

## دليل دراسة قواعد مع الحلول



### تم تحميل هذا الملف من موقع المناهج الإماراتية

موقع المناهج ← المناهج الإماراتية ← الصف الثامن ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2026-10-20 12:29:00

ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل  
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثامن



صفحة المناهج  
الإماراتية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الثامن والمادة لغة انجليزية في الفصل الأول

|                                                        |   |
|--------------------------------------------------------|---|
| اختبار وممارسات مفردات الوحدة الثانية                  | 1 |
| مواصفات اختبار نهاية الفصل وتدريب المفردات (غير محلول) | 2 |
| مواصفات اختبار نهاية الفصل وتدريب مفردات               | 3 |
| اختبار استماع حول استكشاف الفضاء مع نموذج الإجابة      | 4 |
| أوراق عمل مراجعة الوحدة الأولى الأنظمة البيئية         | 5 |

### تحميل تطبيق المناهج للهواتف الذكية

تطبيق المناهج على Play Google (أندرويد)

تطبيق المناهج على Store App (آبل)



# -English Grammar-

قواعد الصف الثامن (العام)

الفصل الأول للعام 2027

(مع الحلول)

**English: 08<sup>th</sup> Grade [General]  
1st Term**

**English Grammar**

by: Nologia



## شرح لدروس الفصل الأول كامل



شرح الدروس



للتواصل والحجز



انضم للقناة

## -Unit (01): The Ocean-

### 1. Modal Verbs

**Modal verbs** are helper verbs that change the meaning of the main verb.

- They are always followed by a base verb.

**Example:**

- You **have to clean** your room.

Modal verb + Main verb

- There are three different types of modal verbs:

#### 1. ⚠️ Modals of Obligation:

**(must, mustn't, have/has to)**

Used to express strict requirements, laws, orders or rules.

- **must / have to:** Positive obligations.

**Examples:**

- We **must** recycle our plastic bottles to prevent pollution.
- Rashida **has to** clean the beach as a punishment.

- **mustn't:** Expresses a total prohibition (something you are not allowed to do).

**Example:** - Visitors **mustn't** throw garbage into the sea.

#### 2. 💡 Modals of Suggestion:

**(should, shouldn't, could, couldn't)**

Used to give polite recommendations, advice or friendly help.

**Examples:**

- I think you **should** read more about marine life.
- We **could** volunteer for a beach cleanup this weekend.
- You **shouldn't** waste clean water when brushing your teeth.

### 3. 🧠 Modals of Speculation: (could, may, might)

Used to guess or express what is possible or what you think might be true based on clues.

- Examples:**
- That deep-sea fish **might** use its bright light to lure prey.
  - The glowing liquids **may** confuse predators.

### -Practice Exercises-

- Choose the best answer to complete each sentence:

1. We \_\_\_\_\_ take immediate action to clean up plastic garbage because ocean animals are dying every day!  
A) might                      B) may                      **C) have to**
2. You spend all your free time watching too much TV, so I think you \_\_\_\_\_ try to read more books.  
**A) should**                      B) might                      C) couldn't
3. Pandas are severely endangered animals in the wild, which means they \_\_\_\_\_ disappear completely if we don't protect them.  
A) should                      **B) could**                      C) must
4. I'm not entirely sure why zebras have stripes, but I think they \_\_\_\_\_ use them to hide from dangerous predators.  
A) have to                      B) should                      **C) might**
5. This is a strict environmental rule for the beach, so you \_\_\_\_\_ throw your plastic bottles into the water.  
A) should                      **B) mustn't**                      C) might not

6. This new water wheel machine is great for the environment, so the city \_\_\_\_\_ build another one in the harbor.  
A) shouldn't                      B) have to                      **C) should**
7. I can see a massive dark shadow moving under the water, so it \_\_\_\_\_ be a whale, but I am not completely sure.  
A) mustn't                      **B) could**                      C) has to
8. This coastal area is a protected natural reserve, which means you \_\_\_\_\_ catch any fish here.  
**A) mustn't**                      B) should                      C) couldn't
9. If your stomach hurts after eating that seafood restaurant dinner, I think you \_\_\_\_\_ see a doctor.  
A) might                      B) couldn't                      **C) should**
10. Tomorrow morning is a very big final exam, so you \_\_\_\_\_ study your textbook units tonight.  
A) might                      **B) must**                      C) couldn't

