

CBS

Colegio Bautista Shalom



English Course

Fourth Grade

Second Bimester

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WORD ORDER

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NOTE: As you progress in learning each of the topics developed you will find exercises to solve with the help of your teacher.

WH-QUESTIONS (QUESTION WORDS)

We use question words to ask certain types of questions.

We often refer to these words as *WH words* because they include the letters *WH* (for example *WHy*, *HoW*).



question word	function	example sentence
what	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
what...for	asking for a reason, asking why	What did you do that for?
when	asking about time	When did he leave?
where	asking in or at what place or position	Where do they live?
which	asking about choice	Which colour do you want?
who	asking what or which person or people (subject)	Who opened the door?
whom	asking what or which person or people (object)	Whom did you see?
whose	asking about ownership	Whose are these keys? Whose turn is it?
why	asking for reason, asking what...for	Why do you say that?
why don't	making a suggestion	Why don't I help you?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her?

ASKING QUESTIONS

1. If you ask about the subject of the sentence, simply add the question word at the beginning:

Example:

James writes good poems. — **Who** writes good poems?

2. About the predicate of the sentence (the part of a sentence which contains the verb and gives information about the subject), there are three options:
 - ✓ If there is a helping (auxiliary) verb that precedes the main verb (for example: can, is, are, was, were, will, would...), add the question word and invert the subject and the helping (auxiliary) verb.

Examples:

He can speak **Chinese**. — **What can he** speak?
They are leaving **tonight**. — **When are they** leaving?

- ✓ If you ask about the predicate and there is no helping (auxiliary) verb and the verb is "to be", simply add the question verb and invert the subject and the verb.

Example:

The play was **interesting**. — **How was the play**?

- ✓ If there is no helping (auxiliary) verb in the the predicate and the main verb is not "to be", add the auxiliary "do" in the appropriate form.

Examples:

They go to **the movies** every Saturday. — **Where do** they go every Saturday?
 He wakes up **early**. — **When does** he wake up?
 They sent **a letter**. — **What did** they send?

EXERCISE 01: choose the correct questions words.

- _____ do you live? - I live in London.
- _____ 's that girl? - She's my sister.
- _____ do you go to school? - By bus.
- _____ do banks open? - At eight O'clock.
- _____ are you wearing that coat? - Because it's hot!

EXERCISE 02: write question about the words

Example:

- He drank **juice**. What did he drink?
- They went to **Spain**. _____
- He writes **novels**. _____
- Lacy** likes soccer. _____
- He discovered **the truth**. _____

SHORT ANSWERS

Saying 'Yes, I do. / No, I don't' in English is more polite than just saying 'Yes. / No.' that's why short answers are very commonly used.

To form the short answer, you use the first word from the question. (This is either an auxiliary verb or a form of 'be'.)

Use the long form (he does) in affirmative answers (yes).

Use the short form (he doesn't) in negative answers (no).

Question	Affirmative	Negative
<i>Do we know him?</i>	Yes, we <i>do</i> .	No, we <i>don't</i> .
<i>Can she see me?</i>	Yes, she <i>can</i> .	No, she <i>can't</i> .
<i>Have they read the book?</i>	Yes, they <i>have</i> .	No, they <i>haven't</i> .
<i>Is he hungry?</i>	Yes, he <i>is</i> .	No, he <i>isn't</i> .

Mind: If 'you' is the subject of the question, 'you' must be replaced by 'I' or 'we'.

Question	Affirmative	Negative
Do you know him?	Yes, I / we <i>do</i> .	No, I / we <i>don't</i> .

If the question starts with 'are you', 'are' must sometimes be replaced by 'am'.

Question	Affirmative	Negative
Are you hungry?	Yes, I <i>am</i> .	No, I'm not.
But: →	Yes, we <i>are</i> .	No, we <i>aren't</i> .

EXERCISE 03 (Exercise on short answers): Complete the short answers with the correct form.

