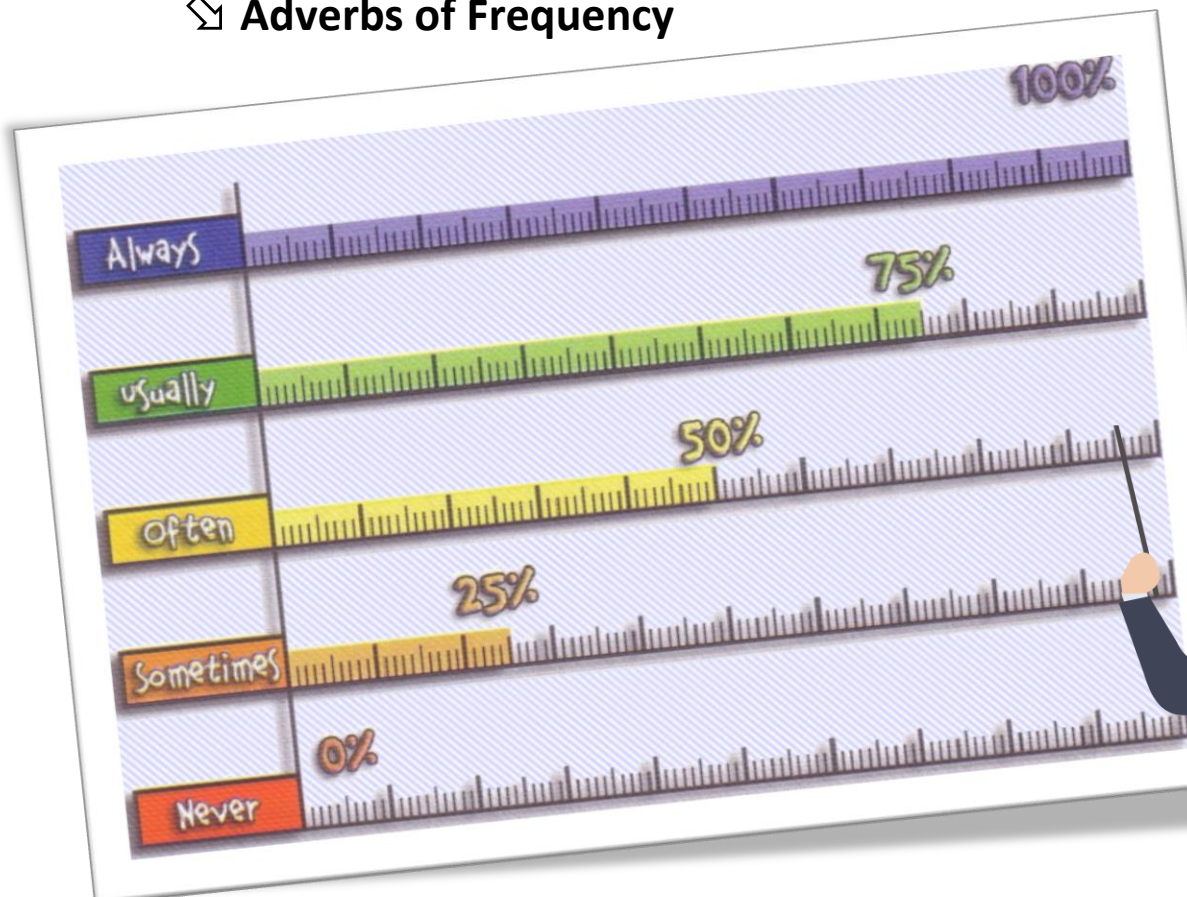


- For verbs that end in a **consonant + Y**, we **remove the Y and add -IES**.

Verb	Verb + ies
study	studies
carry	carries
worry	worries



➤ Adverbs of Frequency



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- We place the adverbs of frequency **BEFORE** the main verb (in Present Simple).

Examples

- I **always** walk to work.
- He doesn't **usually** wear jeans.
- Do you **often** write letters?

- We place the adverbs of frequency AFTER the verb TO BE.

Examples

- He is **never** late.
- The children aren't usually **tired** after school.
- Are you **often** sad?



