

ARROW

PERFECT GRAMMAR

FOR EFFECTIVE COMMUNICATION

BOOK -

2

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Preface

The new Perfect Grammar series is a set of eight books that aims to introduce grammar items step by step, to help learners speak, read or write English correctly, naturally and effortlessly. The series has a well-designed syllabus at every level which consists of structures most often needed by learners for use in real-life communication.

An inductive approach has been adopted where only one structure or form is presented at a time in a variety of contexts, so that learners move from examples or practice to rules of grammar.

Key Features of the Series

- * Grammar Section with carefully selected grammar items which learners need for use in real-life communication.
- * Presents the grammar items in such a way that learners get to use them on their own as soon as possible.
- * Makes grammar points specific, concrete and understandable.
- * Minimises on use of complicated and vague terms and makes abstract concepts concrete by relating them to realistic contexts.
- * Exercises and activities that pay attention to both form and meaning and teach learners to use the language easily and without hesitation, inside and outside the classroom.
- * Provides constant and repeated review of grammar items at every level for effective learning.
- * Reading passages in every lesson to develop reading and comprehension skills and also to absorb the grammar item taught.
- * Vocabulary Section to help learners know and understand spellings, word formation and use of words.
- * Creative Writing Section to enable learners develop skills of expression in written language.
- * Add-ons at the end of the book for ready reference on some grammar topics.
- * Check Your Progress section with 5 test papers to assess and consolidate learning.
- * Lively illustrations that make concepts clear and easy to understand while enhancing the aesthetic appeal of the books.
- * Teacher's Manual with key and explanatory notes on all grammar items and exercises for better presentation and teaching outcomes.

Perfect Grammar series thus serves to lead the learners in small steps from accuracy to fluency and helps them achieve communicative competence in English. Besides, it motivates and inspires learners to discover the joys of learning English.

We are confident that the Perfect Grammar Series will serve as a helpful and an indispensable companion for both teachers and learners alike.

- Publishers

About the Perfect Grammar Series

Perfect Grammar series has been designed in such a way that the learning time available is organised for optimum efficiency. This means that the book at every level has an organised and balanced syllabus. The entire corpus of knowledge has been presented one after the other for gradual, systematic acquisition of language. It also has a carefully planned programme of study that enables learners spend their time on mastering one component of language at a time on their way to acquiring it as a whole.

Organisation of the Series

The series has the following areas covered in a graded manner:

Grammar

- * Introduction to each grammar concept
- * Presentation of the structure in context
- * Grammar points for understanding of the structure
- * Grammar Facts for additional information
- * Exercises for controlled and guided practice to reinforce learning
- * Reading comprehension passages in every lesson based on the grammar concept covered
- * Revision tests to assess and evaluate learning

Vocabulary

- * Vowels and Consonants (clusters, blends) and their Sounds
- * Word Formation (Word families, roots, prefixes and suffixes)
- * Words for Everyday Use (nouns, verbs, adjectives)
- * Homonyms (homographs and homophones)
- * Figures of Speech (idioms)
- * Silent Letters in Words
- * Word Sounds and Spellings
- * Revision Tests to Consolidate Learning

Creative Writing

- * Paragraph Writing / Essay Writing
- * Picture Description
- * Writing Description of People, Places and Things
- * Report Writing
- * Story Writing
- * Letter Writing / Email Writing
- * Precis Writing
- * Note Making / Information Transfer

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VOWELS AND CONSONANTS

The English alphabet has 26 letters.

The letters **a**, **e**, **i**, **o**, **u** are called vowels.

The remaining letters of the alphabet are called consonants.



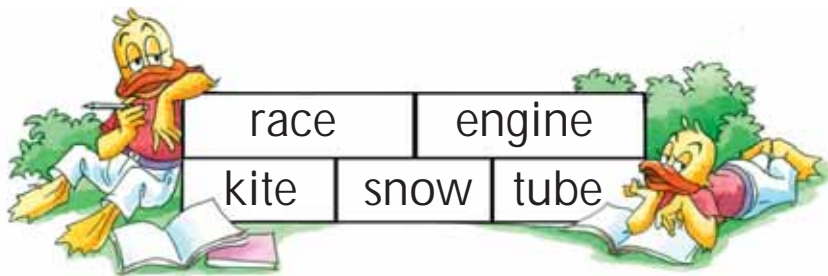
Each of the 26 letters of the alphabet stands for one or more sounds.

