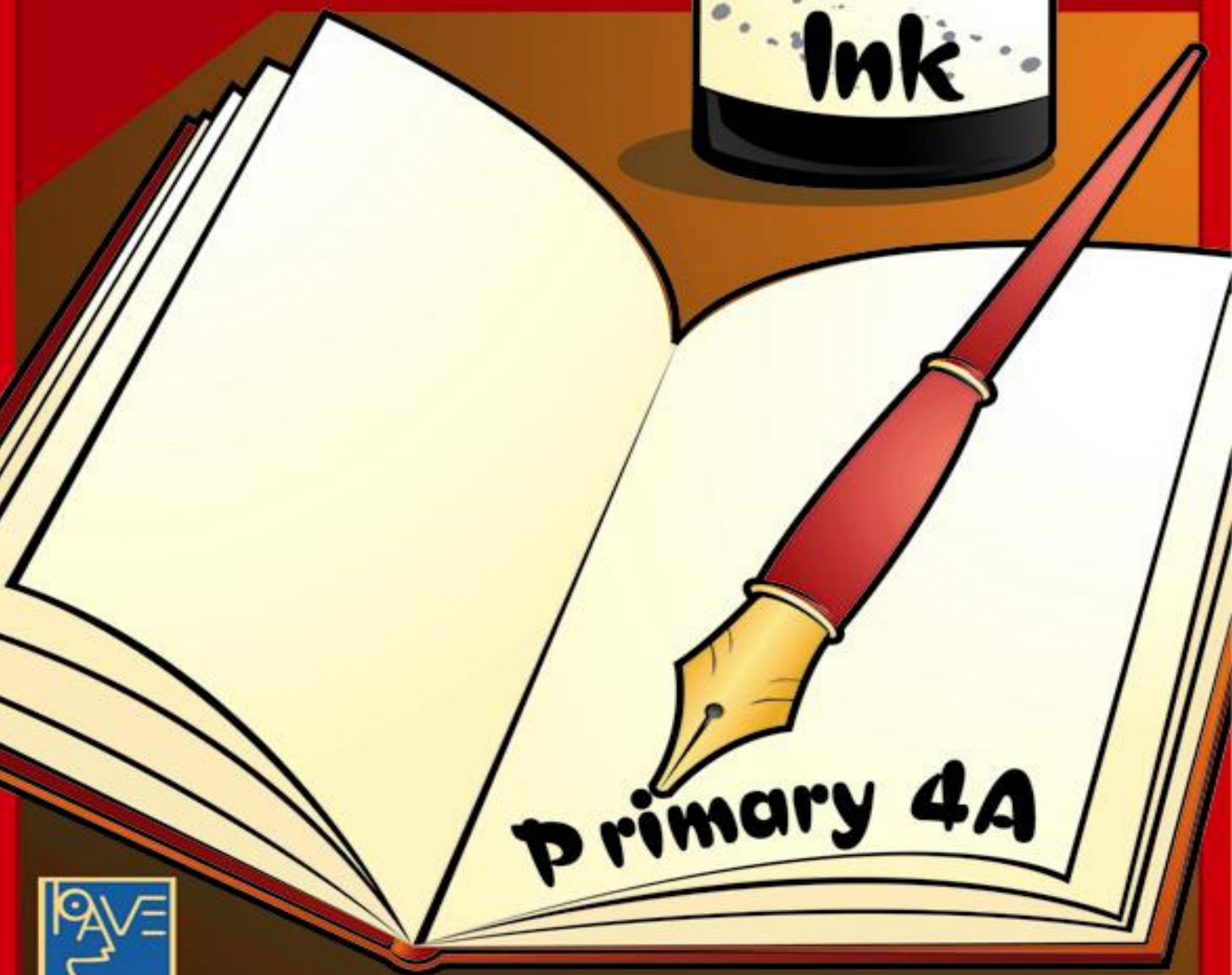


Foundation English

(Grammar)





**FOUNDATION ENGLISH (GRAMMAR)
Primary 4A**

Name : _____

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1.1 Comprehension

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

Children's Day

Children's Day is celebrated in many countries today. The celebration may differ from country to country but it is certainly the day children look forward to. They will be showered with lots of attention and gifts on their special day.

In Japan, Children's Day is celebrated on May 5. Many years ago, Children's Day was only for the boys. The girls had another holiday, known as the Doll Festival. In 1948, Children's Day became a holiday for both boys and girls. Families with young children will fly streamers decorated like carps from poles outside their houses. It is exciting to see so many streamers fluttering gracefully during the festival. Some Japanese families living in other countries also fly these streamers on Children's Day.

Japanese parents consider carps to be symbols of success and they hope their children will have strength, determination and courage, just like the carps. Inside the homes, dolls of ancient Japanese warriors known as the samurai are displayed. The girls usually display their dolls during the Doll Festival. The children also wear their traditional Japanese costumes on Children's Day. The kimono, worn by the girls, was first worn about two thousand years ago. It is a colourful and pretty costume.

However, a girl wearing the kimono has to walk daintily as the costume, held together by a wide belt, restricts the movement.

On Children's Day, Japanese children also get to eat all their favourite food. The dishes are specially prepared for them. It is a time of great fun as they sing, dance, watch puppet shows and make crafts. Besides carp streamers and kites, the children also learn how to do origami. They are taught how to make flowers and birds using a piece of paper. No cutting and pasting is needed.

