

English Grammar Intensive Workbook



تم تحميل هذا الملف من موقع المناهج الإماراتية

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المزيد من مادة
لغة انجليزية:

التواصل الاجتماعي بحسب الصف الخامس



الرياضيات



اللغة الانجليزية



اللغة العربية



التربية الاسلامية



المواد على تلغرام

صفحة المناهج
الإماراتية على
فيسبوك

المزيد من الملفات بحسب الصف الخامس والمادة لغة انجليزية في الفصل الثالث

Unit 9: Staying Healthy - Student Review and Activity Booklet

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مراجعة نهائية مرفقة بالحل

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مراجعة نهائية بدون حل

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شرح وتدريبات على الهيكل

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الدليل الإرشادي

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ENGLISH GRAMMAR

INTENSIVE WORKBOOK

Focus on Term 3 Curriculum Core Structural Rules



STUDENT NAME:

CLASS / SECTION:

TEACHER:

Page 2: Present Simple - The Verbs 'Have' & 'Has'

Core Structural Rule: Possession & Illnesses

Use **have** with plural pronouns and base roots: **I / You / We / They**.

Use **has** with singular third-person pronouns: **He / She / It**.

Activity 1: Circle the Correct Alternative

Choose the correct form of the verb to complete each clinical description sentence.

- 1 The small boy ☐ have ☐ has a high fever and a rash.
- 2 I ☐ have ☐ has a painful sore stomach from yesterday.
- 3 They ☐ have ☐ has bad colds and cannot run outside today.
- 4 My school teacher ☐ have ☐ has a bad headache this morning.
- 5 We ☐ have ☐ has some medicine inside our school bags.
- 6 The patient ☐ have ☐ has an appointment with Dr. Lana now.

Activity 2: Find and Correct the Mistakes

Each sentence contains one incorrect verb. Write the corrected sentence down on the lines below.

1. She have a cough and a sore throat.

.....

2. You has a red rash on your left arm.

.....

3. The doctor have a new diagnostic test.

.....

Page 3: Present Simple - The Verbs 'Feel' & 'Feels'

Core Structural Rule: Describing Health States

We use **feel** / **feels** followed directly by an adjective to state an ongoing status.

- **I / You / We / They** → **feel** (tired / sick / fine / better)
- **He / She / It** → **feels** (hot / cold / tired / ill)

Activity 1: Gap-Fill Exercise

Fill in each blank line with either **feel** or **feels** based on the grammatical subject.

1. The young patient _____ very cold under the large blanket.
2. Do you _____ better after drinking your warm vegetable soup?
3. Rashid _____ tired because he did not sleep early last night.
4. We _____ sick when we eat too many sweet chocolate cakes.
5. Maryam _____ fine today and she can return to school.
6. The active kids _____ strong after eating fresh green peas.

Activity 2: Sentence Unscramble Puzzle

Rearrange the words to make perfect grammatical sentences. Add capital letters and periods.

1. hot / because / she / feels / has / a / fever / she

.....

2. always / feel / healthy / after / fruits / eating / I

.....

3. brother / sick / my / feels / stomach / his / due / to

.....

Page 4: Present Modals - Expressing Ability

Core Structural Rule: Modal Verbs 'Can' & 'Can't'

Modal verbs do not change form with different subjects. Always follow with a base verb.

- Positive Ability: **Subject + can + base verb** (e.g., *He can jump high.*)
- Negative Ability: **Subject + can't + base verb** (e.g., *She can't run fast.*)

Activity 1: Ability Table Integration

Look at the skill tracking data matrix table below. Write structural sentences using **can** or **can't**.

Student Candidate	Run Fast (100m)	Jump High (1.5m)	Touch Toes (Flex)
Zayed	✓ Yes	✗ No	✓ Yes
Fatima	✗ No	✓ Yes	✓ Yes

1. Zayed (run fast) : _____
2. Zayed (jump high) : _____
3. Fatima (run fast) : _____
4. Fatima (jump high) : _____
5. Both students (touch toes) : _____

Activity 2: Syntactic Completion

Fill in the blanks using a logical choice of **can** or **can't** based on situational context clues.

1. He has a broken arm, so he _____ use the office computer today.
2. The sky is very clear. The pilot _____ see the school runway below.
3. You are very strong! You _____ lift this huge bag of grains easily.

Page 5: Structural Mechanics & Punctuation

Core Structural Rule: Punctuation Rules

- **Capital Letters:** First letter of a sentence, proper names (*Ali*), and the pronoun *I*.
- **Full Stops (.):** Put at the absolute end of a statement sentence.
- **Question Marks (?):** Put at the end of an asking question sentence.
- **Commas (,):** Separate lists of three or more items.

Activity 1: Error Correction Challenge

The sentences below have zero punctuation. Rewrite them perfectly using the punctuation rules rubric.

1. can you jump high and touch that yellow pineapple

2. ali and fatima have apples carrots peas and fish inside the pot

3. i feel tired because i have a headache a cough and a fever

4. what is the matter with your sore stomach doctor

Activity 2: Missing Apostrophe Placement

Add the missing apostrophes to the contracted negative modal verbs in the expressions below.