VOWEL SOUNDS

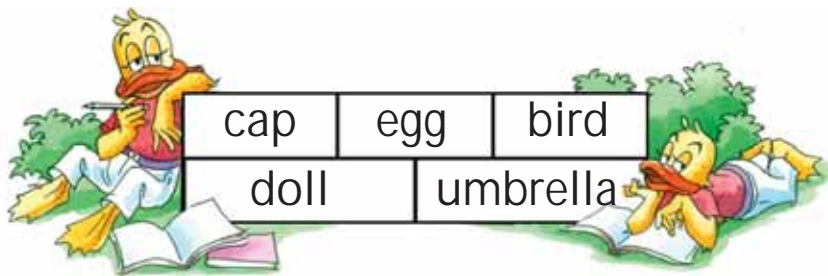
Each vowel has a long sound and a short sound. When a vowel sounds like its name, it is called a long sound. When a vowel sounds different from the way we pronounce it, it is called a short sound.

There are 26 letters in English with 46 sounds.
Vowels make 20 sounds and consonants make 22 sounds.

WORDS WITH LONG VOWEL SOUNDS

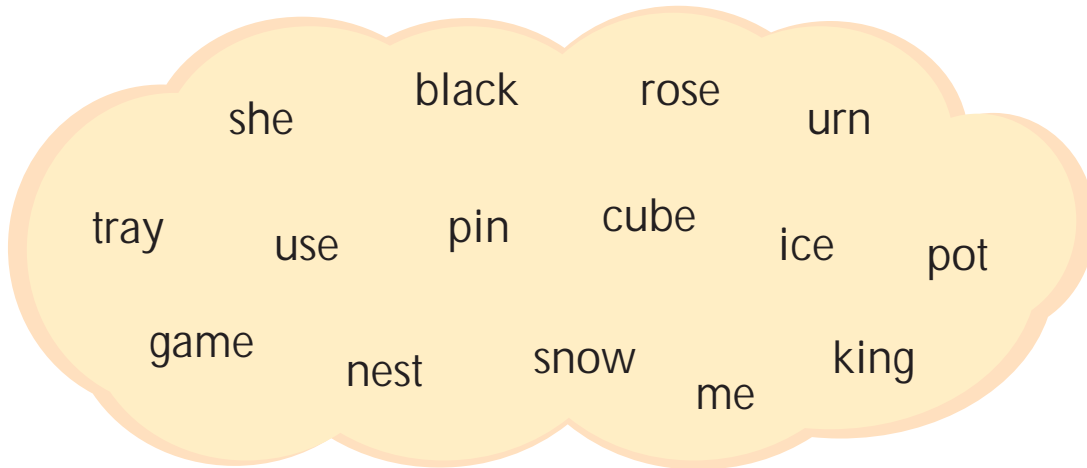


WORDS WITH SHORT VOWEL SOUNDS

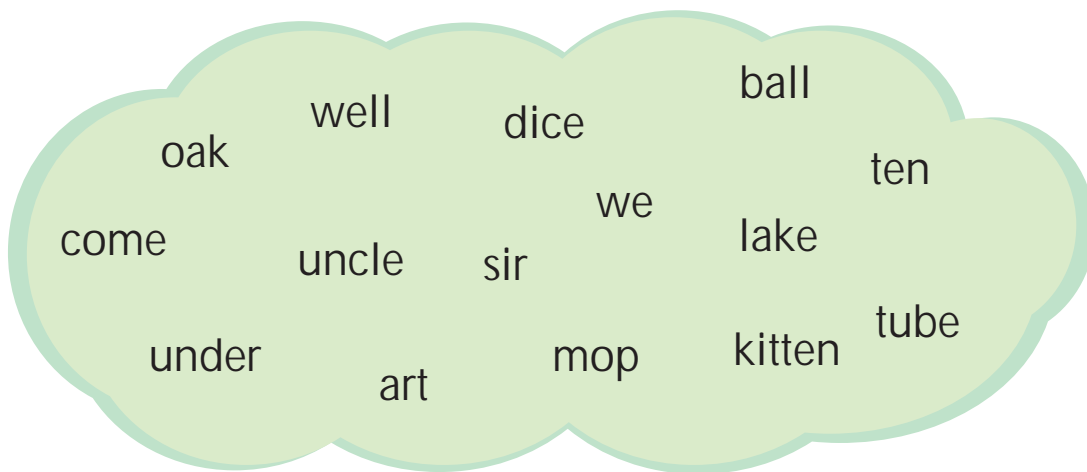


I. Long Vowel sound or Short Vowel Sound?

Circle the words with the long sound of vowels.



Circle the words with the short sound of vowels.



Grammar Points

A final 'e' at the end of a word changes the sound of the word and the meaning.

II. Change the short vowel sound to a long vowel sound.

- | | | |
|---------------|---------------|---------------|
| 1. tap | 2. rob | 3. tub |
| 4. can | 5. cod | 6. sit |
| 7. pin | 8. hug | 9. plan |
| 10. kit | 11. cub | 12. not |

III. Look at the word list below. Put the words in the right column.

music fat orange tree frog tube cold wave cage mice
bone feet cute jump truck plant sew pig bird apple

Long Vowel Sound

Short Vowel Sound

.....
.....
.....
.....
.....

.....
.....
.....
.....
.....

CONSONANT SOUNDS

A consonant letter usually has one consonant sound. Some consonant letters like c, g, s, q, x and z can have more than one sound.

The letter 'y' can function as a vowel or as a consonant with a vowel sound as in baby, sky, try and a consonant sound as in yes, year, yet. The letter 'w' has a vowel sound as in now, owl, low.

CONSONANTS AND THEIR SOUNDS

Letter	Sound	Example	Letter	Sound	Example	Letter	Sound	Example