1. Why do children all over the world look forward to Children's Day?

2. How long had it been since the girls join the boys in Japan to celebrate Children's Day?

3. Why did the Japanese parents hang carp-like streamers outside their houses?

4. From the passage, what do you know about the 'ancient Japanese warriors' in paragraph 3?

5. According to the passage, how long have it been since the Japanese girls first worn the kimono?

1.2 Cloze Passage

Read the following passage carefully and fill in each blank with the most suitable word. Use each word only once.

balance	object	examined	immense
wooden	records	rummaging	favourite



Polly saw her grandmother (1) _____ through an old wooden trunk. She told Polly that she was looking for some old photographs. Polly looked at the things in the trunk with (2) _____ interest. She picked up a kerosene lamp and (3) _____ it. Grandma said she used the lamp when she was young and the light from it was rather dim. There was also a pair of (4) _____ clogs. Polly wore it and walked round the room. She almost lost her (5) _____ as she did that. Next she picked up a strange-looking (6) _____. Grandma told her that it was a gramophone and she used it to play (7) _____. She still kept the records of her (8) _____ singers.

1.3 Proper and Common Nouns

Proper nouns name specific people, places or things.

Examples: Christopher Columbus, America, and Eiffel Tower

Common nouns name non-specific people, places or things.

Examples: teacher, park, and swings.



Underline the proper nouns and circle the common nouns in each sentence.

1. My sister, Shuyi, loves to go to the docks to watch the boats sail into the harbour.
2. Shuyi is especially interested in the boat named *The Doulos*.
3. This boat is painted yellow with blue stripes and has several large masts.
4. Its sails are white and billow in the wind.
5. At the Singapore Harbour, many boats are always sailing in and out.
6. The crews on the boats rush from bow to stern working diligently to keep the sailboats moving.

1.4 Abstract and Concrete Nouns

Abstract nouns name an idea, a thought or a feeling, which cannot be touched or seen.

Examples: love, fear, and happiness

Concrete nouns name something that can be seen or touched.

Examples: table, kitten, and telephone



Write eight nouns for each category.

	<u>Concrete Nouns</u>		<u>Abstract Nouns</u>
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	
8.		8.	

1.5 Countable and Uncountable Nouns

Countable nouns refer to things that can be counted such as dogs, boxes, boys, and spoons

- We use 'a' and 'an' with singular countable nouns.
Example: A pilot flies **an** aeroplane.
- We use **singular verbs** for singular countable nouns.
Example: There **is** a kitten in Terence's room.
- We use **plural verbs** for plural countable nouns.
Example: There **are** many pencils in DeXin's bag.
- We use 'many', 'a few' and 'several' with plural countable nouns.
Examples: There are **many** books on the shelf.
Mom found **a few** ants in the candy jar.
There are **several** people at the bookshop.



Uncountable nouns refer to things that cannot be counted such as milk, sand, oil, water and salt.

- We use **singular verbs** for all uncountable nouns.
Example: There **is** a little tea left in the teapot.
- We use '**much**' and '**a little**' with uncountable nouns.
Example: There is not **much** oil in the lamp.
The cactus needs **a little** water.



The words '**some**' and '**any**' can be used with **countable** or **uncountable** nouns.

- '**Some**' is used when the sentence means '**Yes**'.
Example: Sabrina gave me **some** food.
- '**Some**' can be used in a question if it is a request or an invitation.
Example: Would you like to have **some** orange juice?
- '**Any**' is used when the sentence means '**No**'.
Example: There isn't **any** water in the bottle.
- '**Any**' is also used in questions.
Example: Have you **any** money?

*Fill in the blanks with 'many', 'much', 'some', 'any', 'a few', or 'a little'.
Do not write anything if no word is necessary.*

1. There is not _____ milk left in the jug.
2. This job does not require _____ working experience.
3. There aren't _____ apples left.
4. Would you like _____ more coffee?
5. There isn't _____ cake left on the table.
6. There are _____ rotten eggs in the basket.

7. The baby is crying but there isn't _____ milk left.
8. Do you have _____ money to lend me?
9. I need more paper. Can you please give me _____ more paper?
10. After _____ days of intense investigation, the police finally caught the robbers.
11. The foreigner speaks _____ Mandarin. So we speak to him in English.
12. Derek could have done well in his test if he had not made so _____ careless mistakes.
13. The woman in the accident needed to be hospitalized because she lost too _____ blood.
14. "Please add _____ salt in the soup. It taste too bland," the man complained
15. After not seeing each other for such a long time, the two close friends had _____ to talk about.

Exercise 2

'Some' and **'any'** can be joined with 'body' or 'thing' to form a **compound word**.

Fill in the blanks with 'something', 'somebody', 'anything' or 'anybody'.

1. DeXin is looking for _____ with long hair.
2. There wasn't _____ in the drawers.

3. There isn't _____ who will give me a hand.
4. This is _____ that is very useful.
5. Is there _____ I can do for you?
6. I think you are hiding _____ from me.

1.6 Word Building — Noun State

Words that end with the suffixes '**ship**', '**hood**', '**ness**' and '**ment**' are **nouns** that describe the state of being something.

For example:

mother + hood = motherhood
means "the state of being a mother".



Remember: A suffix is a group of letters added to the end of a root word to change its meaning.

What states are being described in the clues below? Fill in the blanks.

1. The state of being a member. _____
2. The state of being a friend. _____
3. The state of being fair. _____
4. The state of being brothers. _____
5. The state of being disappointed. _____
6. The state of being mad. _____
7. The state of owning. _____
8. The state of being a champion. _____
9. The state of being foolish. _____
10. The state of being weak. _____