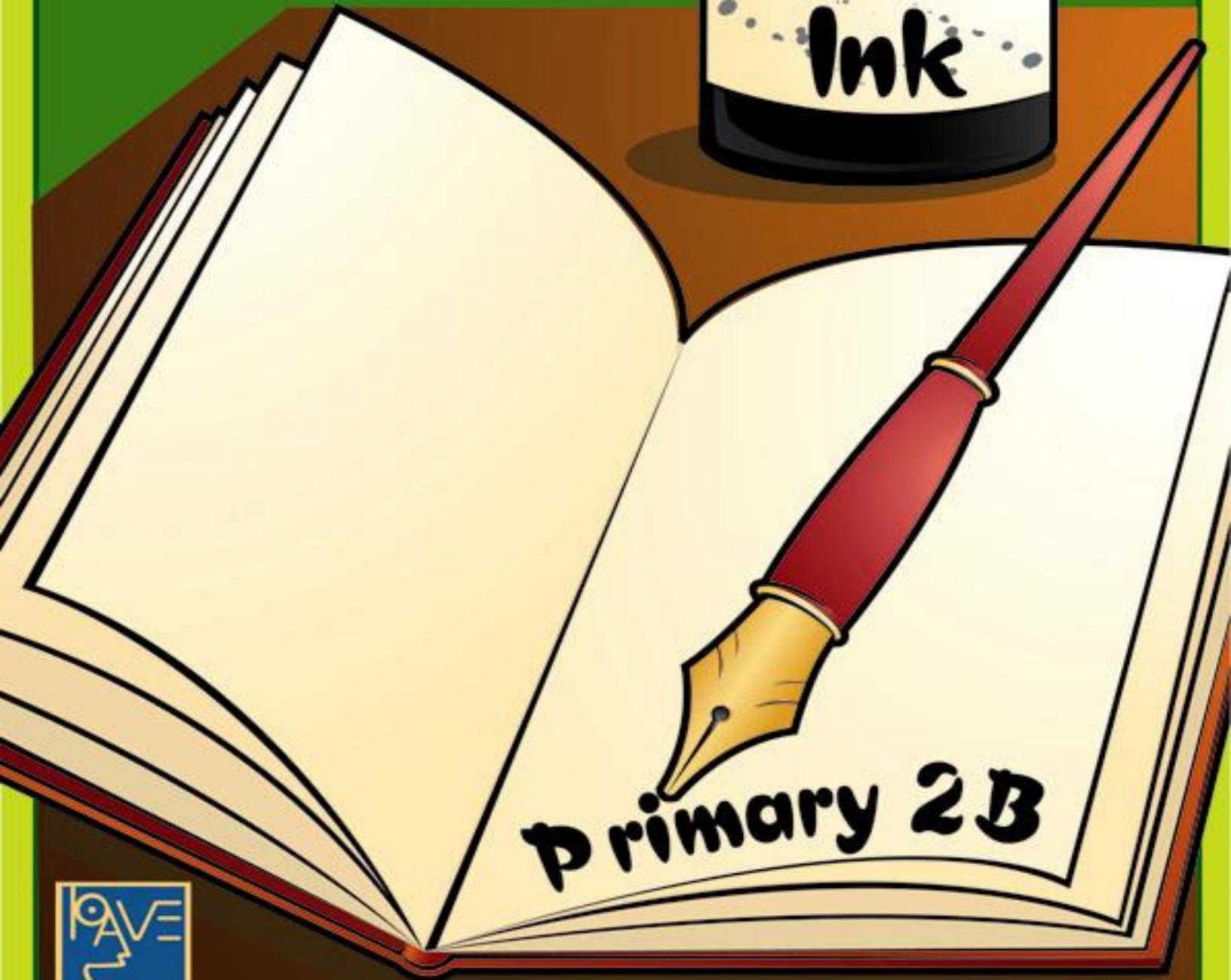
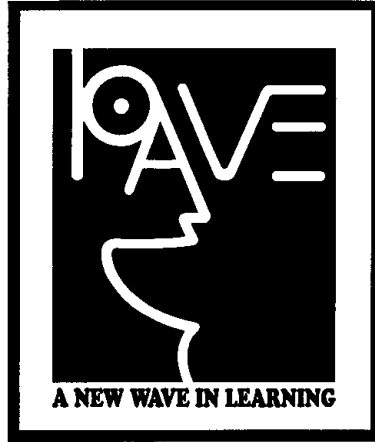


Foundation English (Grammar)