b	b	baby	k	k	kite	s	s	song
c	s	cell	l	l	lamp		z	was
	k	cake					sh	sure
d	d	day	m	m	man	zh	measure	
f	f	fish	n	n	night	t	t	time
g	g	game	p	p	pad	v	v	vase
	j	gem				w	w	wall
h	h	hair	q	kw	queen	x	ks	axis
		hour		k	unique		gz	exam
j	j	jam	r	r	red	z	z	zero
							ts	pizza

IV. Write the consonant sound that begins the names of these pictures.

f h n t g k



V. Say these words aloud. Circle the consonant sound that is different in each set.

1. gel gas gypsy giant
2. cave class call juice
3. gear tiger great gents
4. send was sun sell
5. axis relax exercise exam
6. zero zoo pizza zebra
7. quill unique queen quail
8. measure sure leisure pleasure

The letters c and g have a hard and soft sound.
hard 'c' sound - cat, cup
soft 'c' sound - cell, city
hard 'g' sound - gap, gum
soft 'g' sound - giraffe, gym



SENTENCE

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



Look at these words.

flowers there garden the are in

Do the words make any sense?

The words don't make sense because they are not in an order.

Now look at these words.

There are flowers in the garden.

They make sense, don't they?

This is because the words are in an order. They form a sentence.



Grammar Points

A sentence must have a **subject** (what the sentence is about) and a **predicate** (what is said about the subject).

1. Put (✓) if it is a sentence and a (X) if it is not.

1. Birds are []
2. The cobbler mends shoes. []
3. My father and mother []

4. This is my new dress. []
5. I ride a blue bicycle. []
6. His face []
7. The boys are playing cricket. []
8. The tree was []
9. Mary had a little lamb. []
10. The brown cat is []

Every sentence must
have a verb.