---

## 2. Syntax (SV, SVO & SVC)

**Syntax** refers to how words are ordered to build correct sentences.

### 1. SV:

(Subject + Verb)

The simplest sentence structure. It contains a **subject** doing an action, but the **verb** is **intransitive**, meaning it does not need an object to complete its meaning.

**Example:**

- **Plastic floats.**  
**Subject + Verb**

## 2. SVO:

(Subject + Verb + Object)

The **subject** does the action, the **verb** is the action, and the **object** receives the action.

Example:

- **Sharks eat fish.**

Subject + Verb + Object

## 3. SVC:

(Subject + Verb + Complement)

The **subject** is described by a **complement** (usually an adjective or a noun phrase) linked by a state-of-being or sensing **verb** like (am, is, are, feel, seem, smell, look, taste, become).

Examples:

- **Dolphins are amazing.**

Subject + Verb + Complement

- **Ocean water tastes bad.**

Subject + Verb + Complement

---

### -Practice Exercises-

- Choose the core syntax pattern of each sentence:

1. Many unusual fish seem alien:

A) SV

B) SVO

C) SVC

2. Dangerous sharks eat small fish in the deep ocean:

A) SV

B) SVO

C) SVC

3. The deep sea is very big and mysterious:

A) SV

B) SVO

C) SVC

4. The vampire squid glows:

**A) SV**

B) SVO

C) SVC

5. Nayef caught a very colorful pufferfish yesterday afternoon:

A) SV

**B) SVO**

C) SVC

---

### 3. Possessive Nouns

**Possessive markers** show ownership or belonging.

#### 1. Singular Nouns ('s):

**Add: an apostrophe (') + s.**

**Example:** - The tentacles of the jellyfish.



- The jellyfish's tentacles.

#### 2. Regular Plural Nouns (s'):

If the word already ends in an "s" because it is plural, simply **add an apostrophe after the s.**

**Example:** - The fishing boxes of my friends.



- My friends' fishing boxes.

#### 3. Singular Nouns Ending in "s":

You can write it either way, as both are grammatically acceptable!

**Example:** - The boat of Charles.



- Charles's boat.

- Charles' boat.

## **Please Be Aware: The Pronoun "Its"**

Do **not** use an apostrophe when showing ownership for a thing or an animal using the pronoun (its). Confusing "its" and "it's" is a **common error**.

✗ - "it's" is strictly a contraction for "it is" or "it has".

✓ - "its" indicates possession.

**Example:** - The pufferfish expands **its** body when threatened.

---

### **-Practice Exercises-**

- Choose the best answer to complete each sentence:

1. Last weekend, I went fishing with all my friends on my \_\_\_\_\_ large boat.  
A) **uncle's**                      B) uncles's                      C) uncles
2. Take a close look at that strange sea creature because \_\_\_\_\_ eyes are big and bright.  
A) it's                      B) its'                      C) **its**
3. Before my friends and I started fishing, I checked all my \_\_\_\_\_ boxes to find a brand-new lure.  
A) friends's                      B) **friends'**                      C) friend's
4. This backpack belongs to Sara, so we need to return it to \_\_\_\_\_ desk.  
A) Saras'                      B) **Sara's**                      C) Saras
5. These are the wooden desks of the students, so they are the \_\_\_\_\_ desks.  
A) **students'**                      B) student's                      C) students's
6. These are the science books that belong to James, so they are \_\_\_\_\_ books.  
A) James's                      B) James'                      C) **Both A and B**