Expressions of Frequency

To say how often something happens, you can use a number or 'several' or 'many', followed by 'times':

- once a week/month/year
- twice a year/day
- several times a year

We can also use 'every' + period of time:

- every morning
- every day
- every Tuesday
- every week
- every month

A day of the week with 's' at the end (for example 'on Tuesdays') means the same as 'every Tuesday':

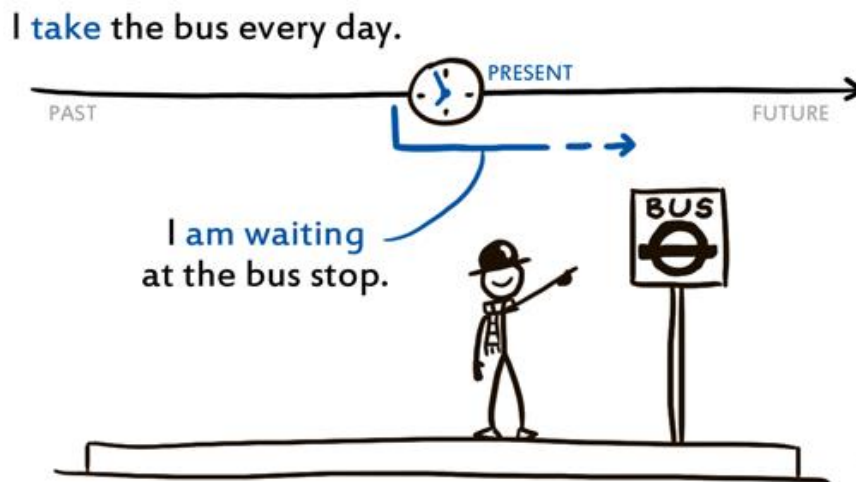
- I take a dance class on Wednesdays.
- I relax on Saturdays.



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▪ Present Continuous



📁 **Uses**

1. We use present continuous to talk about things that are happening now.

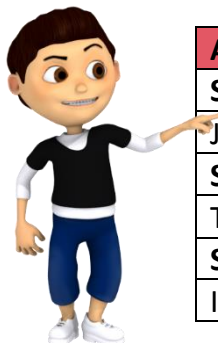
“At the moment, we are watching TV.”

“The girls are playing basketball now.”

“Right now, I am cleaning my bedroom.”



📁 **Forming Present Continuous**



Affirmative		
Subject (she/ he/ it)	+ is	+ verb (ing)
Jane is reading a novel		
Subject (They/ We/ You)	+ are	+ verb (ing)
The students are working on their projects.		
Subject (I)	+ am	+ verb (ing)
I am doing my homework.		

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Negative		
Subject (she/ he/ it)	+ is not (isn't)	+ verb (ing)
Jane isn't reading a novel.		
Subject (They/ We/ You)	+ are not (aren't)	+ verb (ing)
The students aren't working on their projects.		
Subject (I)	+ am not	+ verb (ing)
I am not doing my homework.		

Interrogative		
Is	+ Subject (she/ he/ it)	+ verb (ing)
Is Jane reading a novel?		
Are	+ Subject (they/ we/ you)	+ verb (ing)
Are the students working on their projects?		
Am	Subject (I)	+ verb (ing)
Am I doing my homework?		



Examples



- Mom isn't chopping the salad; she is serving it.
- Dad is reading the newspaper.
- The kids are fighting. They are not playing
- The cat isn't sleeping; it is eating.

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▪ Going to + verb (base form)

We use “Going to” to talk about intentions and future plan.

📁 Forming Sentences Using Going to

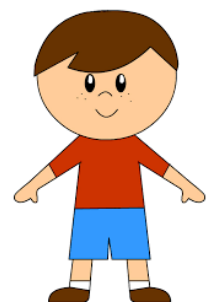
Affirmative		
Subject (she/ he/ it)	+ is + going to	+ verb (base form)
Jack is going to decorate his room tomorrow.		
Subject (They/ We/ You)	+ are + going to	+ verb (base form)
The students are going to submit their papers next week.		
Subject (I)	+ am + going to	+ verb (base form)
I am going to water the flowers this evening.		



