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English  
Language  
Workshop

# Grammar Skills 4

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Nouns verbs



Adjectives



- 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

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verbs

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## 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

## Count and Uncount Nouns

The answer to each word puzzle is a noun beginning with *r*, *e* or *m*. Write the answer in the blank below each puzzle. Be sure to use the articles *a* or *an* for the count nouns.

r

1. An animal with very long ears and red eyes.

2. A dried grape used in fruit cake.

3. This can transport you into space.

4. A grain food grown in tropical countries.

e

5. A small imaginary character usually found in stories.

6. You need this for lighting and to run things like computers and other machines.

7. A big bird with a strong beak that eats meat.

8. A moving staircase.

m

9. You use this to buy things.

10. This is sometimes called a "shooting star".

11. You can drink this white liquid.

12. A type of broom that you use to clean the floor.

## Remember

- You use *a* or *an* for **singular count nouns**. These two words are called **indefinite articles**.
- You **do not** use indefinite articles for **uncount nouns**.
- You can use **the** for both **count** and **uncount nouns** when you know which person or thing you mean. The word **the** is called the **definite article**.



**Bob is having trouble with his computer. This is what he typed. The letters of some uncount nouns are mixed up. Unjumble them and rewrite them correctly in the brackets.**

Mum poured herself a glass of treaw

(1. \_\_\_\_\_). Then she

turned on the radio to listen to some suimc

(2. \_\_\_\_\_), while she spread

tbreut (3. \_\_\_\_\_) on her

toast. After that it was time to listen to

the wnes (4. \_\_\_\_\_)

and the weather rimotnnofai

(5. \_\_\_\_\_). Finally she made

some tabret (6. \_\_\_\_\_) for the pancakes.

She used two eggs, some ulrfo (7. \_\_\_\_\_) and lots of rsgua

(8. \_\_\_\_\_).

Before she left for work she swept under the nurtifreu

(9. \_\_\_\_\_) in the bedrooms and living room. The chairs were

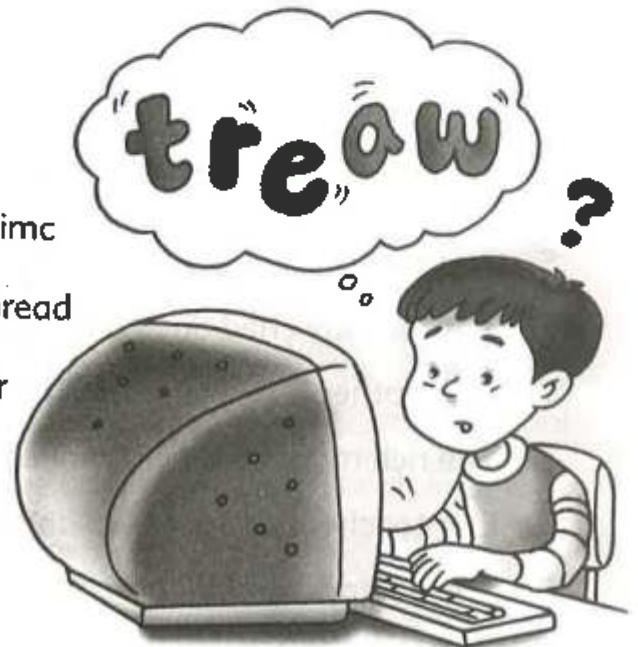
heavy because they were made of odow (10. \_\_\_\_\_) and tmela

(11. \_\_\_\_\_). There was sutd (12. \_\_\_\_\_) under

all of the furniture, too. When she was finished, Mum put on her pwrode

(13. \_\_\_\_\_) and plscitki (14. \_\_\_\_\_) and drove

to the office.



**Underline the common nouns in these sentences.  
Write them under the correct heading in the following table.**

1. Tennis is not an easy game.
2. All the refugees lived in fear.
3. Mark's handwriting is illegible.
4. The people were waiting patiently in the queue.
5. The scenery at the lake attracts many tourists.
6. The old lady cried on hearing the bad news.
7. My brother is studying medicine at university.
8. The rich man has lots of money.
9. Our teacher has dark eyes and black hair.
10. The doctor advised his patient to eat lots of fruit and vegetables.



**Singular Count Nouns**

**Plural Count Nouns**

**Uncount Nouns**



STUDENT NAME: ..... SURNAME: .....

STUDENT NO: ..... DATE: ..... CLASS: .....

**Read the sentences below carefully and fill in the missing articles. Put a 0 if no articles are needed.**

1. Some students are talking to \_\_\_\_\_ principal.
2. The artist likes to draw \_\_\_\_\_ sunflowers.
3. What's \_\_\_\_\_ matter with you?
4. \_\_\_\_\_ atlas is \_\_\_\_\_ book of maps.
5. After \_\_\_\_\_ breakfast we went to \_\_\_\_\_ market.
6. After \_\_\_\_\_ dinner Jane helped Mum wash \_\_\_\_\_ dishes.
7. He put \_\_\_\_\_ ten-dollar note into \_\_\_\_\_ box outside \_\_\_\_\_ church door.
8. Do you know how many letters there are in \_\_\_\_\_ English alphabet?
9. We all liked \_\_\_\_\_ cake Mum baked for \_\_\_\_\_ tea.
10. He was \_\_\_\_\_ child prodigy. He went to \_\_\_\_\_ university at \_\_\_\_\_ age of 16.

### Did You Know

You don't need to use an article before some nouns. These are usually plural count nouns or uncount nouns.

**There is an error in each of these sentences because of missing or wrong use of articles. Underline the error and rewrite the sentences correctly.**

1. Dad bought a new furniture for his office.  
\_\_\_\_\_
2. There was a heavy traffic this morning because of a accident.  
\_\_\_\_\_
3. James brought us a good news.  
\_\_\_\_\_
4. It may take me a hour to find an answer to the problem.  
\_\_\_\_\_
5. Peter wants to become the teacher when he grows up.

## 2

## Singular and Plural Nouns

Rewrite this poem, changing the singular nouns in bold print into the plural form. Make sure the subject and verb, as well as the determiners agree with each other.

## A Lazy Day

Have you ever spent an **hour**  
 Gazing at a **flower**?  
 Listening to a **bee**  
 Buzzing round a **tree**?  
 Spying on a tiny **ant**  
 Struggling up a glossy **plant**?  
 Stroking a sleek **dog**?  
 Watching a green **frog**?  
 Then come with me,  
 It's fun. You'll see!



## LAZY DAYS

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Then come with me,  
 It's fun. You'll see!