- Are you from Germany? Yes, _____ / No, _____.
- Are Peter and Sue your friends? Yes, _____ / No, _____.
- Has your sister got a car? Yes, _____ / No, _____.
- Do you speak English? Yes, _____ / No, _____.
- Can he play football? Yes, _____ / No, _____.
- Had they lived in London before they moved to Manchester?
Yes, _____ / No, _____.
- Is she going by bus? Yes, _____ / No, _____.
- Did you talk to him? Yes, _____ / No, _____.
- Have you been waiting for long? Yes, _____ / No, _____.
- Will she send us a mail? Yes, _____ / No, _____.

EXPRESSING ONGOING ACTIVITIES

This activity can be done individual or somebody else. They refer to what is going on at a time of observation guessing, talking and so on this is *Present Continuous Tense or Progressive Aspect*.

The verbs end with ...ing

- Martha and Consolata are sweeping the floor.
- It is looking at you.
- They are eating rice.
- You are playing nicely.

When you go to school in the morning there are a lot of activities going on, you will see:

- Some students sweeping the compound.
- Some students watering the flowers.
- Some students parading.
- Some teachers shouting to the students.
- Parents paying fees.

EXTRA VERBS

Flowering, watering, chasing, snoring, reading, shouting, waiting, glorying, drinking, ringing, banking, blowing, cutting, shrinking.

Note: present continuous tense *he* and *she* is *it*.

I am + verb _____ing

They and *we* are *you*.

Other examples of ongoing activities

1. I am teaching computers.
2. My mother is watering the garden.
3. She was cooking Ugali.
4. The sun is shining the whole day.
5. Are you travelling to Accra?
6. The bell will ring at 4:30 am.

MAKING AND RESPONDING TO SUGGESTIONS

Imagine that you haven't seen a good friend in a month. In a telephone call, your friend tells you she would like to get together for dinner but can't think of a restaurant to go to. So, you offer an idea.

Read to a short conversation:

I'd love to have dinner on Friday but I'm not sure where.

How about we go to Chez Philip?

Great idea! I haven't been there in over a year.

The phrase **How about** is one common way to make a friendly suggestion in English. To make a suggestion means to offer an idea or plan for someone to think about.

You probably already know a few ways to make suggestions in English, using words such as **could** or **should**.

HOW ABOUT...?

Let's start by talking a little more about the phrase *How about*.

When you ask a question using *How about*, you are asking someone if they agree with what you are suggesting.

There are two structures for using this phrase. The first is: **How about + subject + simple verb form**

Let's listen to the first example again:

How about we go to Chez Philip?

In this example, **the subject is we**, and **the verb is go**.

The second structure for using *How about* is: **How about + gerund**

Listen (to your teacher):

How about going to Chez Philip?

In this example, the subject is still *we*, although is not directly stated. Instead, the subject is implied. And, **going** is **the gerund form of the verb go**.

You can also use **How about + gerund** to make a suggestion for an action that does not involve you.

For example:

How about starting a group for English learners?

WHAT ABOUT...?

The phrase *What about* is very similar to *How about*.

You can replace the phrasing **How about + gerund** with **What about + gerund** to express the same meaning.

For example:

What about going to Chez Philip?

However, **What about + gerund** is less common in American English than in other types of English.

Something that English learners will notice is that native English speakers often leave out both the subject and verb when we use **What about** and **How about** to make suggestions.

Listen (to your teacher):

How about Chez Philip?

What about Chez Philip?

WHY DON'T...?

Why don't is very similar to *How about* and *What about*. The difference here is that we ask the question using the negative *don't*.

The structure is:

Why don't + subject + simple verb form

Let's hear our example again, but this time with *Why don't*:

Why don't we go to Chez Philip?

WHY NOT...?

Why not also uses the negative *not*. But this phrase is a little different from the other phrases. It is usually used to make more general suggestions. Advertisers often use *Why not* for selling products or services.

The structure is *Why not + simple verb form*

Listen (to your teacher):

Why not treat yourself to a Caribbean holiday?

In this example, **the subject is you**, but it is not directly stated. And, **the verb is treat**.

SHALL...?

Using *Shall* is another way to make a suggestion. However, it sounds a lot more **formal** and is more common in British English than American English.

The structure is: **shall + subject + simple verb form**

For example:

Shall we go to Chez Philip?

One thing to note when using *Shall* to make suggestions: **it is only used with the subjects I and we**. We would not say, *Shall you* to offer an idea.

LET'S ...

