



The English Department

The Second Semester Grammar Booklet

Grade:Eight
Section:

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1. Nouns

1. Countable Nouns

Countable nouns are things we can **count**.

- They have **singular and plural forms**.
- We can use numbers and *a / an* with them.

Examples:

book → books, apple → apples, chair → chairs

Used with: *a, an, many, few, a few*

2. Uncountable Nouns

Uncountable nouns are things we **cannot count individually**.

- They do **not** have plural forms.
- We do **not** use *a / an* with them.

Examples:

water, rice, information, furniture

Used with: *much, little, a little, some*

We can count them using containers or units:

a glass of water, a piece of information

3. Collective Nouns

Collective nouns name a **group of people, animals, or things** acting as one unit.

Examples:

a team, a class, a family, a herd of cows, a flock of birds

They usually take a **singular verb**:

- The team **is** winning the match.

4. Abstract Nouns

Abstract nouns name **ideas, feelings, qualities, or states**.

- We cannot see or touch them.

Examples:

happiness, honesty, courage, freedom, love

5. Common Nouns

- Common nouns name **general people, places, things, or ideas**.
- They are **not capitalized** unless at the start of a sentence.

Examples:

- people → boy, teacher, doctor
- places → city, school, park
- things → book, car, table
- ideas → happiness, courage, freedom

Sentence Examples:

- The **teacher** is kind.
- I visited the **park** yesterday.

6. Proper Nouns

- Proper nouns name **specific people, places, or things**.
- They always **begin with a capital letter**.

Examples:

- People → Sarah, Mr. Ahmed, King Abdullah
- Places → Amman, London, Mount Everest
- Things → The Bible, Nike, Mona Lisa

Sentence Examples:

- **Sarah** went to **Amman** last week.

- **Mount Everest** is the highest mountain in the world.

3. Key Difference

Feature	Common Noun	Proper Noun
Names	General	Specific
Capitalized	No	Yes
Examples	city, girl, river	London, Sarah, Nile

Exercises

Exercise 1: Identify the Noun Type

Write **C** (countable), **U** (uncountable), **COL** (collective), **ABS** (abstract), **CMN** (common), or **PRP** (proper).

1. Paris
2. happiness
3. river
4. team
5. apple
6. Sarah
7. rice
8. family
9. teacher
10. Mona Lisa

Exercise 2. Choose the correct noun to complete the sentence.

1. ___ is the capital of Jordan.
 - a) city
 - b) Amman
 - c) town
2. I bought three ___ for my brother.
 - a) advice
 - b) books
 - c) furniture
3. The ___ is very fast today.
 - a) river
 - b) Nile
 - c) water
4. My ___ always helps me with homework.
 - a) teacher
 - b) Mr. Ahmed
 - c) class
5. We need ___ milk for the cake.
 - a) many
 - b) a little
 - c) some apples
6. The ___ of students is very excited.
 - a) team
 - b) John
 - c) happiness
7. ___ is very important for a good friendship.
 - a) honesty
 - b) Sarah
 - c) chair
8. I saw a ___ of birds in the garden.
 - a) flock
 - b) Mona Lisa
 - c) rice
9. ___ visited the museum yesterday.
 - a) boy
 - b) Sarah
 - c) furniture

10. There isn't ____ sugar left in the jar.

- a) many
- b) a little
- c) chairs

Exercise 3. Use a suitable noun from the box.

(advice – books – family – rice – honesty)

1. My _____ always eats dinner together.
2. He gave me good _____.
3. I bought three new _____.
4. We usually eat _____ for lunch.
5. _____ is an important quality.

Exercise 4: Choose the correct answer.

1. There is _____ sugar left in the jar.
 - a) many
 - b) a few
 - c) a little
2. The _____ is waiting for the teacher outside the classroom.
 - a) happiness
 - b) class
 - c) milk
3. She bought three new _____.
 - a) furniture
 - b) advice
 - c) books

4. _____ is important in every friendship.

