LEARNERS

LEARNING WITH A DIFFERENCE

ACTIVE GRAMMAR

A contextualized approach to the learning of English grammar

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Nigel Turton

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LEARNERS PUBLISHING

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First published 2007 by **Learners Publishing Pte Ltd**
222 Tagore Lane, #03–01 TG Building, Singapore 787603

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Email: learnpub@learners.com.sg
Visit our website: http://www.learners.com.sg

ISBN 978 981 4151 33 7

Printed by COS Printers Pte Ltd, Singapore

Please remember that unauthorized photocopying of this book is illegal.

Associate Companies

R I C Learners International Limited
P.O. Box 332, Greenwood
WESTERN AUSTRALIA 6924

R I C Publications Limited (Asia)
5th floor, Gotanda Mikado Building
2-5-8 Hiratsuka, Shinagawa-ku Tokyo,
JAPAN 142-0051
Tel: 03-3788-9201
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Email: elt@ricpublications.com
Website: www.ricpublications.com

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To teachers and parents

Of late, language planners and educators in various parts of the world have been taking steps to restore an appropriate balance to language teaching policy and practice. In the case of Singapore, in October 2006 the Ministry of Education announced its intention to introduce a new English Language curriculum in which 'A contextualized approach to English Language learning will be complemented by systematic and explicit grammar instruction.' It is against this background that ACTIVE GRAMMAR has been produced.

The main purpose of ACTIVE GRAMMAR is to develop in young learners an understanding and control of the essential building blocks of English grammar and in so doing provide them with a solid platform for further language development.

ACTIVE GRAMMAR is likely to be found most useful at the lower primary level, although it may also help older students who, for one reason or another, still find grammar intimidating. It has been designed primarily for classroom use although it may also be used at home under parental supervision.

ACTIVE GRAMMAR is divided into units or lessons, each of which has a single focus. It is recommended that the units are followed in the sequence in which they appear, although some teachers requiring supplementary materials may prefer to draw upon them selectively.

The units follow a tried-and-tested 'presentation-explanation-practice' format. They begin with a text (e.g. a rhyme, a dialogue, a story) which has been carefully designed to stimulate interest while at the same time showing the lesson's grammatical focus in context. The explanation which follows draws attention to the relevant parts of the text while also providing further examples.

Finally, practice is provided by means of a variety of activities, both oral and written. These invite students to consolidate their understanding of a grammatical item by actively using it.

With its profusion of lively colour illustrations, ACTIVE GRAMMAR demonstrates that the learning of grammar, even at primary level, need not be difficult or dull. On the contrary, when materials are sensitive to the age and interests of the young learner, grammar lessons can be not only interesting but fun.

Nigel Turton
February 2007

Unit 1 Nouns

- Countable and uncountable
- Plural forms
- Irregular plurals
- Plural nouns

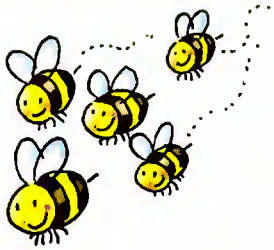
Countable and uncountable
(lots of cars, lots of traffic)

Sally likes to make up sentences that rhyme.

REMINDER

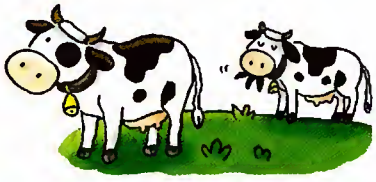
A sentence begins with a capital letter and ends with a full stop.

We get wood from trees.



We get honey from bees.

We get rain from clouds.



We get milk from cows.

Sally has used some nouns in her sentences.

We get **wood** from **trees**.

We get **honey** from **bees**.

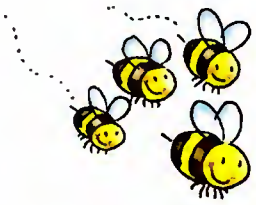
We get **rain** from **clouds**.

We get **milk** from **cows**.

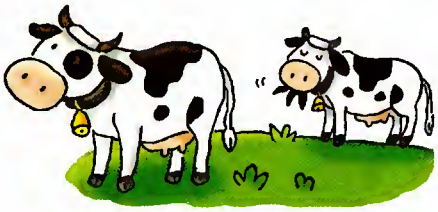
REMINDER

A noun is the name of someone or something.

Some of these nouns are **countable**. You can count the things they name.



four bees



two cows

three trees

five spoons

two dolls

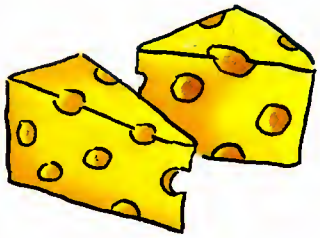
three balloons

Some of the nouns are **uncountable**. You cannot count the things they name.

rain

honey

milk



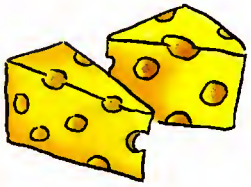
cheese

rice

toothpaste

REMINDER

To say **how many**, you can use words like **piece**, **packet** or **bottle** with uncountable nouns.



two pieces of cheese

three cartons of milk

Most **countable** nouns have two forms: a **singular** form and a **plural** form.

SINGULAR (one)	PLURAL (more than one)
a bee	three bees
a tree	two trees
an egg	four eggs

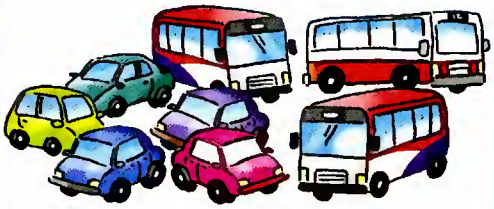
REMINDER

To make a plural form, you usually add **-s** or **-es** to the noun.

a balloon *two balloons*

a watch *two watches*

Uncountable nouns do not have a plural form.

COUNTABLE	UNCOUNTABLE
 lots of **cars** and **buses**	lots of **traffic** (NOT traffics)
some **tables** and **chairs**	some **furniture** (NOT furnitures)
lots of **coins**	lots of **money** (NOT moneys)

REMINDER

You never add **-s** or **-es** to an uncountable noun.

*Lisa has big brown eyes and long black **hair**. (NOT hairs)*

PRACTICE

Sally's mother has written a shopping list. Look at the things on the list and say what she is going to buy. Make **five** sentences like this:

e.g. She's going to buy some cheese.

a _____

b _____

c _____

d _____

e _____

SHOPPING LIST

cheese
pineapple (1)
eggs
honey (2 jars)
flour
milk (3 cartons)
watermelon (1 large)
sugar
potatoes (5 kilos)
cornflakes (2 large packets)
bread
rolls
baked beans (3 small tins)
chilli sauce (2 bottles)
rice
spaghetti (2 packets)
bananas (6)
apples
tomato ketchup (1 large bottle)

Plural forms
(ribbons, watches, babies, knives)

This is one of Sally's favourite bedtime stories.

THE PINK RIBBONS

Once upon a time, in a small village called Foppingham, there lived a little girl called Jody Hunt. Her parents, John and Martha, had six children altogether: three girls and three boys. Two of the boys, Gavin and Mark, were still babies.

Mr Hunt was a carpenter. But there was no work for carpenters in Foppingham and so the family was very poor. Her father earned a little from sharpening knives and scissors. He was also good at mending clocks and watches. But such work did not pay well, and there was barely enough money to buy food.

For a long long time Jody had wanted some pink ribbons to tie in her hair. She knew she would never get them. Her parents had no money for presents, not even birthday presents.

Every night, just before Jody got into bed, she would look in the mirror at her pretty hair and say, 'I wish, I wish, I wish I had some pink ribbons!' One night her mother was coming up the stairs to say goodnight when she heard Jody making her wish. Martha's eyes filled with tears. She went back

downstairs and told her husband what she had heard.

The next day John went off to the market. He was carrying his bag of carpenter's tools, which he no longer used. Two hours later he arrived back home without the bag of tools but with a broad smile on his face.