7. We swam straight back to the shore because we didn't want a painful sting from the \_\_\_\_\_ tentacles.  
A) jellyfishes                      **B) jellyfish's**                      C) jellyfishs'
8. The great white shark uses \_\_\_\_\_ tall triangular dorsal fin to swim quickly through the waves.  
**A) its**                      B) it's                      C) its'
9. This belongs to the student named Faaris; it is \_\_\_\_\_ favorite pen.  
A) Faaris's                      B) Faaris'                      **C) Both A and B**
10. All of the local \_\_\_\_\_ boats left the harbor together early this morning to catch fish.  
**A) fishermen's**                      B) fishermens'                      C) fisherman's
- 

## -Unit (02): Space-

### 1. Compound Nouns

**A compound noun** is a single noun made by putting two words together.

- They are formed by two words where the first word acts as an **adjective** to give additional information about the main **noun**, which comes second.

**Example:**     - **Lunar** + **Landing** = **Lunar Landing**  
                    Adjective + Main Noun = Compound Noun

- The first word tells us what kind of thing it is, what its purpose is, or where it belongs.

**Examples:**     - **Launch pad:**  
                         A flat surface "pad" used specifically for launching rockets.

                    - **Air supply:**  
                         The amount of oxygen "supply" needed to breathe "air" inside a spacecraft.

                    - **Space capsule:**  
                         A small container "capsule" where astronauts live in space.

## ? How to Write Them?

Compound nouns can be written as:

**1- Two separate words:**

(space station, black hole, solar system).

**2- One joined word:**

(spacesuit, spaceship, starlight).

**3- With a hyphen:**

(light-year, free-fall).

---

### -Practice Exercises-

- Choose the best answer to complete each sentence:

1. Astronaut Mona is currently staying at the International Space \_\_\_\_\_ to conduct experiments.

A) station

B) engine

C) flight

2. Before a rocket takes off into the sky, it must sit securely on its launch \_\_\_\_\_.

A) suit

B) pad

C) plant

3. Astronauts must wear a heavy \_\_\_\_\_ to survive and breathe outside their spacecraft.

A) capsule

B) spacesuit

C) space rocket

4. The UAE Space \_\_\_\_\_ published an exciting story about growing vegetables in zero gravity.

A) conditions

B) newsletter

C) capsule

5. Sultan's school homework was to design a time \_\_\_\_\_ filled with photos of the UAE.

A) capsule

B) engine

C) planet

6. Scientists at NASA need to double-check the rocket \_\_\_\_\_ before the countdown begins.  
A) flight                      B) gravity                      **C) engine**
7. Because there is zero \_\_\_\_\_ inside the ISS, the crew floats freely in the air.  
A) flight                      **B) gravity**                      C) condition
8. To make sure the zucchini grew well, Mona carefully monitored the plant's growing \_\_\_\_\_.  
**A) conditions**                      B) clips                      C) discs
9. Astronauts traveling long distances can use artificial \_\_\_\_\_ to help their vegetable seeds grow without the sun.  
**A) light**                      B) gravity                      C) supply
10. The Voyager 1 spacecraft carried a special golden \_\_\_\_\_ containing greetings in 55 languages.  
A) landing                      **B) disc**                      C) mission
- 

## 2. The Second Conditional

We use **the Second Conditional** to talk about imaginary, unreal, or non-factual situations in the present or future.

- **The second conditional structure:**

**If-Clause + Main Clause**  
**If + Past Simple, would + Bare Infinitive Verb**

**Examples:**

- **If I went to space, I would take my camera.**

(Reality: I am not going to space right now).

- **If I had a rocket, I would go to Mars.**

(Reality: I do not have a rocket, so this is just an imaginary situation).

- The second conditional **negative** structure:

Use "**didn't**" in the **condition (if-clause)** and/or "**wouldn't**" in the **result (main clause)**.

**If-Clause (negative) + Main Clause**

If + Past Simple (negative), would + Bare Infinitive Verb

**Example:**

- If it **didn't** rain, the rocket would launch today.

(Reality: It is raining, so the rocket cannot launch).