Sometimes, suggestions are expressed in statements instead of questions, such as with the phrase *Let's*.

Let's is a **contraction** for the words *let us*. It is used to tell someone what you want to do with them.

The structure is **Let's + simple verb form**

Listen (to your teacher):

Let's go to Chez Philip!

In this sentence, the subject is *us*.

So, how do you respond to friendly suggestions? You can either accept or **decline**.

ACCEPTING

A few phrases for accepting a suggestion are:

That's a good/great idea!

That sounds good/great.

Perfect!

Thanks! I'd love to.

DECLINING

A few phrases for declining a suggestion include:

*I'd **prefer**...*

That's a good idea but...

I'm not sure.

When you decline a suggestion, you may want to then **politely** suggest something else. For example:

I'm not sure. Chez Philip is not my favorite. How about Fearless Farmers?

Making and responding to suggestions in English takes **practice**. But it's one of the more fun things you can do with a classmate, friend or family member.

You can also practice in our comments section. Try using a few of the phrases you learned today to make a friendly suggestion.

I'm Alice Bryant.

Alice Bryant wrote this story for VOA Learning English. George Grow was the editor.

EXERCISE 04: Writes 20 sentences representing ongoing activities.

FREE TIME ACTIVITIES

Talking about hobbies is a topic that could come up in interviews could also bring it up in an interview for college or a job.

But maybe at some stage in your life, you may be expected to talk about it at length.

We rarely talk about our hobbies with people, because we may share the same interests as the people we are friends within our daily lives.

What do you say?

How do you talk about it?



I want to show you how you can talk about any hobby, interest or free-time activity. And to help you introduce why you like it and ways to describe it

Let's get right into it.

QUESTIONS TO ASK SOMEONE ABOUT THEIR HOBBIES

The first thing you need to understand is the question someone could ask you about your hobbies or interests.



How long have you played this fine instrument?

There are several ways someone could ask you this question so let's take a look at them.

- What do you like to do in your free time?
- Do you have any hobbies?
- What are your interests?
- What do you like doing at the weekend?
- What do you like to do?

First, I should tell you I am from England and English people rarely use the word 'hobbies'. It sounds a little old-fashioned these days. People often use the word 'interests' to replace hobbies.

So it could be any of the above questions.
I think these are fairly simple to understand.

HOW TO REPLY

But there is a larger range of ways of replying to these questions.

People usually indulge in their interests in their free time or spare time. This is a time when we are not working or studying. Often it could be at the weekend and in the evenings.



I am interested in painting...

IN MY FREE TIME, I LIKE TO...

- In my free time, I like to play football
- In my free time, I go swimming
- In my free time, I prefer to read

AT THE WEEKEND I LIKE...

- At the weekend I like to go fishing
- At the weekend I like cooking
- At the weekend I like to do the gardening

I LIKE TO...

- I like to go dancing
- I like to make wine

I ENJOY...

- I enjoy drawing
- I enjoy hiking

I AM INTO...

(This means that you like something very much)

- I am into comics
- I am into website design
- I'm into gaming

WHEN I HAVE THE TIME, I LIKE TO...

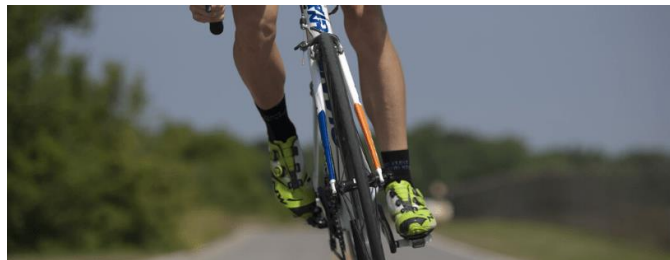
- When I have the time, I like to go walking
- When I have the time, I like to take photographs

I'M INTERESTED IN...

- I'm interested in tropical fish
- I'm interested in local history

Examples of hobbies:

Each country has its own culture and therefore the people will have different interests and hobbies. Some of these interests are universal such as playing the piano, going to the gym or drawing. But many others are unique to the country itself.



Cycling is a popular thing to do in England.

EXERCISE 05: Go through all of these hobbies and interests and look the words up in a dictionary.