The next morning Jody woke up early and saw two beautiful pink ribbons lying at the foot of her bed. She was so happy that she burst into tears. Her parents never told her where the ribbons had come from.

From that day on Jody believed in fairies.

To make a noun plural, you usually add **-s** at the end:

some pink **ribbons**

her **parents** had no money for **presents**

SINGULAR		PLURAL
ribbon	+S	ribbons
parent		parents
present		presents

Sometimes you add **-es** to make the plural form.

He was also good at mending clocks and **watches**.

one watch

a brush

a box

two watches

five brushes

lots of boxes

Grammar Help

You add -es to words that end with a hissing sound, like ssss or shhhh.

SINGULAR	PLURAL
bus	buses
fox	foxes
dish	dishes
torch	torches

If the singular form ends with -e, you just add -s.

SINGULAR	PLURAL
face	faces
horse	horses

a dress

three dresses

How do you make nouns like **baby** and **fairy** plural?

Two of the boys, Gavin and Mark, were still **babies**.
From that day on Jody believed in **fairies**.

a baby

two babies

a fairy

three fairies

Grammar Help

You change the -y to -ies.

SINGULAR	PLURAL
teddy	teddies
puppy	puppies
fly	flies
butterfly	butterflies
story	stories
lady	ladies
family	families

Grammar Help

If there is a vowel before the -y, you just add -s.

SINGULAR	PLURAL
day	days
toy	toys
boy	boys

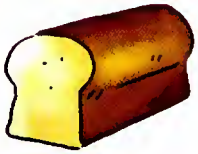
Do you remember the vowel letters? a e i o u

a key

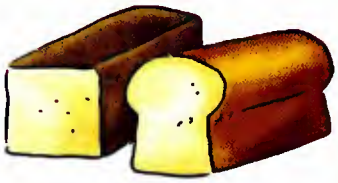
two keys

Be careful with nouns ending with **-f** or **-fe**.

Her father earned a little from sharpening **knives** and scissors.

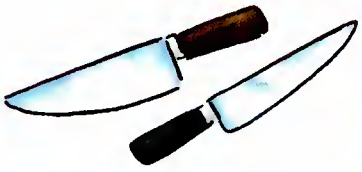


a loaf



two loaves

a knife



two knives

Grammar Help

You usually change an -f or -fe ending to -ves.

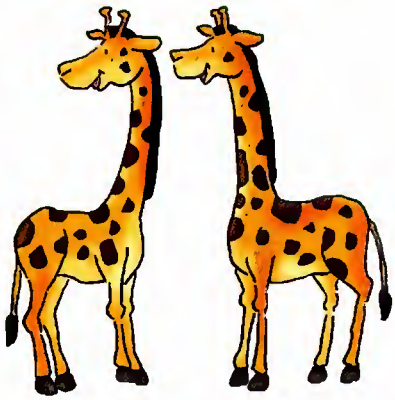
SINGULAR	PLURAL
half	halves
leaf	leaves
thief	thieves
wolf	wolves
calf	calves
shelf	shelves
wife	wives
life	lives

Grammar Help

With some of these nouns, you just add -s.

SINGULAR	PLURAL
handkerchief	handkerchiefs
chef	chefs
roof	roofs

a giraffe



two giraffes

PRACTICE

1 What can you see in the toy shop?
Make **five** sentences like this:

e.g. I can see two kites.

a _____

b _____

c _____

d _____

e _____

2 How do you make these nouns plural?
Put each one into the correct box: A, B, C or D.

ball	leaf	hat	party
brush	box	thief	shoe
kiss	story	loaf	witch
pencil	giraffe	pony	baby
lady	bus	calf	shelf

The first word, **ball**, has been done as an example.

A	B	C	D
+ s	+ es	~~y~~ + ies	~~f / fe~~ + ves
ball / balls			

Irregular plurals
(mice, feet, children)

Do you know this nursery rhyme?

THREE BLIND MICE

Three blind mice.

Three blind mice.

See how they run!

See how they run!

They all ran after the farmer's wife

Who cut off their tails with a carving knife.

Have you ever seen such a thing in your life

As three blind mice?

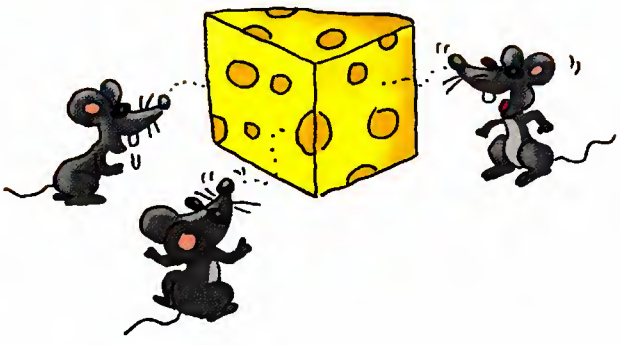
What is unusual about the word **mice**? Here is a clue.

SINGULAR	PLURAL
one cat	two cats
a puppy	three puppies
a horse	two horses
a kitten	three kittens
a goat	six goats

Plural forms usually have an **-s** at the end.

The word **mice** is plural but it doesn't end with an **-s**.

SINGULAR	PLURAL
a mouse	three mice



Here are some more nouns like **mice**.

Jill has lost a tooth.

Jack has lost four teeth.

Pam has one foot off the ground.

Bob has both feet off the ground.

The men and women were chased by some geese.

Grammar Help

You make these nouns plural by changing the vowel sounds.

SINGULAR	PLURAL
mouse	mice
man	men
woman	women
fireman	firemen
goose	geese

These are irregular nouns. The plural form doesn't end with -s.

How do you make words like **fish** and **sheep** plural?

Wow! I've caught a fish!

Three flying fish.

One black sheep.

Five jumping sheep.

Grammar Help

The plural form of these nouns is the same as the singular.

SINGULAR	PLURAL
deer	deer
reindeer	reindeer
aircraft	aircraft
spacecraft	spacecraft
salmon	salmon

Did you know?

In stories for young children, some writers use fishes as the plural of fish.

The nouns **child** and **ox** are very unusual.

2000

Alan and Kate have just one child.

2006

Alan and Kate have six children.

An ox on the back of a truck.

Two oxen on the back of a truck.

Here is a reminder of some irregular plural forms.

VOWEL CHANGE	NO CHANGE	+ EN/REN
mouse / mice	sheep / sheep	
foot / feet	fish / fish	child / children
man / men	aircraft / aircraft	ox / oxen
tooth / teeth	deer / deer	

PRACTICE

Fill in the gaps with the correct plural forms.
(The singular forms are shown in brackets.)

A Day in the Countryside

Last Sunday the weather was fine and we went for a long drive in the countryside. Many of the fields that we passed were full of cows and (1) _____ (sheep). In other fields we saw lots of (2) _____ (woman) and (3) _____ (child). They were picking strawberries, blackberries and other types of fruit.

After an hour or so, my father stopped the car and we went for a walk along a riverbank. Before long we came across several old (4) _____ (man) who were fishing. One of them showed me all the (5) _____ (fish) he had caught.

We then came to a farm and I was frightened because some angry (6) _____ (goose) came running towards us; they were making a terrible noise. There was also a big black dog with enormous (7) _____ (tooth). We decided to move on.

About ten minutes later we were having a snack on the riverbank when there was another terrible noise. Two (8) _____ (aircraft) – I think they were jet fighters – swooped down from the sky and flew past right above our heads. The noise was deafening and it frightened all the (9) _____ (deer) which darted back into the woods.

Even though I had been frightened, I enjoyed my day in the countryside. But I am not used to walking so much and, by the time we got back into the car, my legs and (10) _____ (foot) were very tired.

Plural nouns
(shorts, glasses, scissors)

What is this cartoon about?

Most countable nouns have two forms: singular and plural.

SINGULAR	PLURAL
a shirt	two shirts
a dress	three dresses

The names of some of the things you wear, like **shorts**, do not have a singular form. They are always plural.

REMINDER

The noun **shorts** always has an **-s** at the end.

Now you have got some PE shorts!

Here are some more examples of these plural nouns.