**If-Clause + Main Clause (negative)**

If + Past Simple, wouldn't + Bare Infinitive Verb

**Example:**

- If I went to Mars, I **wouldn't** take a tennis racket.

(Reality: I am not going to Mars, but if I did, a tennis racket would be useless there due to gravity).

**If-Clause (negative) + Main Clause (negative)**

If + Past Simple (negative), wouldn't + Bare Infinitive Verb

**Example:**

- If they **didn't** have spacesuits, astronauts **wouldn't** survive in space.

(Reality: They do have spacesuits, so they can survive).

- Formal Rule for "**To Be**":

When using the verb "**to be**" in the **if-clause**, it is formally correct to use "**were**" for all subjects (If I **were**, If he **were**, If it **were**).

**Example:**

- If I **were** an astronaut, I would live on the ISS.

(Reality: I am a student, not an astronaut).

- **Contraction:**

In spoken or casual English, (**would**) easily becomes (**'d**).

**Example:**

- If it weren't so expensive, I'd buy a ticket to space.

## -Practice Exercises-

- Choose the best answer to complete each sentence:

1. If you \_\_\_\_\_ an astronaut, would you travel all the way to Mars?  
A) are                      **B) were**                      C) will be
2. If I made a space time capsule, I \_\_\_\_\_ photos of the Burj Khalifa inside it.  
**A) would put**                      B) will put                      C) put
3. Where would you go if you \_\_\_\_\_ a fast space rocket?  
A) have                      B) will have                      **C) had**
4. If NASA sent out more Voyagers, they \_\_\_\_\_ many years to travel past our solar system.  
A) take                      **B) would take**                      C) will take
5. I \_\_\_\_\_ very excited if I won a free trip to visit the International Space Station.  
**A) 'd be**                      B) will be                      C) am
6. If Abdulla had more time next year, he \_\_\_\_\_ another science fiction book.  
A) writes                      **B) would write**                      C) wrote
7. If the engine of the spaceship Explorer One Dubai \_\_\_\_\_, it wouldn't experience a crash landing.  
**A) didn't fail**                      B) doesn't fail                      C) wouldn't fail
8. Astronauts \_\_\_\_\_ survive on long space missions if they didn't know how to grow plants.  
A) won't                      B) didn't                      **C) wouldn't**

9. If you could choose one person, who \_\_\_\_\_ interview about space travel?

A) would you

B) did you

C) you will

10. It would be better to use a modern digital tablet if another time capsule \_\_\_\_\_ today.

A) is made

B) were made

C) will be made

## -Unit (03): Scientific Wonders-

### 1. The Passive Voice

We use **the passive voice** to focus on the action or the object receiving the action. It is useful when the **person** doing the action is **unknown** or **less important**.

- The passive voice sentence structure:

#### 1. Present Passive:

**Subject** + **is / are** + **Past Participle**

Examples: - **Oxygenated blood** **is sent** back to the heart.

- **Many dates** **are grown** in the UAE.

#### 2. Past Passive:

**Subject** + **was / were** + **Past Participle**

Examples: - **The Burj Khalifa** **was built** in five years.

- **We** **were told** to finish the science project.

- **Introducing the Agent:**

The word "**by**" introduces who or what performed the action.

- Examples:
- **Blood is carried by blood vessels.**
  - **The movement of blood was discovered by Ibn al-Nafis.**

---

**-Practice Exercises-**

- Choose the best answer to complete each sentence:

1. Arabic \_\_\_\_\_ by around 250 million people today.  
A) is spoken                      B) was spoken                      C) speaks
2. The true circulation of blood \_\_\_\_\_ by Ibn al-Nafis in the 13th century.  
A) is discovered                      B) was discovered                      C) discovered
3. Most of the Earth's surface \_\_\_\_\_ by water.  
A) covers                      B) is covered                      C) were covered
4. In the past, it \_\_\_\_\_ that William Harvey discovered blood circulation first.  
A) was believed                      B) is believed                      C) believed
5. In the deserts of Sharjah, rocks \_\_\_\_\_ slowly eroded by wind and sand.  
A) is                      B) were                      C) was
6. Yesterday, the students \_\_\_\_\_ to finish their science projects.  
A) were told                      B) are told                      C) told
7. Many helpful surgical tools \_\_\_\_\_ by the famous historical doctor Al Zahrawi.  
A) are invented                      B) were invented                      C) invented

We use **linking words** to connect ideas and guide the reader through an informative text.

are used to logically connect different ideas within a text by showing relationships like reasons, contrasts, or results.