- a) Honesty
- b) Chairs
- c) Teams

5. We need _____ information before we make a decision.

- a) many
- b) much
- c) a

6. A _____ of birds flew over the lake.

- a) herd
- b) flock
- c) group

7. He gave me a piece of good _____.

- a) suggestion
- b) advice
- c) idea

8. The _____ is playing very well today.

- a) players
- b) teams
- c) team

9. I don't have _____ time to finish the work.

- a) many
- b) a few
- c) much

10. She felt great _____ when she won the prize.

- a) joy
- b) table
- c) class

11. We bought two _____ of bread from the bakery.

- a) loaves
- b) breads
- c) pieces

12. The children showed a lot of _____.

- a) courage
- b) chairs
- c) bags

13. How _____ apples are there in the basket?

- a) much
- b) many
- c) little

14. The _____ of students is very large this year.

- a) group
- b) information
- c) happiness

15. There isn't _____ milk left for breakfast.

- a) many
- b) a little
- c) much

2. Linking Words

Linking words are words that join parts of sentences and they have functions:

1. Addition

and – also – too – moreover

Examples:

- She is smart **and** hardworking.
- He also plays football.
- I like English, and I like science **too**.
- It was raining; **moreover**, it was cold.

2. Contrast

but – however – although – though

Examples:

- I wanted to go out, **but** it was raining.
- It was difficult; **however**, we finished it.
- **Although** he was tired, he kept studying.
- He is young; **though**, he is very responsible.

3. Reason / Cause

because – since – as

Examples:

- She stayed at home **because** she was ill.
- **Since** it was late, we left early.
- **As** it was raining, the match was cancelled.

4. Result / Effect

so – therefore – as a result

Examples:

- It was very hot, **so** we stayed inside.
- He didn't study; **therefore**, he failed the test.
- She missed the bus; **as a result**, she was late.

5. Time / Sequence

when – while – before – after – then – finally

Examples:

- Call me **when** you arrive.
- She was reading **while** he was cooking.
- Wash your hands **before** you eat.
- We had dinner, and **then** we watched TV.
- **Finally**, they reached the top of the mountain.

6. Example / Clarification

for example – such as

Examples:

- I like sports, **for example**, football and basketball.
- He enjoys outdoor activities **such as** hiking and camping.

Exercises

Exercise 1: Choose the Correct Linking Word

1. I was tired, _____ I finished my homework.
(but / because)
2. We stayed at home _____ it was raining.
(so / because)
3. She studied hard; _____, she got high marks.
(however / therefore)
4. _____ he was ill, he went to school.
(Although / Because)
5. Finish your homework _____ you go out.
(before / while)

Exercise 2: Complete the Sentences

Use: **and – but – because – so – although**

1. He is young _____ very responsible.
2. I didn't go to school _____ I was sick.
3. It was cold, _____ we wore jackets.
4. She tried hard, _____ she didn't succeed.
5. _____ it was late, we continued studying.

Exercise 3: Join the Sentences Using a Linking Word

1. I was hungry. I made a sandwich. (**because**)
→ _____
2. She was tired. She finished her work. (**although**)
→ _____
3. He didn't study. He failed the exam. (**so**)
→ _____
4. It was raining. We stayed at home. (**so**)
→ _____

5. He didn't understand the lesson. He asked the teacher. (**because**)

→ _____

6. I finished my homework. I went out to play. (**after**)

→ _____

7. The bus was late. She arrived late at school. (**as a result**)

→ _____

8. He studies hard. He gets high marks. (**so**)

→ _____

9. She was ill. She went to school. (**although**)

→ _____

10. You must hurry. You will miss the bus. (**or**)

→ _____

11. We can go to the park. It stops raining. (**if**)

→ _____

12. He washed his hands. He ate his lunch. (**before**)

→ _____

3.The Past Perfect Simple

The past perfect simple tense is used to indicate that one action occurred before another action in the past. It shows which of the two past actions happened first.

Structure

Affirmative: Subject + had + past participle

Example: She had finished her homework before dinner.

Negative: Subject + had not (hadn't) + past participle

Example: They hadn't left when the storm started.

Interrogative: Had + subject + past participle?

Example: Had you ever visited Italy before last year?

Usage

1. To show the sequence of events: Example: By the time we arrived, the train had already left.

2. To describe experiences or states in the past before another point in time: Example: She felt nervous because she had never spoken in public before.

3. To provide reasons or causes for past actions: Example: He was tired because he had worked all day.

Time Indicators

The past perfect often works with time expressions or words that clarify the order of events:

Before: She had left before he arrived.