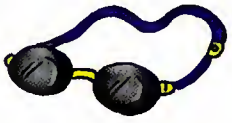
trousers

jeans

shorts

(swimming) trunks

glasses



goggles

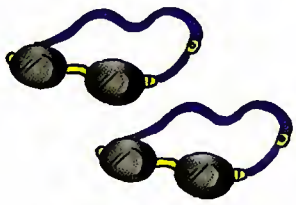
pyjamas

clothes

When you want to say **how many**, you can use **a pair of, two pairs of**, and so on, with most of these nouns.

a pair of jeans

a pair of trousers



two pairs of goggles

Grammar Help

Say: a pair of smart trousers
Don't say: a smart trousers

You cannot use words such as a, an, this or another immediately in front of a plural noun.

The names of certain tools, such as **scissors**, are also plural nouns.

Grammar Help

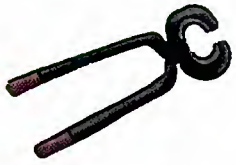
The word scissors always has an -s at the end.

Say: I need some sharp scissors.
Don't say: I need a sharp scissor.

Here are some more examples:

shears

pliers



pincers

A **plural noun** often names something that is made up of two similar parts that are joined together.

Some **plural nouns** are less easy to remember. The most common of these are **people** and **police**.

Some people eat too much.

Grammar Help

Say: Some people ...
Don't say: Some peoples ...

The word people is a plural noun even though it does not end with an -s.

The police were stopping people from entering the building.

Grammar Help

Say: The police were stopping people ...
Don't say: The police was stopping people ...

A plural noun (e.g. police) is followed by a plural verb.

PRACTICE

Look at the pictures and complete the sentences.

1 Katy is wearing a white T-shirt and blue _____ .

2 Paul is wearing green _____ and a _____ of red _____ .

3 The _____ always wear a special uniform.

4 These Eskimos usually wear warm _____ .

Unit 2

Words used with nouns

- Quantifiers
- Demonstratives

Quantifiers
(not many eggs, not much rice)

Some stories do not have a happy ending.

THE SAD STORY OF NICKY NOO

Many years ago, long before there were cars and electricity, there was a small village called Nicky Noo. The village was a few miles from Nanky Woo, the nearest town.

Most of the families in Nicky Noo kept some chickens and these birds laid a lot of eggs. The men and women also grew a lot of rice in the fields around the village and so for many years there was always enough food to eat.

One year, however, a lot of the chickens became sick and so there were only a few eggs. Also, there was not much rain and, with only a little water, a lot of the rice plants withered and died. Suddenly, the people of Nicky Noo were hungry. There were not many eggs and there was not much rice.

After a few weeks, when all the food was gone, the people of Nicky Noo packed their bags and left for Nanky Woo. They hoped to find work in the town and earn some money to buy food.

The writer of this story often tells us **how many** or **how much**.

a few miles	**a lot of** eggs
not **much** rice	not **many** eggs
a little water	**some** chickens

Grammar Help

The highlighted words and phrases are called quantifiers. They tell us about quantity (how many or how much).

Which is more?

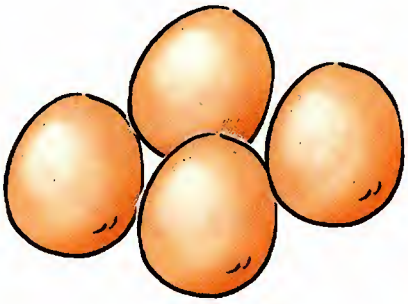
a lot of rice

a little rice

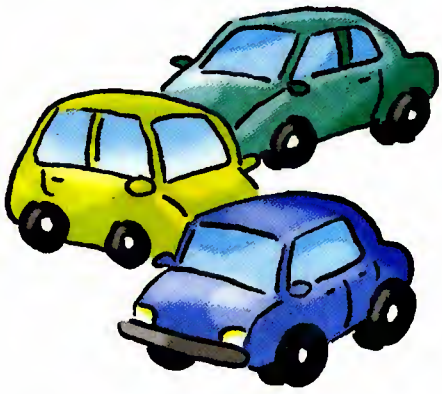
a few books

a lot of books

Some quantifiers are used only with **countable** nouns.



a few eggs



a few cars

not many mistakes

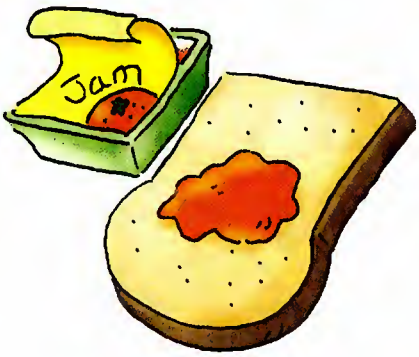
too many chicks

many balloons

REMINDER

You use **a few** and **many** only with **countable** nouns.

Some quantifiers are used only with **uncountable** nouns.



a little jam

too much meat

a little salt

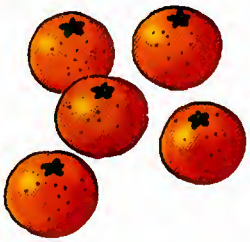
not much furniture

a little rice

REMINDER

You use **a little** and **much** only with **uncountable** nouns.

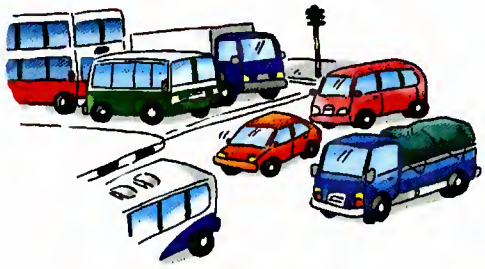
Some quantifiers are used with **both types** of nouns.



some oranges

some juice

a lot of cars



a lot of traffic

Look at the table below. What does it tell you?

	used with countable nouns	*used with uncountable nouns*
a few	yes	no
many	yes	no
a little	no	yes
much	no	yes
some	yes	yes
a lot of	yes	yes

PRACTICE

Fill in each gap with **much** or **many**.

1 How _____ pocket money do you get?

2 There is so _____ homework to do!

3 How _____ books are there in the school library?

4 How _____ children are there in your class?

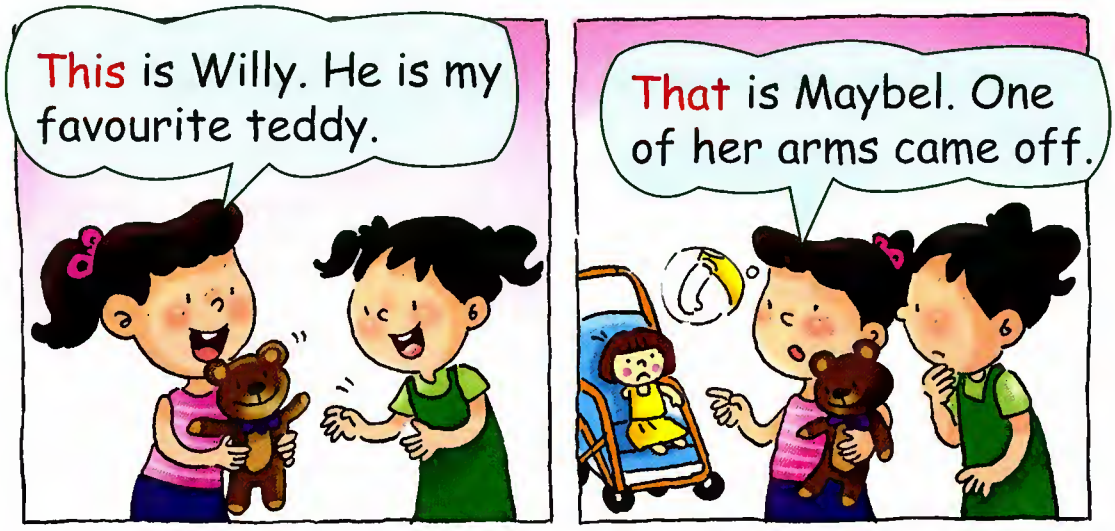
5 How _____ water do you drink every day?