**Example:** - We cannot swim to the bottom of the Marianas Trench ***because*** it is too deep.

**Example:** - Computers can match fingerprints. However, this doesn't always solve the crime.

**Example:** - Every person's fingerprints are different. Therefore, they help police identify criminals.

## 2. Sequential Linking Words & Phrases:

are used to organize information in a clear order by guiding the reader through steps, points, or a timeline.

**a. First of all / First:** Starts the very first point.

**Example:** - **First of all**, our oceans cover 71% of the Earth's surface and most are unexplored.

- **First**, there is the Atlantis of Japan at the bottom of the ocean.

**b. Secondly / Next / Thirdly:** Moves smoothly to the next details.

**Examples:** - **Secondly**, the heart pumps oxygenated blood out through the arteries.

- **Thirdly**, gravity force pulls down loose rocks from the top of mountains.

- Blood flows into the heart. **Next**, it goes to the lungs to get oxygen.

**c. Finally / In conclusion:** Ends the final paragraph or summary.

**Examples:** - **In conclusion**, it will take a very long time for scientists to explore all our oceans.

- Blood travels to the cells, flows through the veins, and **finally** returns to the heart to repeat the cycle.

- First, the plant seeds were watered. **Finally**, after three weeks, the potatoes started to grow.

## -Practice Exercises-

- Choose the best answer to complete each sentence:

1. The Grand Canyon formed \_\_\_\_\_ a river cut through rock over millions of years.  
A) because                      B) however                      C) therefore
2. Apartment buildings use fingerprint doors. \_\_\_\_\_, only the correct owners can enter.  
A) Because                      B) Finally                      C) Therefore
3. Computers can match a fingerprint. \_\_\_\_\_, this doesn't always solve the crime.  
A) Because                      B) However                      C) Therefore
4. We slept too late last night. \_\_\_\_\_, we were late for our early school trip.  
A) Because                      B) However                      C) Therefore
5. My car didn't start today \_\_\_\_\_ I forgot to fill it with gasoline.  
A) because                      B) however                      C) therefore
6. \_\_\_\_\_, I am going to discuss mysterious things in our deep oceans. (*second step*)  
A) First                      B) Next                      C) Thirdly
7. \_\_\_\_\_, the Marianas Trench is a massive underwater mystery. (*introduction*)  
A) First of all                      B) Second                      C) In conclusion
8. We cannot easily swim to the bottom of the trench \_\_\_\_\_ it is too deep.  
A) because                      B) however                      C) therefore
9. \_\_\_\_\_, fingerprints are highly valuable for police work today. (*final words*)  
A) Firstly                      B) Next                      C) In conclusion
10. I planned to watch a documentary. \_\_\_\_\_, my favorite movie came on television.  
A) Because                      B) However                      C) Therefore

## -Unit (04): Who am I?-

### 1. Complex Subjects & Head Nouns

Sometimes the subject of a sentence is **complex**, meaning it is made up of several words.

**Example:**

- **The most important part of my identity** is my family.  
(The complex subject is "The most important part of my identity").
- Within this multi-word subject, there is always one core word called **the head noun**:
  - **The most important part of my identity** is my family.  
("part" is the singular head noun).
- The **verb** in the sentence must always **agree with this head noun**.

**Examples:**

- **The central purpose of our teenage years is** to develop identity.  
(Head Noun: "purpose" [singular], so verb agreement: "is" [singular]).
- **The main benefits of joining a club are** making new friends.  
(Head Noun: "benefits" [plural], so verb agreement: "are" [plural]).