II. Match the two parts of the sentence.

- | | |
|------------------|--------------------|
| 1. Jack and Jill | play with dolls |
| 2. Humpty Dumpty | likes to eat honey |
| 3. Seven days | went up the hill |
| 4. Girls | make a week |
| 5. The bear | sat on a wall |

III. Arrange the words in an order.

1. boy / am / I / good / a
2. read / books / like / I / to
3. red / are / apples / the
4. singing / song / a / she / is
5. easy / learn / is / English / to



Grammar Points

A sentence must begin with a capital letter.

A sentence ends with a full stop (.) if it tells something.

Example : *A cat likes fish.*

A sentence ends with a question mark (?) if it asks something.

Example: *Can I have an apple?*

IV. Rewrite the sentences with capital letters, full stops and question marks.

1. india is my motherland

.....

2. harsha is my best friend

.....

3. sunday is a holiday

.....

4. do you like to watch TV

.....

5. will you play with me

.....

6. i visited nehru park

.....

7. january is the coldest month of the year

.....

8. prem wrote a letter to karan

.....

9. does your school reopen in june

.....

10. we have holidays for christmas

.....



ARTICLES

a, an, the

The words **a**, **an** and **the** are called articles.



Read the following.



an aeroplane



an owl



an engine



a bus



a man



a fish



the Taj Mahal



the moon



Grammar Points

We use **an** before words that begin with vowel sounds (a, e, i, o, u).

We use **a** before words that begin with consonant sounds (all the remaining letters of the alphabet).

We use **the** before the names of special buildings, mountains, the sun, moon, earth, world, sky and also the names of rivers and seas.

I. Tick (✓) a or an.



..... eagle

a an



..... butterfly

a an



..... octopus

a an



..... teacher

a an



..... ostrich

a an



..... friend

a an



..... ox

a an



..... car

a an



..... Indian

a an

II. Fill in the blanks with the words given.

[a an the]

- Taj Mahal is in Agra.
- sun is in sky.
- moon shines at night.
- I need umbrella.
- I ate apple and banana.
- Amar is drawing elephant.
- We caught fish with net.
- Give me bat and ball.
- pilot flies aeroplane.
- I click pictures with camera.

We use articles a, an and the before nouns.

III. Tick (✓) the right option.

- | | | | | | | | |
|--------------|--------------------------|-------------|--------------------------|--------------|--------------------------|----------------|--------------------------|
| 1. an flower | <input type="checkbox"/> | 2. a egg | <input type="checkbox"/> | 3. a leaf | <input type="checkbox"/> | 4. an elephant | <input type="checkbox"/> |
| an ice-cream | <input type="checkbox"/> | a chair | <input type="checkbox"/> | a owl | <input type="checkbox"/> | an book | <input type="checkbox"/> |
| 5. a bird | <input type="checkbox"/> | 6. a tree | <input type="checkbox"/> | 7. an ant | <input type="checkbox"/> | 8. an dog | <input type="checkbox"/> |
| a orange | <input type="checkbox"/> | a igloo | <input type="checkbox"/> | an door | <input type="checkbox"/> | an apple | <input type="checkbox"/> |
| 9. a story | <input type="checkbox"/> | 10. a pilot | <input type="checkbox"/> | 11. an otter | <input type="checkbox"/> | 12. a cage | <input type="checkbox"/> |
| a answer | <input type="checkbox"/> | a apricot | <input type="checkbox"/> | an yak | <input type="checkbox"/> | a urn | <input type="checkbox"/> |

IV. Look at the picture. Then fill in the blanks with a, an or the.

1. boy with kite
2. girl with balloon
3. man with umbrella
4. sun over hills
5. bird in sky
6. dog with ball



V. Listen to your teacher as she reads these lines.

Bittu hears a sound. He looks up. He sees an aeroplane. The aeroplane is in the sky. It is a big aeroplane. It has two wings and a tail. There is a pilot in the aeroplane. He is flying the aeroplane.

Circle the right word.

1. Bittu looks (up / down).
2. Bittu sees an (aeroplane / helicopter).
3. The aeroplane is (at the airport / in the sky).
4. The aeroplane is (big / small).
5. A pilot is (flying / driving) the aeroplane.