6 How _____ teeth have you got?

Demonstratives
(this book, that book)

Sally and her mother are buying some new clothes.

In Book 1 you learned how to use **this, that, these** and **those** as pronouns. Do you remember?



As pronouns, you use **this, that, these** and **those** instead of a noun.

You can also use these words with a noun.

REMINDER

You use **this** and **these** for things that are near to you.

You use **that** and **those** for things that are not so near to you.

REMINDER

You use **this** and **that** when you are talking about just one person or thing.

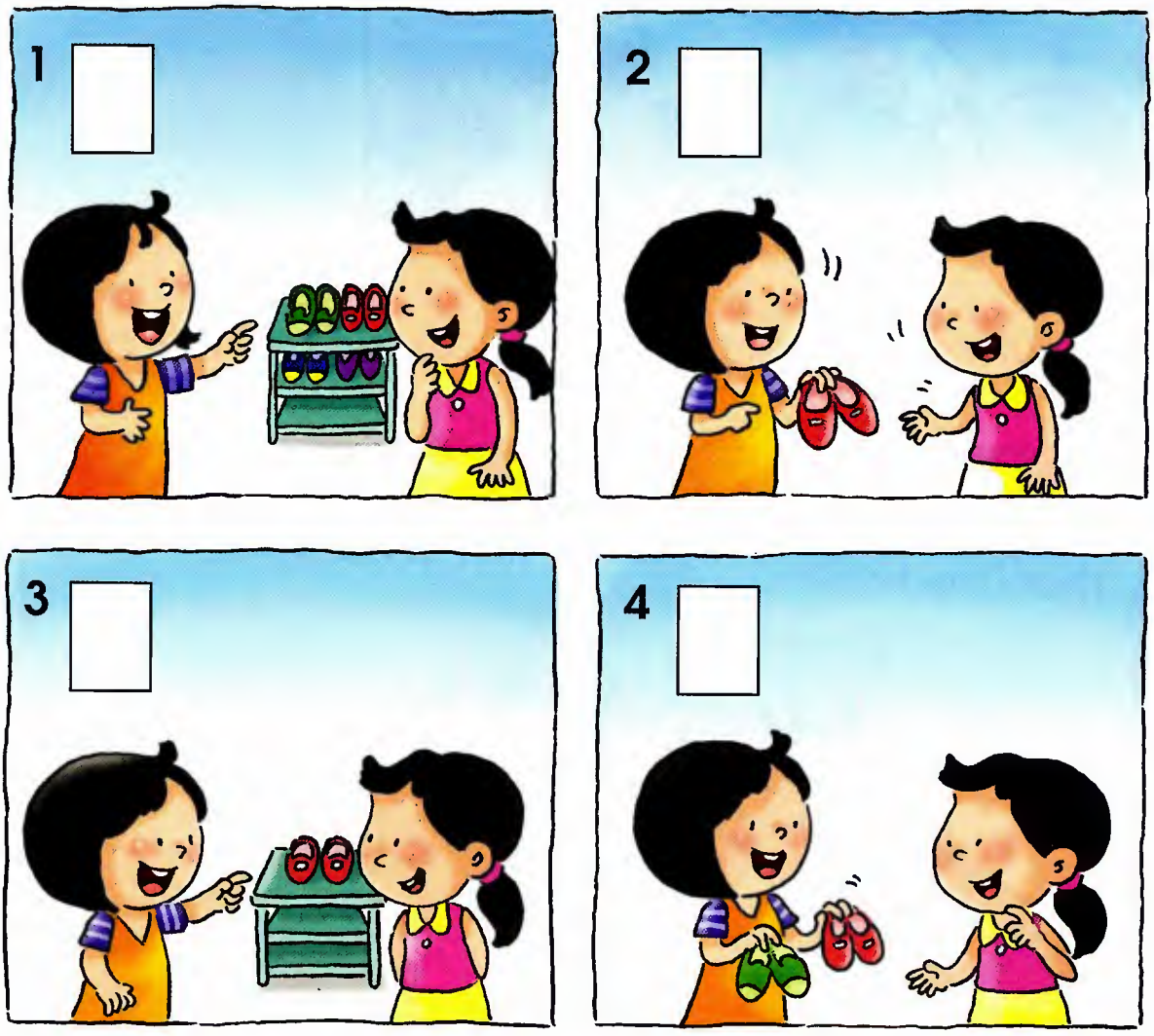
You use **these** and **those** when you are talking about more than one person or thing.

With uncountable nouns, you always use **this** and **that**.

PRACTICE

Match each picture with the correct sentence.
Write the correct letter (A, B, C or D) in each box.

A. Where did you get this pair of new shoes?
B. Where did you get that pair of new shoes?
C. Where did you get these pairs of new shoes?
D. Where did you get those pairs of new shoes?



Unit 3 Adjectives

- What is an adjective?
- Comparing with adjectives

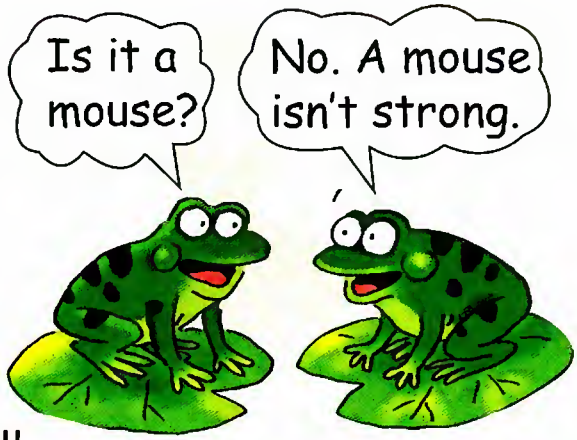
What is an adjective?
(tall, happy, blue)

Are you good at guessing games?

WHAT AM I?

Clues

1. I live in hot countries.
2. My ears are very big.
3. I am very strong.
4. My nose is very long.
5. I am very heavy.
6. I have grey skin.
7. My skin is very thick.
8. My eyes are quite small.
9. I am not very good at dancing.
10. I like flying in jumbo jets.



The answer is on page 41.

Some words tell us what someone or something is like. These words are called **adjectives**.

With adjectives you can talk about the size of something.

big eyes

small eyes

You can talk about the colour of something.

a red dress

a green dress

You can tell people how you feel.

I feel happy.

I am angry.

I feel ill.

You can say what you think about something.

a busy bee

good weather

a pretty face

a lazy bee

bad weather

an ugly face

very strong

a long nose

big ears

grey skin

thick skin

not very good at dancing

An **adjective** often comes in front of a noun.

	ADJECTIVE	NOUN
a	long	nose
	big	eyes
a	red	dress
	bad	weather

An **adjective** can also come later in the sentence, after verbs like **be** and **feel**.

	VERB	ADJECTIVE
I	feel	happy
a mouse	is not	strong
my ears	are	big
you	look	pretty

You <u>never</u> add an **-s** to an adjective.

an old owl

two old owls

Grammar Help

two <u>old</u> owls ✓

two <u>olds</u> owls ✗

PRACTICE

1 Here is another guessing game. What is the answer?

Clues

a. I am a fast swimmer.
b. My teeth are very sharp.
c. I can be very dangerous.
d. My jaws are very strong.
e. I am good at hunting.