**Using "What" as a Subject:** When a clause starts with "What...", the word what itself serves as the **head noun**.

- Example:**
- **What is also important** is my group of friends.  
("What" acts as the head noun here).



## 2. Verbs of Preference

When we talk about actions and activities we like, dislike, or prefer, we follow the **preference verb's structure**:

**Preference Verb** + **Gerund**  
(verb + -ing)

- Preference verbs are:

a) **Positive:**

- a. **Like:** Used for general fondness.
- b. **Love:** Expresses a strong affection.
- c. **Enjoy:** Focuses on the pleasure gained from an action.
- d. **Prefer:** Used when choosing one thing over another.

b) **Negative:**

- a. **Dislike:** A polite way to show you do not care for something.
- b. **Hate:** Expresses a very strong intense dislike.

**Example:**

- I **prefer studying** in a group.

**Comparison:** To make a direct **comparison** between two activities we use the word "**than**".

**Preference Verb** + **Gerund** (Activity A) + **than** + **Gerund** (Activity B)

**Examples:**

- I **prefer going** on vacation **than staying** home during the holidays.

- I **enjoy going** to restaurants more **than eating** at home.

## -Practice Exercises-

- Choose the best answer to complete each sentence:

1. Omar prefers \_\_\_\_\_ soccer with his friends than watching it on television.  
A) play                      **B) playing**                      C) played
2. Ambitious adolescents usually enjoy \_\_\_\_\_ new things to build their skills.  
**A) learning**                      B) learn                      C) to learning
3. I prefer studying for a chemistry exam inside a quiet room \_\_\_\_\_ playing games.  
**A) than**                      B) for                      C) from
4. Saif likes \_\_\_\_\_ Indian movies whenever he has free time.  
A) watch                      **B) watching**                      C) watched
5. Do you prefer \_\_\_\_\_ in a large group or completing tasks entirely by yourself?  
A) work                      B) to working                      **C) working**
6. My classmates enjoy \_\_\_\_\_ calligraphy more than programming a new smartphone app.  
A) practice                      **B) practicing**                      C) practiced
7. Hessa prefers \_\_\_\_\_ a neat and organized schedule than rushing to class late.  
**A) making**                      B) make                      C) made
8. Many friendly teenagers like \_\_\_\_\_ new people at lively family parties.  
A) meet                      **B) meeting**                      C) meets
9. I prefer \_\_\_\_\_ outside during the cool winter than sitting indoors.  
A) relax                      B) relaxed                      **C) relaxing**
10. Theyab prefers \_\_\_\_\_ his father's computer than buying a brand-new machine.  
**A) fixing**                      B) fix                      C) fixed

### 3. Information, Advice & Summary Clauses

We utilize distinct language clauses depending on whether we want to **provide factual information**, **give personal advice** or **summarize**.

#### a) Clauses That Give Information:

These expressions introduce facts or remind the reader about a reality.

a. Remember that.

b. Don't forget that.

They are usually followed by a **clause (noun + verb)**.

**Example:**

- Remember that **real friends support** each other.

#### b) Clauses That Give Advice:

These words tell someone what is best to do.

a. need to.

b. should.

c. shouldn't.

They are usually followed by (**Bare Infinitive**).

**Example:**

- You need to **remember** to always be a good listener.

#### c) Clauses That Summarize:

These expressions highlight the most important summary points and conclusions.

a. In conclusion.

b. To sum up.

c. So.

They are usually followed by a **comma (,)** then a **complete sentence**.

