

Build your grammar

# The Grammarite

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Educational Publishing



Encyclopædia Britannica, with its indisputable reputation as one of the world's most reliable reference authorities for more than two centuries, presents **The Grammarite**, a series of eight English grammar textbooks, for classes 1 to 8, for the school curriculum.





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## Based on a spiral exposition of English grammar, The Grammarite



- ▶ lets the learner deduce the concepts rather than impose a didactic approach
- ▶ has a spiral gradation across the series
- ▶ exposes the learners to the definitions and rules with an emphatic stress on in-depth and contextual practice
- ▶ elicits the grammar structures through examples that naturally lead to conversational explanations.

**Book 4**  
4 Adjectives

Recapitulation of concepts in each chapter

Deductive approach to grammar concepts through language activities

**Book 6**  
7 Adverbs

Let's link up

A. Play a game:

- ▶ Divide yourselves into teams.
- ▶ Expand the sentences given below using adverbs to modify the underlined words.
- ▶ Do not repeat the same adverb in a single sentence.
- ▶ The team with the longest expansion wins. One has been done for you.

The man limped and then walked.  
The man slowly turned around twice and then walked away very, very, finally.

1. The boy dices a picture, coloured it, and sent away.
2. The dog barked and straggled in soil, and ran away.
3. The gardener dig the soil, planted the seeds, and watered them.

Examples:

- ▶ I accepted the challenge willingly. (Willingly modifies the verb accepted.)
- ▶ They were really unhappy over the loss. (Really modifies the adjective unhappy.)
- ▶ John plays tennis very well. (Very modifies the adverb well.)

B. Read this passage and underline the adverbs.

An ant fell into a river and was swept away in the swiftly rising stream. A dove quickly threw a small leaf into the river. The ant climbed onto the leaf and was carried safely to the shore. She was very grateful. A few days later, the ant saw

Transitive/intransitive verbs

Read the following sentences.

1. The lady drives a car.
2. The lady drives well.

In the first sentence, the action of driving shown by the verb passes from the lady (doer) to the car (receiver). So, the verb drives is a transitive verb.

In the second sentence, the action of driving stops with the doer. No receiver is mentioned in the sentence. So, the verb drives is an intransitive verb.

A transitive verb takes an object. Intransitive verbs do not take objects.

Let's look at a few more examples given in the table below.

Verbs used intransitively	Verbs used transitively
Grandmother bakes well.	Grandmother bakes bread.
The artist painted today.	The artist painted a mural today.
She kicked hard.	She kicked the ball hard.

In the above sentences, bread, mural, and ball are the objects of the transitive verbs bakes, painted, and kicked.

C. Write T against the sentences where the transitive verb has been used. Write I against the sentences where the intransitive verb has been used. Circle the objects of the transitive verbs.

1. The lady bought flowers.
2. The sun rises in the east.
3. The child cried.
4. The old man coughed loudly.
5. My brother broke a window.
6. The window broke.
7. The plumber repaired the taps.

Read the following sentences and fill in the blanks for you as examples.

1. Nina chopped the vegetables very fast.
2. Geeta and Hari run fast.
3. The postman gave a letter to Marbet.
4. Binu brought some sweets for me.

Subject	Verb	Direct object	Indirect object	Transitive	Intransitive
1. Nina	chopped	vegetables		X	
2. Geeta, Hari	run				X
3. The postman	gave	a letter	Marbet	X	
4. Binu	brought	some sweets	me	X	

**Book 4**

Concepts presented through the 4Es: example-explanation-exercise-evaluation



# Book 5

## Let's use it

### Composition

Write an essay describing an event that came as a surprise to you. Describe what you were doing just before the event, what the surprise was, and your reaction immediately after it.

## Let's perfect it

### A. Fill in the blanks using the verbs in the correct tense.

- We \_\_\_\_\_ (do) our work by the time the bell rang.
- I knew I \_\_\_\_\_ (not) get before, although I couldn't recall her name.
- I \_\_\_\_\_ (not) get before, although I couldn't recall her name.
- Our teacher \_\_\_\_\_ (give) her the ice-cream when she dropped it.
- He \_\_\_\_\_ (illustrate) it \_\_\_\_\_ (already) \_\_\_\_\_ (tell) us the story as she asked us to.