Answer: _____

2 How many adjectives are there in the five clues? List them.

a _____

b _____

c _____

d _____

e _____

3 Make up **three** sentences about your partner. In each sentence, use one word from each box.

e.g. Tom has black hair. His eyes are brown. He has strong legs.

a _____

b _____

c _____

ADJECTIVES

black	blond	white	pink
red	blue	green	yellow
orange	brown		
huge	big	small	tiny
long	short	strong	thin

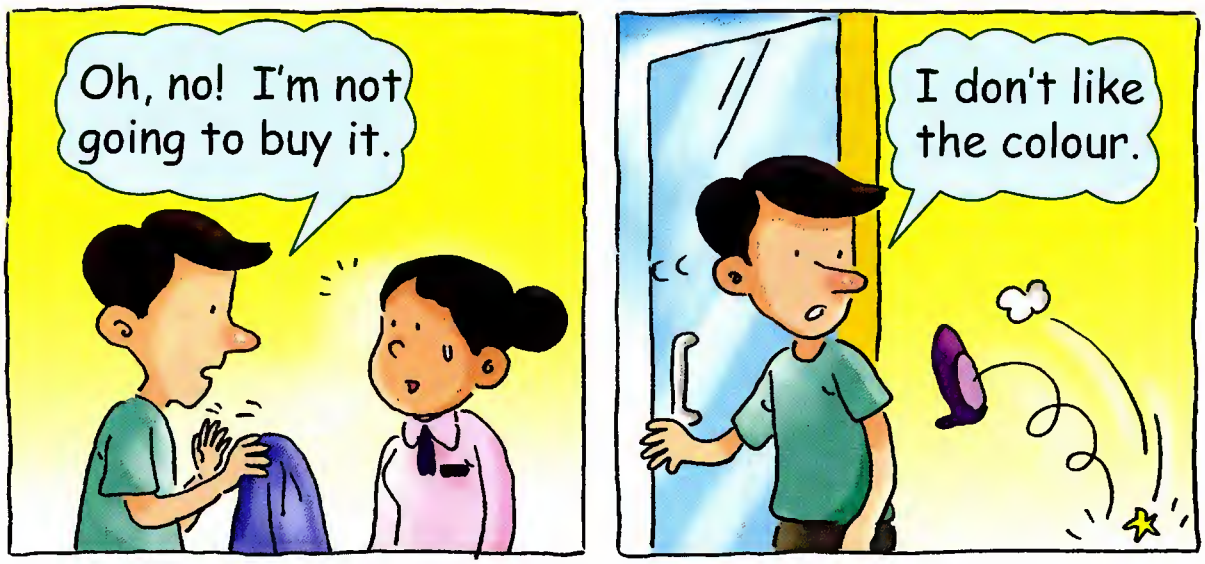
NOUNS

head	hair	face	eyes
nose	ears	mouth	lips
arms	hands	fingers	legs
shirt	dress	trousers	skirt
shoes	socks		

Comparing with adjectives
(tall, taller, tallest)

What does David want to buy?

This is the smallest size in the shop, sir.
Oh dear! It's too small. I need a bigger one.
I need a shirt which is smaller than this ...
but bigger than this.
Try this one, sir.
Good! This one is just the right size.
Shall I put it in a bag for you, sir?
$



When you compare people or things, you usually put **-er** or **-est** at the end of an adjective.

I am strong.

I am strong**er** than you.

I'm the strong**est**.

	TO COMPARE TWO PEOPLE OR THINGS	TO COMPARE THREE OR MORE PEOPLE OR THINGS
strong	stronger	the strongest
small	smaller	the smallest
cold	colder	the coldest
tall	taller	the tallest
high	higher	the highest
old	older	the oldest
young	younger	the youngest

Grammar Help

With some adjectives, you double the last letter before adding -er or -est.

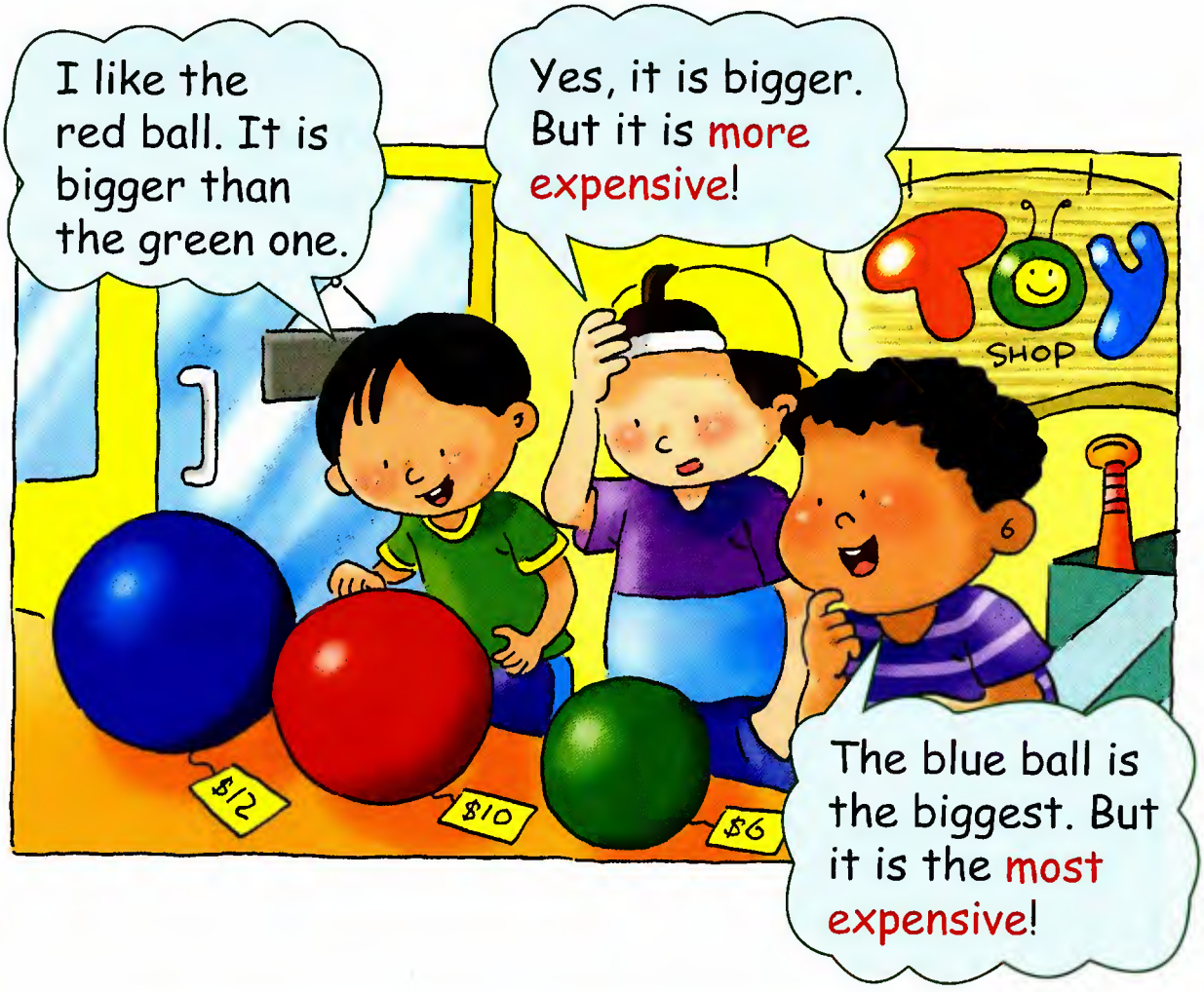
fat	fatter	the fattest
thin	thinner	the thinnest
hot	hotter	the hottest
big	bigger	the biggest
sad	sadder	the saddest
fit	fitter	the fittest

I am fat.

I am fatter than Sam.

I am the fattest cat in town.

You do not add **-er** or **-est** to long adjectives.