**Example:**

- In conclusion, **regular exercise improves your heart's health.**

## -Practice Exercises-

- Choose the best answer to complete each sentence:

1. \_\_\_\_\_ friends don't say bad things about you when you are not there.  
A) You should                      **B) Remember that**                      C) To sum up
2. Salama looks very upset today; you \_\_\_\_\_ check on her and offer some help.  
**A) should**                      B) don't forget that                      C) in conclusion
3. \_\_\_\_\_, joining the Falconer Club is a fantastic opportunity to make friends.  
A) Remember that                      B) Should                      **C) To sum up**
4. You \_\_\_\_\_ copy your friend's homework answers because a loyal friend is honest.  
**A) shouldn't**                      B) don't forget that                      C) need to
5. \_\_\_\_\_ people don't like to be criticized when they try their best.  
A) You need to                      **B) Don't forget that**                      C) In conclusion
6. If you want to improve your basketball skills, you \_\_\_\_\_ practice repeatedly every day.  
**A) need to**                      B) remember that                      C) so
7. \_\_\_\_\_, developing an identity is a key process that takes a lot of time.  
A) Should                      **B) In conclusion**                      C) Don't forget that
8. You \_\_\_\_\_ hang up the phone on a best friend when they are in trouble.  
**A) shouldn't**                      B) don't forget that                      C) remember that
9. Salama is very jealous of Mahra; \_\_\_\_\_, their close friendship might be ruined.  
A) should                      B) remember that                      **C) so**
10. \_\_\_\_\_ everyone needs space to express their true feelings during adolescence.  
A) You need to                      **B) Remember that**                      C) To sum up

## 4. Adverbs as Modifiers

An **adverb modifier** gives extra context by scaling or describing another word in the sentence.

**Adverbs** can easily modify **three different parts** of speech:

**a) Adverb + Verb:**

Describes how an action is performed.

**Example:**

- Omar **ran quickly** up the stairs.

**b) Adverb + Adjective:**

Scales the intensity of a quality.

**Example:**

- The ocean is **incredibly deep**.

**c) Adverb + Adverb:**

Modifies another adverb to increase precision.

**Example:**

- She spoke **very clearly**.

| Some Adverbs<br>that modify <b>Verbs</b> | Some Adverbs that modify<br><b>Adjectives</b> or other <b>Adverbs</b> |
|------------------------------------------|-----------------------------------------------------------------------|
| Always                                   | Completely                                                            |
| Brightly                                 | Extremely                                                             |
| Clearly                                  | Incredibly                                                            |
| Early                                    | Quite                                                                 |
| Happily                                  | Very                                                                  |
| Quickly                                  |                                                                       |
| Regularly                                |                                                                       |
| Repeatedly                               |                                                                       |

## -Practice Exercises-

- Choose the best answer to complete each sentence:

1. The book club café is \_\_\_\_\_ busy with loud children on Thursday afternoons.  
A) quickly                      **B) quite**                      C) repeatedly
2. "Layla **happily** joined the new school sports club." the adverb modifies a(n):  
**A) Verb**                      B) Adjective                      C) Adverb
3. Mansoor plays basketball \_\_\_\_\_ to improve his technical skills.  
A) incredibly                      B) very                      **C) regularly**
4. Anoud handles leadership roles \_\_\_\_\_ well because she is very confident.  
**A) extremely**                      B) brightly                      C) happily
5. "a **completely** different personality quality." the adverb modifies a(n):  
A) Verb                      **B) Adjective**                      C) Adverb
6. A difficult team move must be practiced \_\_\_\_\_ if you want to win the match.  
A) quite                      **B) repeatedly**                      C) incredibly
7. The excited young girl began talking \_\_\_\_\_ because she loves visiting museums.  
**A) quickly**                      B) completely                      C) always
8. Mohammed and Bader studied \_\_\_\_\_ hard for their final chemistry test.  
A) beautifully                      **B) very**                      C) slowly
9. "The sun's rays burned **brightly** in the desert sky." the word **brightly** modifies a(n):  
**A) Verb**                      B) Adjective                      C) Adverb
10. Hamdan is \_\_\_\_\_ on time for his classes and never misses an important date.  
**A) always**                      B) deeply                      C) quickly

---

**Grammar can be tough, but you handled it like a pro.  
Great Work & Good Luck!**