

TAS
PUBLISHING

English
Language
Workshop

Grammar Skills 3

Rosemary Allen



Noun
verb
s



Adjective
s



- Based on the new Primary English Language syllabus 2001
- Creative activities graded to suit different learning abilities
- Grammar concepts presented in context
- Help learners develop good written English

Grammar Skills 3



Rosemary Allen

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This edition first published 2005 by
TAŞ Kitapçılık & Yayıncılık
İbrahim Karaođlanođlu Cad.
Yayıncılar Sk. No: 7, 80660
Seyrantepe, İstanbul
under licence from Learners Publishing Pte Ltd, Singapore

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ISBN 981 4070 38 6

Baskı, Renk Ayrımı, Cilt
Stil Matbaacılık
İbrahim Karaođlanođlu Cad. Yayıncılar Sk.
No: 5 Seyrantepe / İSTANBUL
Tel: (0212) 281 92 81
Fax: (0212) 279 30 86

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verbs

Nouns

Adjectives

To Teachers and Parents

The study of English grammar in schools is changing rapidly as educators become increasingly aware of the important role context plays in language learning. The functional use of grammar has become a feature of English syllabuses around the world.



Grammar Skills is a series of **four** workbooks that has been written to provide students with valuable links between basic, traditional grammatical concepts and the functional contexts in which they are used. The activities represent a blend of traditional and functional approaches to describe how texts 'work' in real-life situations and why certain grammatical choices are considered appropriate. Traditional grammar serves to provide students with the special terminology needed to talk about grammar, while functional grammar is meant to improve communicative competence by showing students how grammar works in the context of different text types.

The **4** workbooks cover all the essential grammar topics outlined in the **Primary English Language Syllabus 2001**. The exercises are planned to give students systematic guidance in developing an understanding of grammatical concepts. Throughout the books there are panel notes that give hints for correct usage, highlight exceptions to grammar rules, as well as provide simple non-technical definitions to help students complete the exercises. Many of the exercises incorporate learner-centred activities that include rhymes, riddles, short stories, puzzles, word searches and 'language-in-action'. At the same time, the activities provide teachers with a range of techniques to use, techniques that have proven highly successful with both native and non-native speakers of English. The exercises are graded, with the challenging ones indicated with a 'double star' icon.

I'm sure students will find this series a valuable aid to their English language programme, one that will provide young learners with a fascinating journey into the world of English language and a sound knowledge of how it 'works'.

Rosemary Allen

1 Articles

Read the story below and circle all the articles that you can find.



Once there was a small boy who lived in an igloo in the North Pole. One day, when it was snowing heavily outside, the boy became very bored staying in the igloo. Without asking permission, the boy took his father's long spear, an axe and a fishing pole. "I am going to catch a fish for dinner," he thought.

The axe was very sharp and soon the boy had cut a hole in the ice. He was so busy fishing that he did not notice a polar bear lurking close by. The bear had a white coat, so the boy was unable to see it. Closer and closer, the bear padded towards the small boy, until it was so close that only a metre separated them.

Suddenly, the boy heard an enormous shout. He looked up and saw his father frantically waving an oar at the bear. The shout made the bear panic and it ran hurriedly away across the slippery ice. The oar had frightened it.



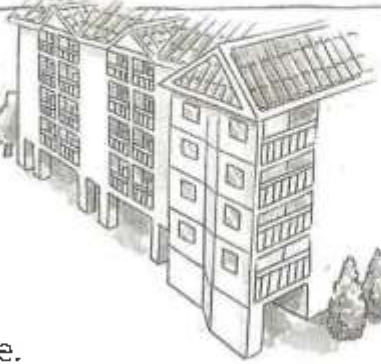
"You nearly became the bear's dinner, my son!" scolded his father. "Next time you must tell me when you want to go fishing. We will go together."

Did You Know

You use the indefinite articles **a** and **an** when you mention something for the first time. If you refer to it again, you often use the definite article **the**.





The definite article is also used when you are referring to a particular one, such as **the** National Library.

B Fill in a or an in the blanks to complete the two poems.

Homes



I live in _____ apartment.
 My friend lives in _____ house.
 An Eskimo lives in _____ igloo,
 But _____ hole is the home for _____ mouse.

Pets

May has _____ cute pet rabbit.
 John has _____ angora cat.
 Joy has _____ curly poodle,
 But I have _____ big white rat.

May feeds her rabbit _____ apple a day,
 John gives his cat _____ fish.
 Joy buys her poodle _____ ice cream,
 But my rat likes _____ cookie in his dish.

Add a, an or the to complete these sentences.

1. We went for _____ boat ride down _____ Singapore River.
2. Many people like to shop at _____ supermarket near _____ station.
3. The workers are building _____ underground railway to link _____ two main towns.
4. _____ two boys wanted to buy _____ ice cream, but _____ corner store was shut.
5. _____ eerie sound was heard as we entered. _____ sound seemed to have come from nowhere.
6. When we were leaving _____ school hall, all of _____ lights suddenly went out, and I tripped over _____ chair.

Fill in the blanks with suitable articles. Put a zero in the blank if the sentence does not require an article. The first two are done for you.

It was **the** school holidays and Mum was preparing **0** breakfast. First she turned on _____ tap to fill _____ kettle. Then she asked _____ children, "What would you like for breakfast, _____ children?"

Jane replied, "I'd like _____ toast and _____ cheese and _____ cup of hot chocolate."

Richard replied, "I'd like _____ apple pie and _____ glass of milk."

Nora said, "I'd really love _____ French fries. But I don't like _____ milk to drink, so I'll have _____ hot chocolate also."

Dad looked at Mum and grinned. "I think _____ children want to go to _____ hamburger shop down _____ road. Turn off _____ kettle and let's have _____ treat today!"

Did You Know

Uncount nouns do not need articles. **Plural nouns** only need **the** if the listener knows which things or people you mean. **A** and **an** are only used with **singular count nouns**. Look at page 10 to find out more about this.

E Fill in the blanks with suitable articles to complete the story.

The Man and His Two Daughters

There was once _____ man who had two daughters. They were married on _____ same day. He married _____ elder daughter to _____ gardener and _____ younger daughter to _____ potter.



A few weeks after the wedding, he went to visit _____ two families. First he visited _____ gardener's house, and he asked his

elder daughter how things were going. "Fine," she said. "Things are going well, and I am happy. But _____ weather is too dry, _____ soil needs more rain so that _____ plants can grow strong and tall."

Then he visited _____ potter's house, and asked his younger daughter how things were going.



"Fine," she said. "Things are going well, and I am happy. But _____ weather is too wet. We need more sun so that _____ pottery will dry quickly in _____ heat."

"Oh dear," said _____ man as he returned to his own house. "I was going to ask _____ gods to grant _____ girls whatever they desired, but now I had better say nothing."

2 Common Nouns

A Here's a mixed bag of words. They are all common nouns.
Can you group them correctly according to the headings below?

clown	dolphin	astronaut	monkey
park	amphibian	theatre	book
robot	scarecrow	dinosaur	apron
gym	twins	acrobat	field

Did You Know

Nouns are words for people, things, places or animals. For example, **cat**, **dog**, **snake** ... are words for animals; **artist**, **lawyer**, **teacher** ... are words for people; **mat**, **pen**, **ruler** ... are words for things; and **bank**, **playground**, **river** ... are words for places.



People

1. _____
2. _____
3. _____
4. _____

Animals

1. _____
2. _____
3. _____
4. _____

Places

1. _____
2. _____
3. _____
4. _____

Things

1. _____
2. _____
3. _____
4. _____