Grammar Help

With long adjectives, you use more and most.

expensive	more expensive	the most expensive
comfortable	more comfortable	the most comfortable
difficult	more difficult	the most difficult
beautiful	more beautiful	the most beautiful
interesting	more interesting	the most interesting

PRACTICE

1 Look at the pictures and make sentences like this:

a Jill is taller than Tim.

b _____

c _____

d _____

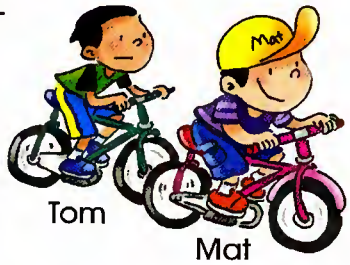
e _____

f _____

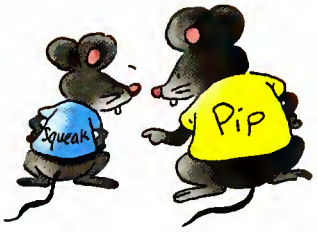
a tall

b old

c fast



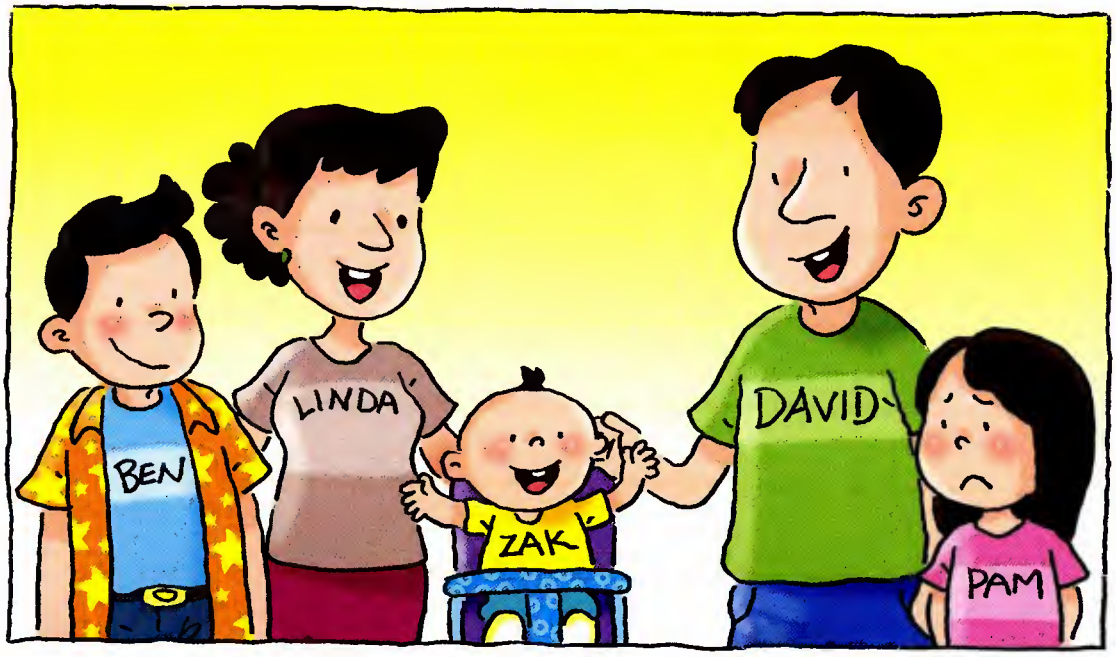
d big



e hot

f comfortable

2 Look at the family photograph and answer the questions.



a Who is the youngest?

_____

b Who is the tallest?

_____

c Who looks the saddest?

_____

d Who has the longest hair?

_____

e Who has the biggest eyes?

_____

f Who has the smallest nose?

_____

g Who has the shortest hair?

_____

h Who is wearing the most expensive clothes?

_____

Unit 4 Pronouns

- Personal pronouns
- Reflexive pronouns

Personal pronouns
(I, me, she, her, they, them)

Do you know the story about the gingerbread man?

Let's look again at what the gingerbread man says.

You can't catch **me**!
I'm the gingerbread man!

You use **I** and **me** to talk about yourself.

When do you use **I** and when do you use **me**?

Did you know?

I and **me** are called personal pronouns.

You usually use **I** at or near the beginning of a sentence.

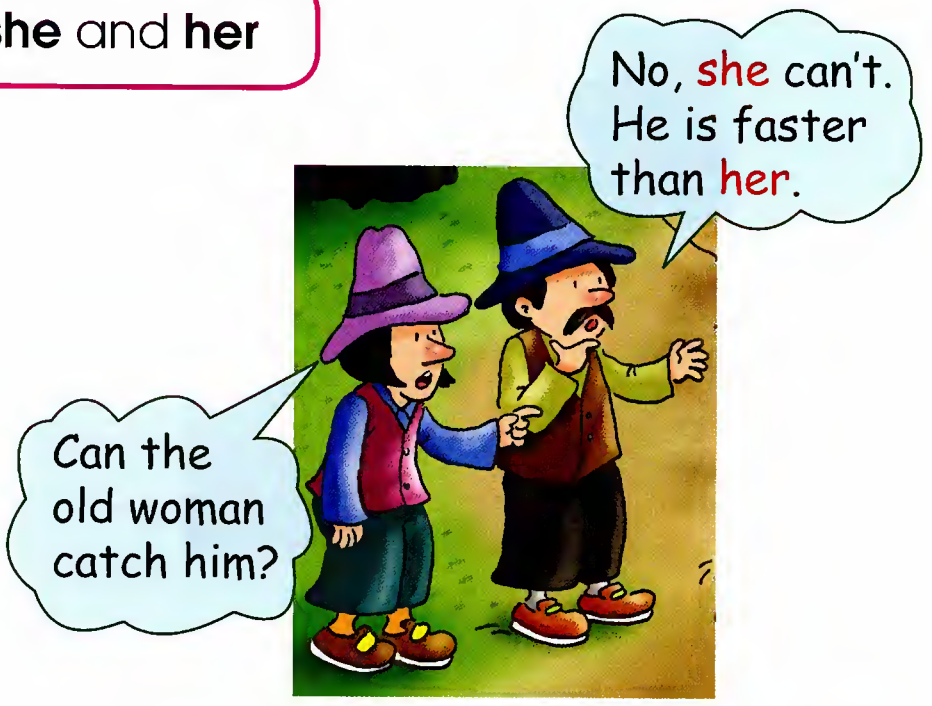
I am the gingerbread man!
I am the invisible man!

In other parts of a sentence, you usually use **me**.

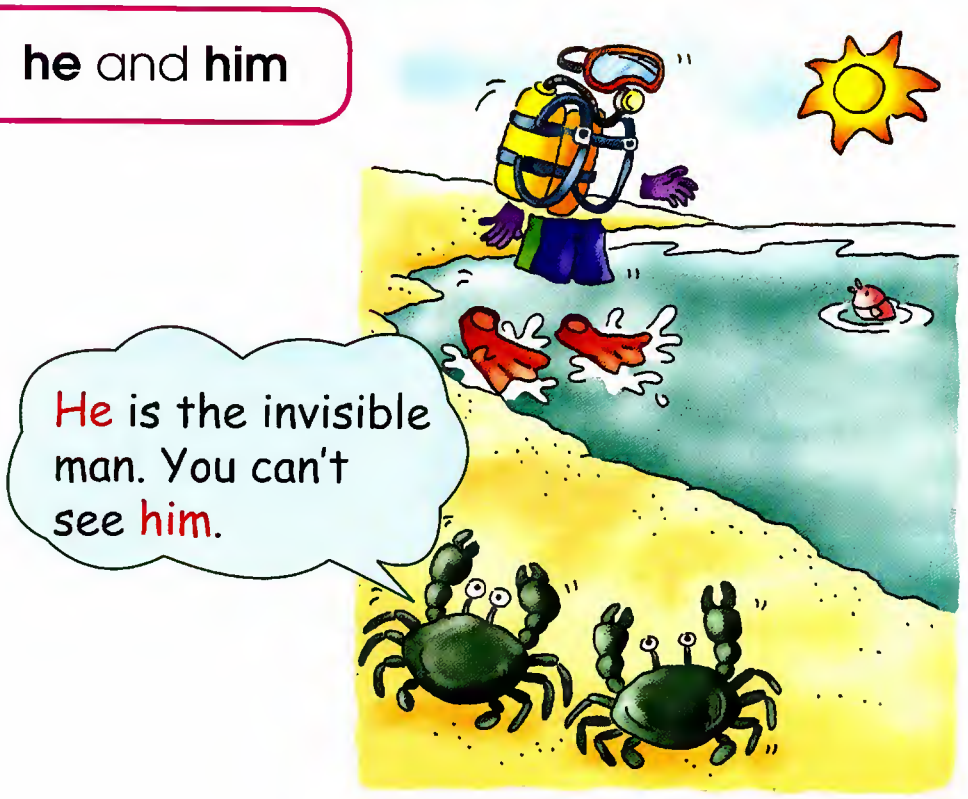
You can't catch **me**!
You can't see **me**!