By the time: By the time we got there, they had already gone.

After: After she had eaten, she went to bed.

Already: They had already seen the movie.

Never: I had never been so embarrassed before.

Just: He had just finished his assignment when the teacher arrived.

Exercises

1. Fill in the blanks with the correct past perfect form.

1. When we got to the cinema, the film _____ (already/start).
2. She _____ (never/see) such a beautiful sunset before that evening.
3. They _____ (not/finish) their homework when their friends came over.
4. By the time the police arrived, the thief _____ (escape).
5. After I _____ (complete) the project, I went out to celebrate.

2. Rewrite the sentences using the past perfect tense. You can use the indicators.

1. ate dinner, and then I went to bed.

2. She finished the report before the deadline.

3. The team scored a goal, and then the referee blew the whistle.

4. We left the house, and five minutes later, it started raining.

5. He studied French, so he could easily read the document.

3. Choose the correct option.

1. When I arrived at the party, John _____ (had already left / already left).
2. She _____ (had never been / never was) to Paris before last year.
3. They _____ (had just finished / just finished) their work when the boss called.
4. By 8 PM, the children _____ (had gone / went) to bed.
5. I _____ (didn't realize / hadn't realized) how difficult the task was until I started.

4. Identify and correct the mistakes in these sentences.

6. By the time the show started, we had eat our snacks.
7. She left after she had given the instructions to her team. (Correct)
8. They didn't arrived until the guests had already left.
9. I had already finish my homework before my mom got home.
10. Had you saw him before the meeting yesterday?

4. Adjectives and Adverbs

1. Adjectives

An adjective is a word that **describes a noun or pronoun**.

- It tells us **what kind, which one, or how many**.

Examples:

- The **happy** boy is playing.
- She has a **red** car.
- There are **three** cats on the roof.

Forms of Adjectives

1. **Positive Form** – describes one thing.

- happy, tall, beautiful, small
- *Example:* The dog is **small**.

2. **Comparative Form** – compares **two things**.

- Usually add **-er** or use **more** before longer adjectives.
- *Examples:*
 - small → smaller → My house is **smaller** than yours.
 - beautiful → more beautiful → This painting is **more beautiful** than that one.

3. **Superlative Form** – compares **three or more things**.

- Usually add **-est** or use **most** before longer adjectives.
- *Examples:*
 - small → smallest → This is the **smallest** box.
 - beautiful → most beautiful → She is the **most beautiful** girl in the class.

Note:

- One-syllable adjectives → add **-er/-est** (fast → faster → fastest)
- Two-syllable adjectives ending in **y** → change **y** → **i + er/est** (happy → happier → happiest)
- Longer adjectives (3+ syllables) → use **more / most**

Comparison Table Examples

Positive	Comparative	Superlative
tall	taller	tallest
happy	happier	happiest
beautiful	more beautiful	most beautiful
interesting	more interesting	most interesting

2. Adverbs

An adverb is a word that **describes a verb, an adjective, or another adverb.**

- It tells **how, when, where, how often, or to what degree.**

Examples:

- She runs **fast.** (how)
- I will come **tomorrow.** (when)
- He lives **nearby.** (where)
- They often go to the park. (how often)

Forms of Adverbs

1. Many adverbs are formed by adding **-ly** to adjectives:
 - quick → quickly
 - happy → happily
 - careful → carefully
2. Some adverbs have irregular forms:
 - good → well
 - fast → fast
 - hard → hard

Exercises

Exercise 1: Identify Adjectives and Adverbs

Underline the **adjective** and draw **two lines** under the **adverb**.

1. The beautiful girl sings loudly.
2. He solved the difficult problem quickly.
3. She is happy and walks slowly.
4. The tall boy ran fast.
5. They finished the work carefully.

Exercise 2: Write the **comparative** and **superlative** form of each adjective.

1. small → _____ → _____
2. happy → _____ → _____
3. beautiful → _____ → _____
4. fast → _____ → _____
5. interesting → _____ → _____

Exercise 3: Use the correct form of the adjective or adverb.

1. She sings (beautiful) _____ than her sister.
2. This is the (happy) _____ day of my life.
3. He works (careful) _____ than anyone in the office.
4. Today is (cold) _____ than yesterday.
5. She finished the homework (quick) _____.