Negative		
Subject (she/ he/ it)	+ isn't + going to	+ verb (base form)
Jack isn't going to decorate his room tomorrow.		
Subject (They/ We/ You)	+ aren't + going to	+ verb (base form)
The students aren't going to submit their papers next week.		
Subject (I)	+ am not + going to	+ verb (base form)
I am not going to water the flowers this evening.		



Interrogative			
Is	Subject (she/ he/ it)	+ going to	+ verb (base form)
Is Jack going to decorate his room tomorrow?			
Are	Subject (They/ We/ You)	+ going to	+ verb (base form)
Are the students going to submit their papers next week?			
Am	Subject (I)	+ going to	+ verb (base form)
Am I going to water the flowers this evening?			



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Comparative & Superlative

■ Comparative Adjectives

We use comparative adjectives to compare differences between two people, places or things.

Noun (subject) + verb + comparative adjective + *than* + noun (object).

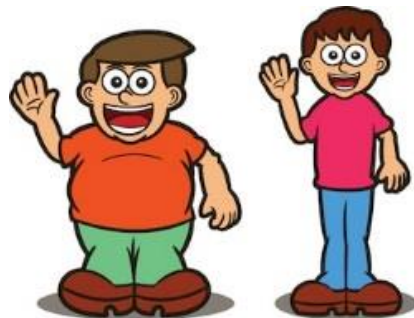
📌 One Syllable Adjectives

Adjective	Comparative
tall	taller
fat	fatter
big	bigger
sad	sadder

If the adjective ends with (consonant- vowel - consonant), we double the last consonant.



Sue is taller than Cathy.



Jack is fatter than James.

📌 Two or More Syllable Adjectives

Adjective	Comparative
happy	happier
important	more important
expensive	more expensive

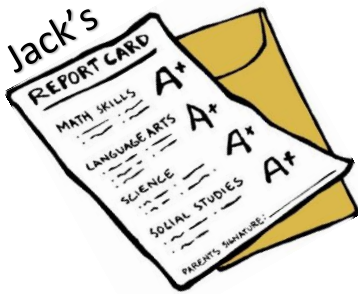


The orange care is more expensive than the blue car.

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👉 Irregular Adjectives

Adjective	Comparative
good	better than
bad	worse than
far	farther than



Jack's marks are better than Sam's.

▪ Superlative Adjectives

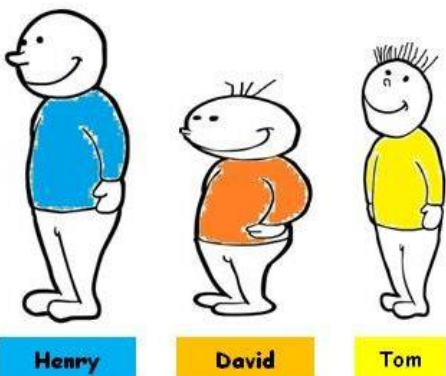
We use superlative adjectives to describe an object which is at the upper or lower limit of a quality. We use superlative adjectives in sentences where a subject is compared to a group of objects.

Noun (subject) + verb + the + superlative adjective + noun

👉 One Syllable Adjectives

Adjective	Superlative
tall	the tallest
fat	the fattest
big	the biggest
sad	the saddest

If the adjective ends with (consonant- vowel - consonant), we double the last consonant.



Henry is the tallest boy of all.



The bear is the biggest animal of all.

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📁 Two or More Syllable Adjectives

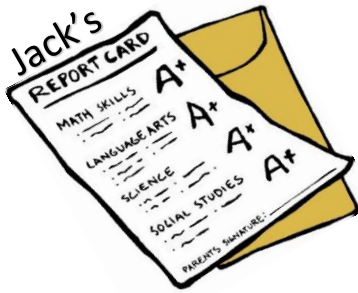
Adjective	Superlative
happy	the happiest
important	the most important
expensive	the most expensive



The orange car is the most expensive car of all.