You use other pairs of words in the same way.

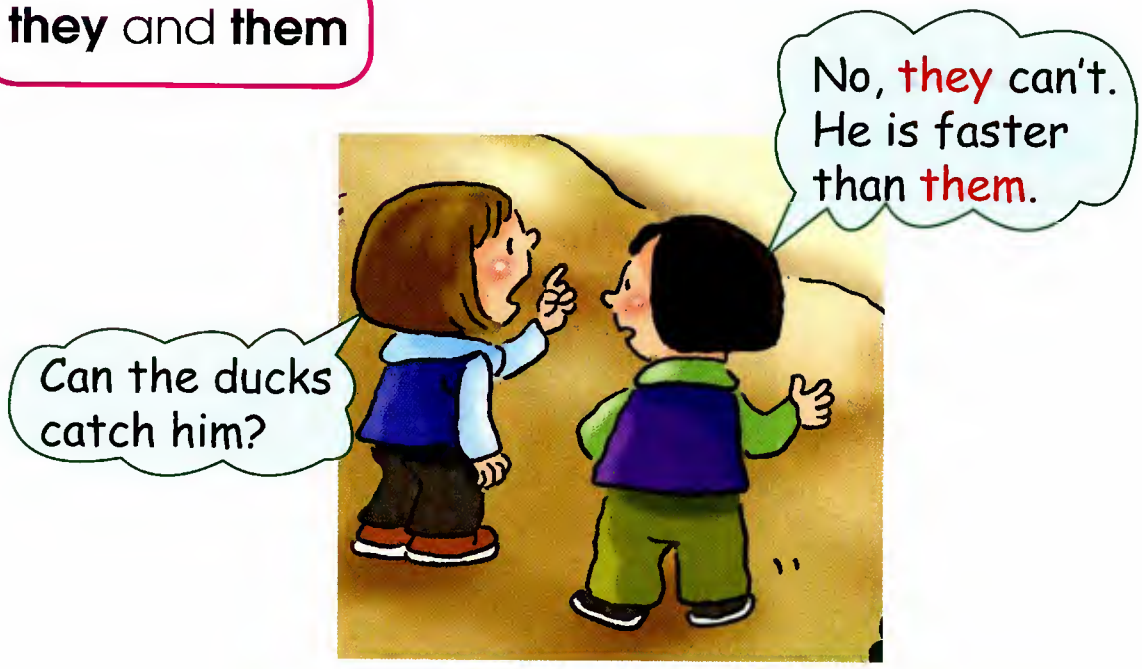
she and **her**



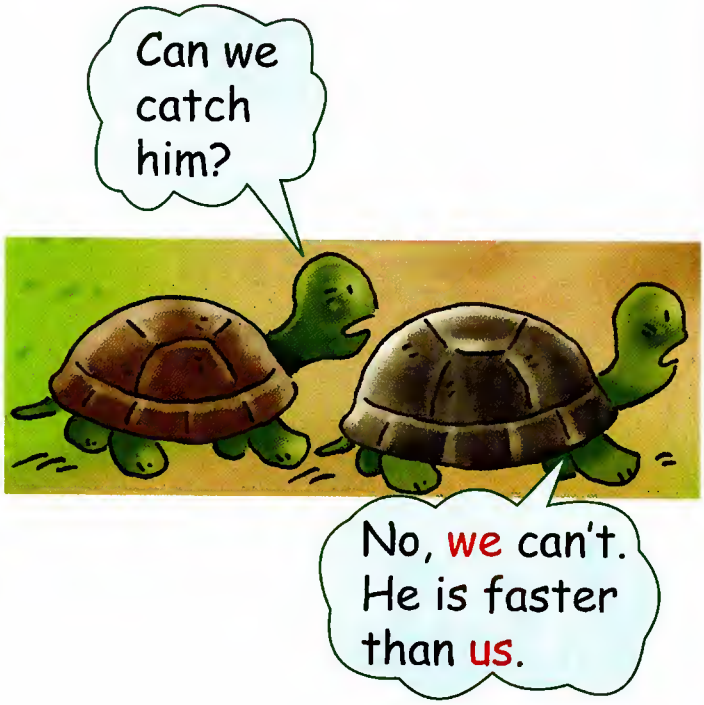
he and **him**



they and **them**



we and **us**



Did you know?

subject pronouns	object pronouns
I	me
she	her
he	him
we	us
they	them

REMINDER

1. Don't repeat a noun when you can use a pronoun.

Jill is my best friend.
***Jill** is very kind.* ✗

Jill is my best friend.
***She** is very kind.* ✓

2. Use a subject pronoun at (or near) the beginning of a sentence.

***Her** is very kind.* ✗

***She** is very kind.* ✓

3. In other places, use an object pronoun.

*I like **she**.* ✗

*I like **her**.* ✓

SINGULAR

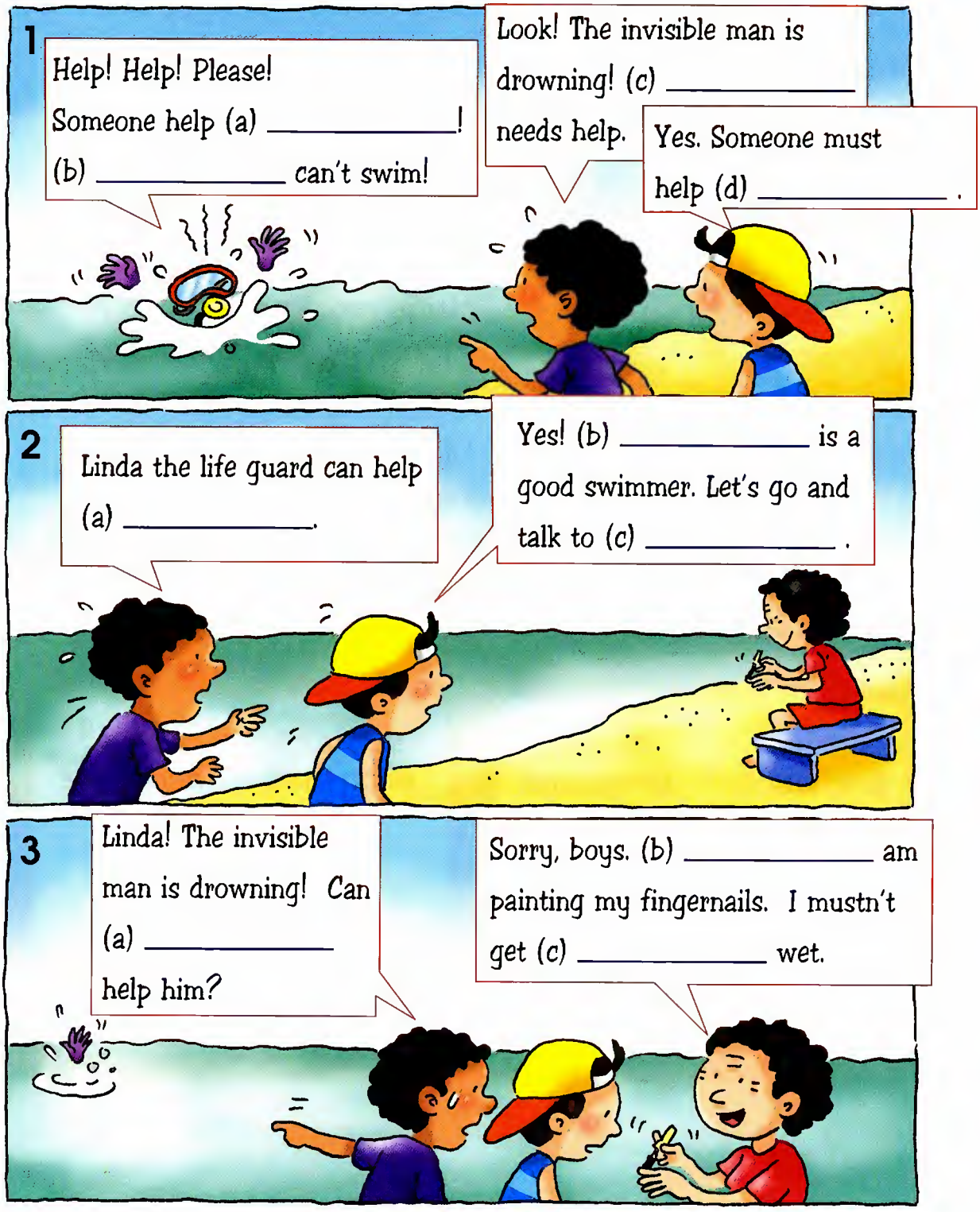
subject pronouns	object pronouns
I	me
you	you
she	her
he	him
it	it

PLURAL

subject pronouns	object pronouns
we	us
you	you
they	them

PRACTICE

Fill in each blank with the correct pronoun.