Exercise 4: Choose the correct answer.

1. She answered the question (A) confident / (B) confidently / (C) more confident.
2. This exercise is (A) easier / (B) easily / (C) easiest than the previous one.
3. The students listened (A) careful / (B) carefully / (C) more careful to the teacher.
4. He runs (A) fast / (B) faster / (C) fastest than his brother.
5. The teacher spoke (A) clear / (B) clearly / (C) clearer during the lesson.
6. This is the (A) most interesting / (B) more interesting / (C) interestingly book in the series.
7. She finished her homework (A) quick / (B) quickly / (C) quicker than her sister.
8. Of all the players, he played (A) well / (B) better / (C) best in the match.
9. The instructions were (A) simple / (B) simply / (C) simpler to follow this time.
10. The students worked (A) hard / (B) harder / (C) hardest before the exam.

5. Modal Verbs

Modal verbs are auxiliary verbs used to express a variety of meanings such as ability, advice, possibility, and permission. They are followed by the base form of the verb (without "to") and do not change form with different subjects.

Modal Verbs for Ability

A. Present Ability: Use can.

Example: She can speak three languages.

Past Ability: Use could.

Example: He could run fast when he was younger.

Lack of Ability: Use cannot/can't or could not/couldn't.

Example: I can't swim. / She couldn't solve the problem.

Modal Verbs for Advice

Should/Ought to: Used to give advice or suggest something as the right thing to do.

Example: You should exercise more. / You ought to drink more water.

Had better: Stronger advice or warning (implies negative consequences if not followed).

Example: You had better leave now, or you'll miss the train.

Modal Verbs for Possibility

May/Might/Could: Indicate something is possible in the present or future.

Example: It might rain later. / She could be at the library.

Can: Express general or theoretical possibility.

Example: Fires can start if you're careless.

Can't/Couldn't: Indicate impossibility.

Example: That can't be true! / He couldn't have finished so quickly.

Modal Verbs for Permission

Can: For informal permission.

Example: You can borrow my book.

May: For formal permission.

Example: May I leave early today?

Could: Polite way of asking for permission.

Example: Could I use your phone, please? Cannot/May not: To deny permission.

Example: You may not enter the room without a key.

Modal verbs for obligation

must, have to,

Examples:

Must (strong obligation):

"You must wear a seatbelt while driving."

(Explanation: It is required by law or rules.)

Have to (necessity), don't have to (lack of necessity)

"I have to submit the report by tomorrow."

Modals for prohibition

Modal verbs for prohibition show that something is not allowed.

Modal Verbs: must not, cannot, may not.

Examples:

Must not (strict prohibition):

"You must not smoke in this area."

(Explanation: It is forbidden or against the rules.)

Cannot (impossibility or prohibition):

"You cannot park here without a permit."

(Explanation: It is not allowed or possible.)

May not (formal prohibition):

"You may not use your phone during the exam."

(Explanation: Formally states what is not permitted.)

Exercises

Exercise 1. Choose the correct modal verb.

1. She (can / must / should) swim very well, even in deep water.
2. Students (must / might / could) wear their school uniform every day.
3. You (should / must / can) see a doctor if you feel very tired.
4. It (may / must / should) rain later this afternoon.

5. We (can / have to / might) finish the project by tomorrow because it is required.
6. (Can / Must / Should) I borrow your pen for a moment?
7. He (can / should / must) speak three languages fluently.
8. You (mustn't / shouldn't / mightn't) talk during the exam.
9. There (could / must / should) be a mistake in the timetable.
10. You (should / can / must) eat more vegetables to stay healthy.

Exercise 2: Match the Modal to Its Function

Match each sentence with its function.

- A. Ability
- B. Obligation
- C. Necessity
- D. Possibility
- E. Advice
- F. Permission

1. You should study harder for the test. _____
2. Can I leave early today? _____
3. Students must arrive on time. _____
4. She can solve this problem easily. _____
5. It might snow tonight. _____
6. We have to finish our homework before dinner. _____

Exercise 3: Complete the Sentences: Use can, must, have to, should, may, might.