📁 Irregular Adjectives

Adjective	Superlative
good	the best
bad	the worst
far	the farthest



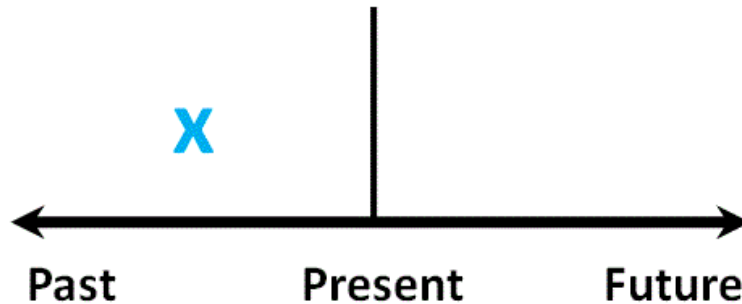
Jack's marks are the best of all marks.

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▪ Simple Past

We use the simple past tense to talk about a **completed action** in a time **before now**. The time of the action can be in the recent past or the distant past and action duration is not important.



📌 Forming Simple Past

Affirmative	
Subject + verb (simple past)	Sandy travelled to the UK. We read an amazing novel.
Negative	
Subject + did not + (infinitive without to)	Sandy didn't travel to the UK. We didn't read a novel.
Interrogative	
Did + Subject + (infinitive without to)	Did Sandy travel to the UK? Did you read a novel?

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Grammar Reference

📖 Irregular Past Tense Verbs



Base Form	Past Simple (V2)	Past Participle (V3)
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
burst	burst	burst
buy	bought	bought
can	could	... (been able)
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed



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feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant/leaned	leant/leaned
learn	learnt/learned	learnt/learned
leave	left	left
lent	lent	lent
lie (in bed)	lay	lain
lie (to not tell the truth)	lied	lied
light	lit/lighted	lit/lighted
lose	lost	lost
make	made	made
may	might	...
mean	meant	meant
meet	met	met
mow	mowed	mown/mowed
must	had to	...
overtake	overtook	overtaken
pay	paid	paid
put	put	put



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read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawn/sawed
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn/sewed
shake	shook	shaken
shall	should	...
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
sow	sowed	sown/sowed
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen/swelled



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swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
will	would	...
win	won	won
wind	wound	wound
write	wrote	written



yesterday - last week - last month - last year

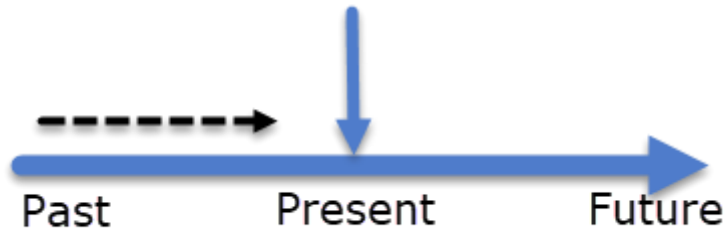
ago - once - once upon a time - in those days

one day - then - in (1980s / 1985)

in olden days - in ancient times - in early days

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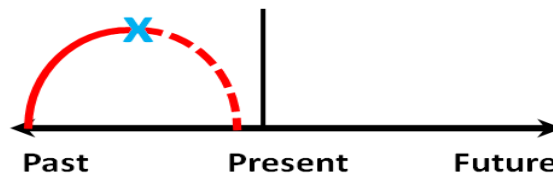
▪ Past Continuous



↳ Uses



1. We use present continuous to describe an action which was in progress in the past.
"Tom was reading a story at 7 pm last night."
2. We use past continuous to describe an unfinished action in the past which was interrupted by another action.
"While Tara **was making** a cake, the James came."
"The students **were writing** when the bell rang."



↳ Forming Past Continuous

Affirmative		
Subject (she/ he/ it/ I)	+ was	+ verb (ing)
The baby was drinking milk.		
Subject (They/ We/ You)	+ were	+ verb (ing)
The parents were attending the parents' meeting.		



Negative		
Subject (she/ he/ it/ I)	+ was not (wasn't)	+ verb (ing)
The baby wasn't drinking milk.		
Subject (They/ We/ You)	+ were not (weren't)	+ verb (ing)
The parents weren't attending the parents' meeting.		