FOUNDATION ENGLISH (GRAMMAR)
Primary 2B

Name: _____

Contents

Lesson	Pages	Title	Vocabulary	Grammar
1	4	Mabel's Parents	Words with Double Consonants	Rules about Verb Endings
2	11	Mrs. Chan's Shopping	Similes	Present Continuous Tense
3	16	Andrew's Father	Feelings and Expressions	Past Continuous Tense
4	21	The Farmer and His Two Dogs	Homophones	Simple Future Tense
5	26	Fanny the Proud Frog	Synonyms	Adjectives
6	31	Building Sandcastles	Word Search	Grammar Review
7	35	The Town Mouse and Her Friend	Who Are These People?	Comparison of Adjectives
8	40	A Naughty Boy	Antonyms	Adverbs
9	46	Tom Cried	Sounds	Conjunctions
10	52	Mr. Jeff's Cocoa Trees	Occupations	Prepositions
11	57	A Cold Winter Night	Proverbs	Question-words
12	63	The Boy Who Cried Wolf	Decoding Skills	Grammar Revision
13	69	Suggested Answers		

1.1 Comprehension

Read the passage carefully and answer the questions in complete sentences.

Mabel's Parents



Mabel comes from a poor family. Her father is a bus driver and her mother works as a cleaner. They both work hard to support the family. Mabel has three other siblings. She is the youngest in the family.

Mabel's parents always do their best to ensure that their children's needs are met, no matter how poor they are. Sometimes they go hungry so that their children will have enough to eat. Mabel's father often works overtime to earn more money. Once Mabel's mother even sold her jewellery, which was part of her wedding gift in order to pay for her children's university education.



Mabel is very grateful to her parents for all the sacrifices they have made for the family. She has decided in her heart to work hard in her studies and do her best to take care of them when she grows up.

1. What do Mabel's parents do for a living?

2. How many members are there in Mabel's family?

3. Why did Mabel's mother sell her jewellery?

4. Why is Mabel grateful to her parents?

5. How does Mabel intend to repay her parents?

1.2 Cloze Passage

Fill in each blank with the correct verb given in the box.

excited	saw	had	went	are	will	was
---------	-----	-----	------	-----	------	-----

15th Nov 2003

Dear Mom,

Today is my second day at Camp Adventure. Yesterday, we (1) _____ a lot of fun when we (2) _____ trekking with Miss Tan, our teacher. We (3) _____ wild monkeys, birds and a giant lizard. The lizard (4) _____ ugly with strange bulging eyes and a long, spiky tail.

Tomorrow, we (5) _____ going rock-climbing and I am very (6) _____. I am sure we (7) _____ have a wonderful time.

Do not worry about me. I will be back on Thursday. See you then and take care.



Love,
Sarah

1.3 Rules about Verb Endings

A **verb** is an action word. It tells us what happens in a sentence. It can have different endings but there are some rules to remember.



Now learn these well.

<u>Rules for making singular verbs</u>	<u>Examples</u>
<ul style="list-style-type: none"> For most verbs, just add s. 	We run → He runs
<ul style="list-style-type: none"> For a verb ending in a consonant and y, change the y to i, then add es. 	We cry → He cries
<ul style="list-style-type: none"> For a verb ending in a soft sound, such as ss, sh, ch and x, add es. 	We wish → He wishes

Use the rules above to change the following root verbs.

- I catch → She _____
- They help → She _____
- I play → He _____
- We push → She _____
- I try → He _____
- We fix → He _____
- We pass → He _____
- I envy → She _____

1.4 More Rules about Verb Endings

When adding **ed** or **ing** to root verbs, there are four rules to remember:



Rule A

- For most root verbs, just add **ed** or **ing**

For example:

kick → kicked → kicking



Rule B

- For a root verb ending in **e**, drop the **e**, then add **ed** or **ing**

For example:

skate → skated → skating



Exercise 1

Use the rules above to change the following root verbs.

	<u>Root Verbs</u>	<u>Add "ed"</u>	<u>Add "ing"</u>
1.	sew	_____	_____
2.	call	_____	_____
3.	plant	_____	_____
4.	wave	_____	_____
5.	move	_____	_____
6.	dance	_____	_____

Rule C

- For a root verb ending in a consonant and **y**, change the **y** to **i**, then add **ed**, but keep the **y** before adding **ing**.

For example:

fry → fried → frying

**Rule D**

- For a root verb ending with a short vowel and a consonant, such as **op**, **ab**, **ap**, or **it**, double the last letter and then add **ed** or **ing**.

For example:

hop → hopped → hopping

**Exercise 2**

Use the rules above to change the following root verbs.

	<u>Root Verbs</u>	<u>Add "ed"</u>	<u>Add "ing"</u>
1.	try	_____	_____
2.	study	_____	_____
3.	carry	_____	_____
4.	hurry	_____	_____
5.	grab	_____	_____
6.	trap	_____	_____
7.	stop	_____	_____
8.	fit	_____	_____

1.5 Words with a Double Consonants - "tt"

Use the clues below to write a list of words spelt with a double **t**.



1. A sea creature like a squid _____

2. Bread and _____

3. Pot for boiling water _____

4. Tied together lengths of rope _____

5. A baby cat _____