Does your country share any of the same hobbies as above?

Make a list of interests that people in your country like to do in their free time. Write a few sentences about each one if you can.

TALKING ABOUT INTERESTS IN DETAIL

When we talk about our interests, there are two things we can do.

Describe what the hobby is and then say why you like it

So, for example, someone who likes football might say something like this:

I like to play football at the weekend with my friends. We have a small club and we get together and play a game of football. Nothing serious just for fun, really!

But we like it because it is good fun and we can all have a laugh together plus it is good exercise and gets us out of the house.



I like to play football with my friends.

In the first sentence, the speaker says what the interest is, when he does it and who with. He then goes on further to explain that he and his friends are members of a small local football club.

He says that it is *nothing serious just for fun really* — this means that no one takes the football club very seriously. They are not trying to be professional football players. They just want to have some fun.

He then goes on to explain why they do it. He repeats that it is fun and they can *all have a laugh together* — this is another way to say that it is good fun. Then he mentions that playing football is good exercise — another reason why he plays football.

And lastly he says it *gets us out of the house* — this means that it is good to leave the house. Staying indoors all day is considered an unhealthy thing to do.

Let's look at another example.

I am an avid reader and every weekend you can find me with my nose in a book. There is nothing I like better than curling up with a good book in my favorite armchair and losing myself in whatever world the book is set in.

I love reading because I can enter other worlds and meet all these amazing characters. I love seeing all of the scenes play out in my imagination.

This speaker talks about her deep interest in reading.

She says she is an *avid reader* — this means she loves reading and has a very strong desire for reading.

She goes on to say that *every weekend you can find me with my nose in a book* — this means that if we were to find her we could see her reading. She also uses the phrase *curling up with a good book in my favorite armchair*, to describe in more detail her love for reading. She likes to sit in an armchair curled up in a ball so that she is comfortable.

The speaker mentions *the world the book is set in* because the setting in the book is not like the real world.

She then explains why she likes reading and talks about *other worlds, amazing characters* and *seeing all the scenes play out in her imagination*.

This is what you need to do when talking about your hobby or interest.

You need to go into deeper detail of what the interest is and where and when you do this hobby. And are you alone or with friends?

Then talk about why you like it. Try to think of three reasons why you like this special hobby of yours.

EXERCISE 06: Go into some detail about what it is.

Tell us the following information:

- Where do you do it?

- When do you do it?
- Who do you do it with?

Finally, think of three reasons why you like this hobby.

You cannot only say because I like it. That is not enough!

Write down all your ideas and then speak it out loud.

ADJECTIVES TO DESCRIBE HOBBIES

These are some useful adjectives to describe your interest or hobby:

fun	relaxing	quiet	harmless
personal	lifelong	enjoyable	different
interesting	creative	good exercise	outdoor
passionate	intellectual	dangerous	odd
exciting	useful	time-consuming	satisfying
amateur	lucrative	artistic	indoor



I like rock climbing because it is dangerous

EXERCISE 07: Go through all the adjectives above and look up any words you don't know in a dictionary.

Write down the meanings of new words and use these words in sentences of your own.

LIKE DOING VS LIKE TO DO

We often use these two phrases when talking about our interests and hobbies. Or to describe things we like to do or things we like doing.

Like + gerund – I like swimming

Like + infinitive – I like to swim

Loosely speaking, you can use either of these expressions. Each one has the same meaning.

HOW TO TALK AT LENGTH ABOUT YOUR HOBBIES

If you are asked about your hobbies ones again, then you will have to talk about your hobby or interest at length. The same if you are asked this question in an interview for college or a job interview.



I do pottery at the weekends

You need to think about how to talk about the things you like to do and how to speak for a long time. This is where all the English question words can help you.

Think about the question words *what, where, when, why, who* and *how*.

What – I like to paint

Where – in my shed in the garden

When – at the weekend and whenever I have spare time

Why – I just lose myself in the moment, it is very relaxing and time just flies by

Who – by myself it is a very solitary hobby

How often – whenever I can!

And then you can put all of this together and it might look like this:

I like to paint in my free time. I can't paint in the house because my parents say it is too messy, all the paint and oil, so I use the shed in our garden. I can sit in there and no one disturbs me.