1. You _____ wear a seatbelt when you are in a car.
2. She _____ speak English and French fluently.
3. It _____ be very hot tomorrow, so take water with you.
4. You _____ ask the teacher if you don't understand the lesson.
5. Students _____ bring their books to class every day.
6. _____ I use your phone, please?

Exercise 4: Rewrite the Sentences Using a Modal

1. It is necessary for students to wear uniforms.

Students _____.

2. It is possible that he is late.

He _____.

3. I advise you to study earlier.

You _____.

4. She knows how to drive very well.

She _____.

5. Is it allowed for me to open the window?

_____?

6. It's against the rules to smoke in hospitals.

People _____

7. You are not allowed to enter this area.

You _____

8. It is required by the school rules to wear a uniform.

Students _____

Exercise 5. Underline the modal verb and write its function

1. She can play the piano beautifully. _____

2. It might rain later, so take an umbrella. _____

3. You must wear a helmet while riding a bike. _____

4. You must not enter this area without permission. _____

5. You may borrow my book if you promise to return it. _____

6. You should study for your exams to do well. _____

7. Could you help me with this task? _____

8. You don't have to come if you're busy. _____

9. May I use your phone? _____

10. He could swim when he was younger. _____

6. The Reported Speech: Statements

Reported speech is used to report what someone else has said without quoting their exact words. It often involves changes in the verb tense, pronouns, and time expressions.

Rules for Forming Reported Speech: Statements

Change of Tense

If the reporting verb (e.g., said, told) is in the past tense, the verb in the reported speech usually shifts one step back in time.

Example:

Direct: "I am happy."

Reported: She said (that) she was happy.

Direct Speech (Original Tense) Reported Speech (Shifted Tense)

Present Simple (I work) Past Simple (she worked)

Present Continuous (I am working) Past Continuous (she was working)

Present Perfect (I have worked) Past Perfect (she had worked)

Past Simple (I worked) Past Perfect (she had worked)

Past Continuous (I was working) Past Perfect Continuous (she had been working)

Will (I will work) Would (she would work)

Can (I can work) Could (she could work)

May (I may work) Might (she might work)

Pronoun Changes

Pronouns must change to match the perspective of the speaker and listener.

Example:

Direct: "I love my job."

Reported: He said (that) he loved his job.

Time and Place Changes

Time and place expressions are adjusted to fit the context of the reporting.

Direct Speech	Reported Speech
Today	That day
Tomorrow	The next day/the day after
Yesterday	The day before
Now	Then
This	That
Here	There

Exceptions

If the reporting verb is in the present or future tense (says, will say), the verb tense in the reported speech does not change.

Example:

She says, "I am happy." → She says she is happy.

Universal truths or facts remain in the present tense.

Example:

"The earth orbits the sun," he said. → He said the earth orbits the sun.

Exercises

1. Change the sentences into reported speech.

1. "I am learning Spanish," he said.

2. "She will call you tomorrow," they said.

3. "We went to the park yesterday," he said.

4. "I have already finished my homework," she said.

5. "I can't attend the meeting today," he said.

6. "We will see you tomorrow," our friends said.

7. "I'm watching TV now," Sarah said.

8. "Tom visited me yesterday," she said.

9. "This is my favorite book," John said.

10. "I'll finish the report by next week," Janet said.

2. Choose the correct reported version.

1. "I love this movie," she said.

2. "We are having dinner now," they said.

a) They said they were having dinner then. b) They said they were having dinner now.

3."I will travel to Paris next week," Thomas said.

a) He said he would travel to Paris next week.

b) He said he would travel to Paris the following week.

4. "I have lost my keys," Maria said.

5. "You can stay here," he said.

4. Correct the mistakes in these reported speech sentences.

1. He said that he will call me tomorrow. _____

2. She told me she has seen that movie. _____

3. They said they are leaving now. _____

4. He said that he was work late yesterday. _____

5. She told me she can help me next week. _____

5. Fill in the blanks with the correct reported speech forms.

1. "I need some help," she said. → She said she _____ some help.

2. "We are going to the party," they said. → They said they _____ to the party.

3. "I didn't understand the lesson," he said. → He said he _____ the lesson.

4. "This place is beautiful," she said. → She said that _____ place was beautiful.

5. "You must finish your work," he said. → He said I _____ finish my work.

Education is the passport to the future, for tomorrow belongs to those who prepare for it today