### B. Complete these sentences with ideas of your own.

- I had already \_\_\_\_\_
- We had never \_\_\_\_\_
- My grandfather had just \_\_\_\_\_
- My grandmother had not yet \_\_\_\_\_
- Until that day they had \_\_\_\_\_

### C. Rewrite the sentences changing the tense as directed.

- I visited Rajasthan last year. (simple future tense)
- I was rehearsing for the play yesterday. (future continuous tense)
- We were waiting for you at the bus stop last evening. (future continuous tense)
- We cooked a delicious meal for our friends last Saturday. (simple future tense)
- We were performing a drill at six o'clock last Sunday. (future continuous tense)

Irregular adjectives do not follow these rules.

Positive degree	Comparative degree	Superlative
bad	worse	worst
good/well	better	best
far	further/farther	farthest/furthest
little	less	least
old	older/elder	oldest/eldest
many	more	most

### E. Identify the degree of comparison of the adjective in each sentence.

- My bag is heavier than yours.
- Rahul has high fever.
- The employee is more hardworking than the manager.
- That is the oldest building in this town.
- He squeezed through the narrow gap in the hedge.
- My school is nearer to the airport.

### F. Fill in the blanks with the correct degree of comparison.

- Rani is the \_\_\_\_\_ (youngest/younger) of the two sisters.
- My brother is a \_\_\_\_\_ (smarter/smartest) boy.
- I am \_\_\_\_\_ (older/old) than her.
- This is the \_\_\_\_\_ (interesting/more interesting) book.
- This is the \_\_\_\_\_ (taller/tallest) building I have ever seen.

### G. Write six sentences based on the following pictures using degree of comparison.



Variety of exercises graded for identification, structured, and evaluative practice

# Book 8

## Use it

You have just got a job in a departmental store. Your supervisor gave you some instructions and you took some quick notes. Now, with the help of those notes, write down the instructions in detail, using the modal auxiliaries 'should'/'shouldn't'/'ought to'.

price: commercial/children's/parental/stock/information/departmental/responsible/after extra work/help in work.

## Let's perfect it

### A. Complete the sentences using the correct form of the verb.

- You have missed him. My Ray \_\_\_\_\_ for hours. (get/just left/left)
- I \_\_\_\_\_ him for several years. (know/knowing/have known)
- \_\_\_\_\_ you \_\_\_\_\_ Little Women? (read/read been reading)
- We \_\_\_\_\_ Kaha for several days. (have's never/never had seen)
- You are late due to what I \_\_\_\_\_? (have done/did/did done)
- He thanked me for what I \_\_\_\_\_? (have done/did/did done)
- I \_\_\_\_\_ a new car last week. (have bought/bought/have done)
- I \_\_\_\_\_ all about the film because I \_\_\_\_\_ it twice. (had seen/seen/have seen)
- I know all about the film because I \_\_\_\_\_ me somewhere before? (have seen/have seen/had seen)
- Did you think you \_\_\_\_\_ the concert, it \_\_\_\_\_? (have already started/had already started/had already been started)
- Manoj \_\_\_\_\_ since last week. (have been/have been)
- Vasanti \_\_\_\_\_ since 1980. (had changed/is changed/had changed)
- He \_\_\_\_\_ the room last night. (had swept/had swept)
- She \_\_\_\_\_ the whole night reading. (has been/have been)

Intensive and extensive practice through abundant exercises

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## Value Add-ons

- Each book has a companion Teacher's Manual.
- Each Teacher's Manual is accompanied by a CD that provides additional practice.
- Attractive layout and colourful illustrations appeal to children.
- The Grammarite is designed to accompany and supplement all main ELT courses.

# Book 6

## Let's crack it

### A. Read each set of words. Find the odd one out and write it.

- big house jump tree
- table blanket are yellow
- man apple are marker yellow
- sun write chair sink
- down food rang lamp
- rod fork shirt climb
- kitten mixed spoon egg

### B. Write the verb that matches each picture. Choose from the box below.



- The teacher \_\_\_\_\_ A bird \_\_\_\_\_
- I \_\_\_\_\_ television. We \_\_\_\_\_

### C. Write four things that you do every day.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





Vocabulary building and revision on special pages

Books 1 & 2 are in workbook format.



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The Grammarite develops the skill to accurately use the English language while engaging in a wide range of creative activities spread across the series.

Encyclopædia Britannica (India) Private Limited  
 140, Zamrudpur Shopping Complex  
 N-Block Road, Greater Kailash-I  
 New Delhi 110048, India  
 Telephone: +91 11 47154100  
 Facsimile: +91 11 29245116  
 Website: www.britannicaindia.com  
 Queries: school@ebindia.com

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