I usually paint at the weekend and after school, I like to paint whenever I have some spare time.

I like painting because I can just lose myself in it, I just get lost in the moment and forget time completely. It is very relaxing and time just flies by very quickly.

I like to spend time on my own and paint. I like to be able to think and be quiet. I like to be on my own and think.

I try to paint whenever I can but I have exams coming up so I don't have as much free time any more. But after my exams, I will probably get back into it.

EXERCISE 08: Now you try.

Use all the question words and asking yourself questions about your hobby or interest. Interview yourself about your hobby and when you have all the answers put them together into one long talk.

Then recite it out to yourself.

DESCRIBE FEELINGS ABOUT THE HOBBY

First of all, let's look at some words we can use to describe how we feel about something in English.

angry	happy	scared	surprised
shy	cold	tired	depressed
confident	cautious	bored	worried
frustrated	sad	embarrassed	satisfied
patient	lonely	comfortable	exhausted

Probably you know how to use these words to describe general emotional states you might have on different days, but you can also use them when talking about your interests.

See how to do it...

We played a game of cricket against another local team but we lost terribly. I was kind of angry even though it's only a game. I just felt frustrated because we had practiced for so long.

Our band played live for the first time last week. We were all really nervous, but it went pretty well. I think we were all surprised by how much the crowd liked us.



Our band played live for the first time last week

I get frustrated with my efforts sometimes when I am doing pottery. I look at the results and think it looks terrible but then I remind myself that I am still learning.

If I spend too much time on my own, I get lonely so it's nice to meet the others in our choir and practice two or three times a week.

You can use many of the words above to describe how you feel about your hobby and how it makes you feel when you are doing it.

EXERCISE 09: Try to use all the words above and the examples and make your own sentences.

Describe your feelings about your hobby and how you feel when you are doing it.

DESCRIBE OPINIONS ABOUT THE HOBBY

Here are some useful phrases you can use to describe your opinion about your interest.

In my opinion...	In my experience...
I believe that...	I am certain/convicted that...
Personally speaking...	In my experience...
I have the feeling that...	I am not sure/certain, but...
It goes without saying that...	Personally, I think...
I don't know about other people, but I think...	I have no doubt that ...
I am sure / I am certain that...	I really believe that...
In my point of view...	As far as I know...
As far as I am concerned...	Some people say...

You can use these to express opinions about your interest.

Let's look at some examples:

In my opinion, doing yoga is a very good thing to do. It can really help you relax and we all need to do that in modern society.



In my opinion, yoga is very relaxing.

Personally speaking, I think that cooking is a very useful hobby. After all, everyone needs to eat and everyone likes to eat delicious food.

I really believe that going to the gym can help you live a long and healthy life. As we get older we need to have more strength to do daily things in our life.

As far as I'm concerned, doing carpentry is a very rewarding and satisfying hobby. I have made some really beautiful chairs and a bookcase for our home.

EXERCISE 10: Using the above phrases tries to express your opinions about your hobby or interest

Write them all down and speak them out loud to yourself.

TELL A STORY

One of the best ways you can talk about your interests is to tell a story about them.

This is always very engaging for the reader and it really helps explain why you like this interest and what it is.

Let's try some examples:

One time I did this painting of some trees. I didn't think much of it but I entered it into this competition in our town.

I didn't win, but I got an email from someone who wanted to buy it from me, so I was very happy to do that. I felt like a professional artist.

Two weeks ago I was doing my morning run. I got to this hill that I usually walk up because I feel too tired at that point to continue running. But I really surprised myself by running right to the top. I felt really proud of myself.



I ran up the hill for the first time

I love cooking but it's really good if I can cook for a lot of people. I had the opportunity to do this when I invited a lot of my friends to my home for dinner. I made several dishes, and they said everything was really delicious. I was so happy to see them all eat everything.

EXERCISE 11: Can you tell a story about your interest?

Think of something funny or interesting that happened. No matter how small the story it is always useful to try and tell a story in this situation.

WORD ORDER

Most English sentences (clauses) conform to the **SVO** word order. This means that the **S**ubject comes before the **V**erb, which comes before the **O**bject.