1. He **cant** drive a car.

3. They **cant** find the medicine.

2. She **couldnt** speak yesterday.

4. We **couldnt** walk as babies.

Page 6: Past Modals - Ability in the Past

Core Structural Rule: Past Ability via 'Could' & 'Couldn't'

To express an ability or inability that happened in the past time (e.g., *yesterday, last year, when I was young*), we must use the past modal forms **could** or **couldn't** instead of **can/can't**.

Activity 1: Time Shift - Present to Past

Rewrite each active sentence from the present time context into the past time context.

Example: I can't ride a bicycle. (Last year) → *Last year, I couldn't ride a bicycle.*

1. He can speak English fluently. (When he was five)

.....

2. She can't write short paragraphs. (Two years ago)

.....

3. The doctor can execute the clinical blood test. (Yesterday)

.....

Activity 2: Contrastive Context Selection

Fill in the missing gaps with a logical choice of **can**, **can't**, **could**, or **couldn't**.

When my grandfather was twenty years old, he was very strong. He _____ run fast and jump over high fences. Today, he is eighty years old. He is old and fragile. He _____ run fast anymore, but he _____ still walk comfortably. Yesterday, he felt very ill and had a cold, so he _____ leave his room.

Page 7: Verb Forms - Gerunds acting as Subjects

Core Structural Rule: Gerunds (Verb + -ing)

A gerund is a verb form that ends in **-ing** and functions structurally as a noun. When placed at the very start of a sentence, it acts as the singular subject.

Activity 1: Gerund Form Transformation Rule

Convert the active base verbs in the column list into functional gerunds by adding the **-ing** suffix.

Base Infinitive Verb	Functional Noun Gerund Form (-ing)
1. cook (meals)	cooking
2. share (food)	_____
3. take (medicine)	_____
4. wash (hands)	_____
5. run (fast)	_____
6. look (at visual diagrams)	_____

Activity 2: Complete the Health Maxims

Use the transformed gerund nouns from the table above to complete the sentences below.

- _____ your dirty hands with clean soap stops the spread of bad bacteria.
- _____ fresh vegetable items is a valuable lifecycle skill.
- _____ a regular medical test ensures you stay totally aware of health.
- _____ a delicious shared meal brings happy families together.
- _____ in the park is an excellent structural health exercise.

Page 8: Verb Forms - Gerunds after Preference Verbs

Core Structural Rule: Object Positions for Gerunds

We always place a gerund (Verb + -ing) after specific verbs of liking, disliking, or preference, such as: **like / enjoy / hate / practice / stop / look forward to**.

Activity 1: Construct Sentences from Segments

Combine the word fragments into full grammatical rows. Ensure the second verb transforms into a gerund.

1. the patient / dislike / have / an eye test

2. my little sister / enjoy / eat / red apples

3. you / must / stop / eat / sweet unhealthy candy snacks

4. the professional doctor / practice / examine / patients

Activity 2: Text Verification and Correction

Read the paragraph. Find three verbs that should be gerunds. Cross them out and write corrections above them.

I like live a healthy lifestyle. Every morning, I practice run in the school field for fifteen minutes. My mother enjoys cook organic food items in a massive black pot. We love share delicious food groups with all our close neighbors.

Page 9: Dependent Prepositions & Indefinite Articles

Core Structural Rule: Preposition 'for' & Articles 'a' vs 'an'

- Use the preposition **for** when indicating a target benefit (e.g., *Good for your heart*).
- Use article **a** before a consonant sound (*a pepper, a doctor*).
- Use article **an** before a vowel sound: **a, e, i, o, u** (*an apple, an eye test*).

Activity 1: Article Insertion (A vs An)

Insert the correct indefinite article symbol into the empty slots before the food or clinical nouns.

- | | |
|-------------------------------|----------------------------------|
| 1. _____ green pea item | 5. _____ massive cooking pot |
| 2. _____ orange pumpkin | 6. _____ healthy daily snack |
| 3. _____ eye test evaluation | 7. _____ hearing checkup test |
| 4. _____ unexpected skin rash | 8. _____ agricultural farm onion |

Activity 2: Prepositional Structural Integration

Complete the clinical dietary statements by applying the preposition **for** and the correct article.

1. Eating _____ orange carrot every afternoon is beneficial _____ your sight.
2. Preparing _____ shared meal with pure fish oils is great _____ your heart.
3. Having _____ blood test done at the clinic is important _____ your peace of mind.
4. Choosing _____ yellow pineapple as a snack is fantastic _____ your body energy.

Page 10: Adverbs of Frequency Syntax & Review

Core Structural Rule: Positioning Adverbs of Frequency

Adverbs of frequency like **always** (100%), **sometimes** (50%), and **never** (0%) must be placed **before** standard action verbs, but **after** the auxiliary verb 'to be'.

Activity 1: Word Order Positioning Puzzles

Unscramble the syntax strings and arrange them to obey the exact structural rules listed above.

1. breakfast / always / eats / cereal / he / before / school

2. she / ill / feels / sometimes / after / running / fast

3. dirty / we / hands / have / never / in / class / our

4. always / helpful / are / medical / diagnostics / doctors / and

Activity 2: Final Grammar Assessment Scoreboard

Tick the checkbox blocks that represent perfectly written English sentences.

- A. She has an sore throat and feels very cold today.
- B. Washing your hands always is beneficial for stopping germs.
- C. When I was a small child, I couldn't drive a full-sized car.
- D. They don't like taking sour liquid medicine when they are sick.