Interrogative		
Was	+ Subject (she/ he/ it/ I)	+ verb (ing)
Was the baby drinking milk?		
Were	+ Subject (they/ we/ you)	+ verb (ing)
Were the parents attending the parents' meeting?		



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Grammar Reference

Examples

- Last night at 9 PM, the kids **were sleeping**.
- Mom **was cooking lunch** while dad **was chopping** the salad.
- What **was** Linda **doing** while we **were studying**?
- When it started to rain, the kids **were playing** soccer.
- I **was watching** a documentary when my friend called me.

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Quantitative Pronouns

A quantitative pronoun is a form of **indefinite** pronoun, which takes the place of a **noun** for an amount that is unknown or unnamed.

▪ **something/ nothing/ anything**

These pronouns are followed by a “singular verb”.

Examples

- There is **something** in the box.
- There is **nothing** to eat. Let’s order some pizza.
- Would you like **anything** to drink?



▪ **Some**

We use some with both countable and uncountable nouns.

We use some in affirmative statements, offers and invitations.

Examples

- There is **some** cereal in the cabinet.
- Rosa wants **some** sugar.
- There are **some** oranges on the shelf.
- The children need **some** apples to make an apple pie.
- Would you like **some** coffee?
- Do you want **some** cookies?

Notice that the countable nouns are in “plural forms” after some.



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▪ Infinitive of Purpose

to + verb (base form)

⇒ We use infinitive of purpose to say **why** people do something.

- Dad went to the shop **to buy** some things.
- Sue is studying hard **to pass** her exams.
- James is travelling to the Italy **to study** Italian.
- I am saving money **to buy** a laptop.



⇒ We use infinitive of purpose to say **why** people use something.

- Bring a bottle opener **to open** the cola bottle.
- Sue needed a knife **to cut** the cake.
- The student used a pencil **to answer** the question.
- The teacher uses a data show projector **to show** us pictures.



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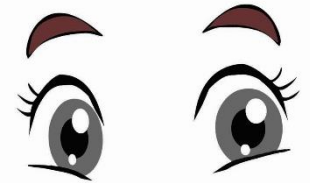
Sense Verbs

We use sense verbs to describe how people or things look, feel, sound, taste and smell.

▪ Look

⇒ We may use look to describe how people or things appear.

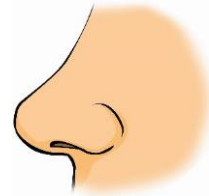
- The boys **looks like** his father.
- The flowers **look** pretty.
- Sam **looked** tired **yesterday**; was he ill?



▪ Smell

⇒ We may use “smell” to describe the smell of things.

- Your perfume **smells** nice.
- The cake **smelled** delicious.
- The roses **smelled** nice.



▪ Feel

⇒ We may use “feel” to describe people’s feelings. We may also use “feel” to describe the touch of things.

- The cat **feels** soft.
- The rock **feels** hard.
- I **feel** tired.



▪ Sound

⇒ We may use “sound” to describe things or ideas.

- Your idea sounds great.
- That ideas sounds difficult to apply.



▪ Taste

⇒ We may use “taste” to describe the taste of things.

- The lemon tastes sour
- The juice tasted sweet.



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Tag Questions

Question tags are the short questions that we put on the end of sentences – particularly in spoken English.

auxiliary verb + subject pronoun

📁 Positive... Negative

⇒ If the main part of the sentence is positive, the question tag is negative.

- He's a doctor, isn't he?
- She was happy, wasn't she?
- Sam speaks Spanish, doesn't he?
- You went to the gym, didn't you?
- Jane can play the piano, can't she?



⇒ If the main part of the sentence is negative, the question tag is positive.

- Sue isn't playing tennis, is she?
- Tom wasn't upset, was he?
- They don't like chocolate, do they?
- Tim didn't join the club, did he?
- Cathy can't speak Russian, can she?



- The question tag uses the same verb as the main part of the sentence. If this is an auxiliary verb 'be' then the question tag is made with the auxiliary verb.
- If the main part of the sentence doesn't have an auxiliary verb, the question tag uses an appropriate form of 'do'.
- If there is a modal verb in the main part of the sentence the question tag uses the same modal verb.