Examples:

- ✓ I (**S**) bought (**V**) a new computer (**O**).
- ✓ She (**S**) doesn't like (**V**) dogs (**O**).
- ✓ Why did you (**S**) do (**V**) that (**O**)?

It is more complicated when an indirect object (**I**) is added to the sentence. In this case the word order depends a) on whether the direct and indirect objects are nouns or pronouns, and b) on whether the indirect object is preceded by the word **to**.

Here are the basic rules:

Indirect object with **to**:

- Two nouns
- Two pronouns
- Pronoun object/noun indirect object

SVOI

I showed the computer to my friends.
I showed it to them.
I showed it to my friends.
She gave the present to her mother.
She gave it to her.
She gave it to her mother.

Indirect object without **to**:

- Two nouns
- Two pronouns
- Noun object/pronoun indirect object

SVIO

I showed my friends the computer.
I showed them it.
I showed them the computer
She gave her mother the present.
She gave her it.
She gave her the present.

Many English sentences also contain adverbials. The problem for the English learner is that some adverbials can be located in different places within the sentence, while other adverbials must appear in one place only.

For example, it is correct to say both: I very quickly did my homework ... and I did my homework very quickly ..., but only I did my homework in a hurry... is possible. I in a hurry did my homework ... is wrong.

Learners who want to get their English word order right should ask a native speaker. Alternatively, they can consult a good usage guide such as Swan's Modern English Usage or 'Google' the sentence/clause.*

SENTENCES TYPES

Simple sentence is a sentence with one independent clause.

Note what the definition does not say. It doesn't say that a simple sentence is short or easy to understand. It doesn't say anything about phrases. A simple sentence can have forty-seven phrases, but only one independent clause.

Let's look at an example: I love simple sentences.

(That's easy enough. It is obviously one independent clause.)

But look at this:

Being an English teacher with a penchant for syntactical complexity, I love simple sentences.

(It's longer, more challenging and contains bigger words, but it's still a simple sentence. "Being an English teacher with a penchant for syntactical complexity" is a participial phrase. "With a penchant" and "for syntactical complexity" are prepositional phrases.)

Look at this:

Being an English teacher with a penchant for syntactical complexity, I love to read simple sentences upon getting up and before going to bed.

(Amazingly, it's still a simple sentence. I am piling on phrase after phrase, but the sentence still contains only one independent clause.)

Compound sentence contains two or more independent clauses.

Example:

I love conjunctive adverbs, but my students love each other.

(The independent clauses are in blue. This sentence contains no dependent clauses)

Sometimes a compound sentence contains more than two independent clauses.

Example:

I love conjunctive adverbs; my students love each other, and we all love holidays.

Sometimes longer linking words can be used.

Example:

I can name several conjunctive adverbs; consequently, my friends are impressed.

Complex sentence is a sentence that contains one independent clause and one or more dependent clauses.

Example:

Because life is complex, we need complex sentences.

(The independent clause is in blue. The dependent clause is italicized.)

Example:

Because people know that I am an English teacher, they make allowances for how I dress and what I say.

(This sentence contains four dependent clauses. The independent clause is in blue. Note that two of the dependent clauses are inside of and part of the independent clause. Don't be alarmed. That happens all the time.)

Compound-complex sentence contains two or more independent clauses and one or more dependent clauses.

Example:

Because I am an English teacher, some people expect me to speak perfectly, and other people expect me to write perfectly.

(The dependent clause is underlined, and the independent clauses are in blue.)

Example:

Some people tell me that my grading is too tough, and others tell me that my assignments are boring.

(The independent clauses are in blue. The dependent clauses are italicized. Note that the dependent clauses occur within the independent clauses. It often happens.)

EXERCISE 12:

Sentences Worksheet (Word Order Part 1)

A sentence is a group of words that expresses a complete thought.

Directions: Put each group of words together in a sentence.

Example A: *park* *went to* *David*

Answer: *David went to the park.*

1. was The game interesting

2. under the tunnel sped The car

3. John the baseball hit

4. jumped on David the trampoline

5. climbed the tree My friends and I

BIOGRAPHY AND EGRAPHY (OF THE CONTENT INCLUDED IN THE PREVIOUS VERSION OF THE DOCUMENT)**Websites:**

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