Reflexive pronouns
(myself, herself, themselves)

What does this note say?

Dear Sally,

Simon has hurt himself and I am taking him to the hospital. I am taking Lily with me too. Lily is too young to look after herself.

I think Simon has a broken arm. He was climbing on a chair to look at himself in the mirror but he fell off.

If you are hungry, you can make yourself a sandwich. When Daddy gets home from work, he can make himself a sandwich too. And both of you can help yourselves to some fruit. If Simon and I are hungry, we will get ourselves something to eat on the way home.

I have got to go now.

Love,

Mummy

P.S. Please ask Daddy to put all the dirty clothes in the washing machine. I haven't had time to do it myself.

Read the note again and find all the words ending with **-self** or **-selves**. Here are the first two.

> Simon has hurt **himself**.
> Lily is too young to look after **herself**.

Words like **himself** and **herself** are another type of pronoun. They are called **reflexive pronouns**.

Grammar Help

You use a reflexive pronoun to show that you are talking about the same person.

Simon and himself are the same person.
Lily and herself are the same person.

Here are some more examples.

Compare the two sentences, A and B. Can you see the difference?

SENTENCE A	SENTENCE B
Alan is teaching **him** to play the guitar.	Alan is teaching **himself** to play the guitar.

Sentence A is about two different people.

Alan is teaching **him** to play the guitar.

Alan is teaching **himself** to play the guitar.

Sentence B is about just one person.

Can you match the sentences with the pictures?

SENTENCE A	SENTENCE B
She is painting a picture of her.	She is painting a picture of herself.

She is painting a picture of her.

She is painting a picture of herself.

Reflexive pronouns do another important job.

Grammar Help

You can use a reflexive pronoun for emphasis.

Usually, the meaning is without any help from anyone.

If you know all the personal pronouns, **reflexive pronouns** are easy.

	PERSONAL PRONOUNS		REFLEXIVE PRONOUNS
	subject	object	
singular	I	me	myself
	you	you	yourself
	she	her	herself
	he	him	himself
	it	it	itself
plural	we	us	ourselves
	you	you	yourselves
	they	them	themselves

PRACTICE

Fill each gap with the correct reflexive pronoun.

1 I don't need any help, thank you. I can pour the milk _____.

2 My mother is making _____ a new dress.

3 The children are too young to take care of _____ .

4 Well done, Wendy! You have got ten out of ten! You should be proud of _____ .

5 It was a great party. We all enjoyed _____.

6 If the two of you are not careful, you are going to hurt _____ .

7 Tim bought two ice creams, one for me and one for _____ .

8 I think that bird is building _____ a nest.

9 Why does she keep looking at _____ in the mirror?

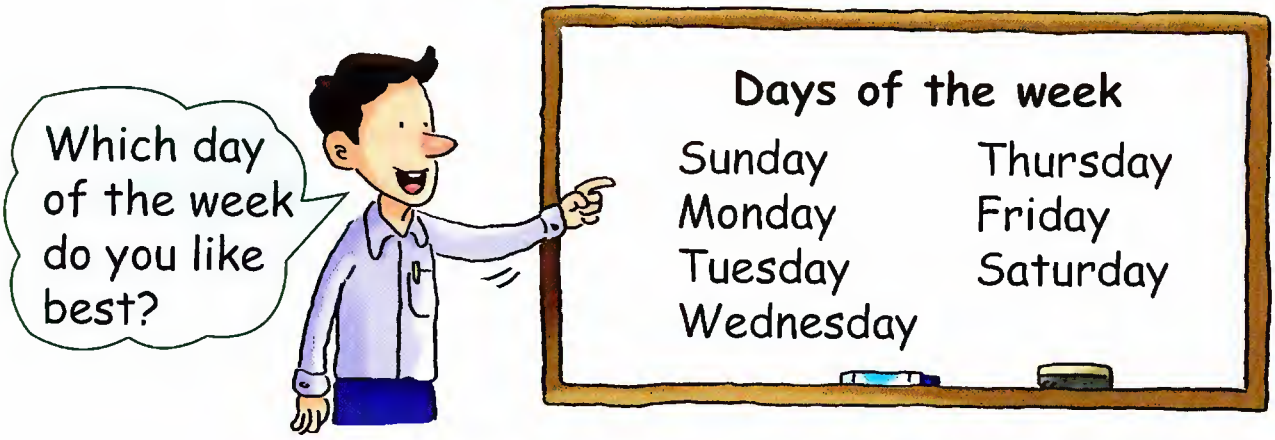
10 Can I get _____ another drink, please?

Unit 5 Verbs

- Present simple tense
- The -s ending
- Past simple tense
- Past continuous tense
- Talking about the future

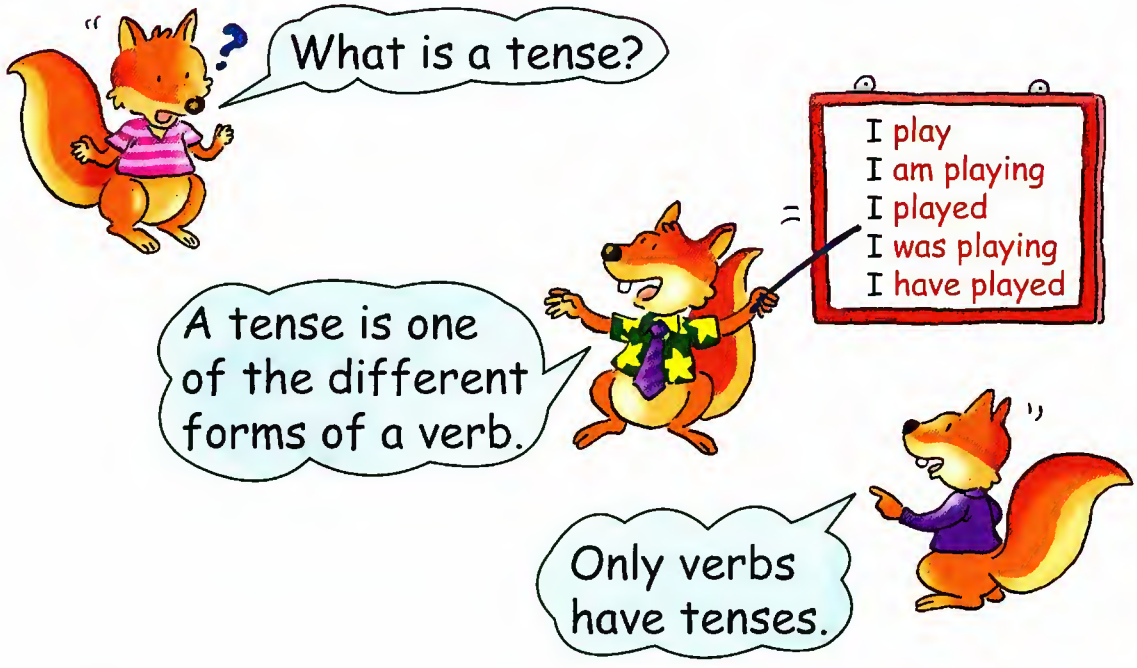
Present simple tense
(I read, we play)

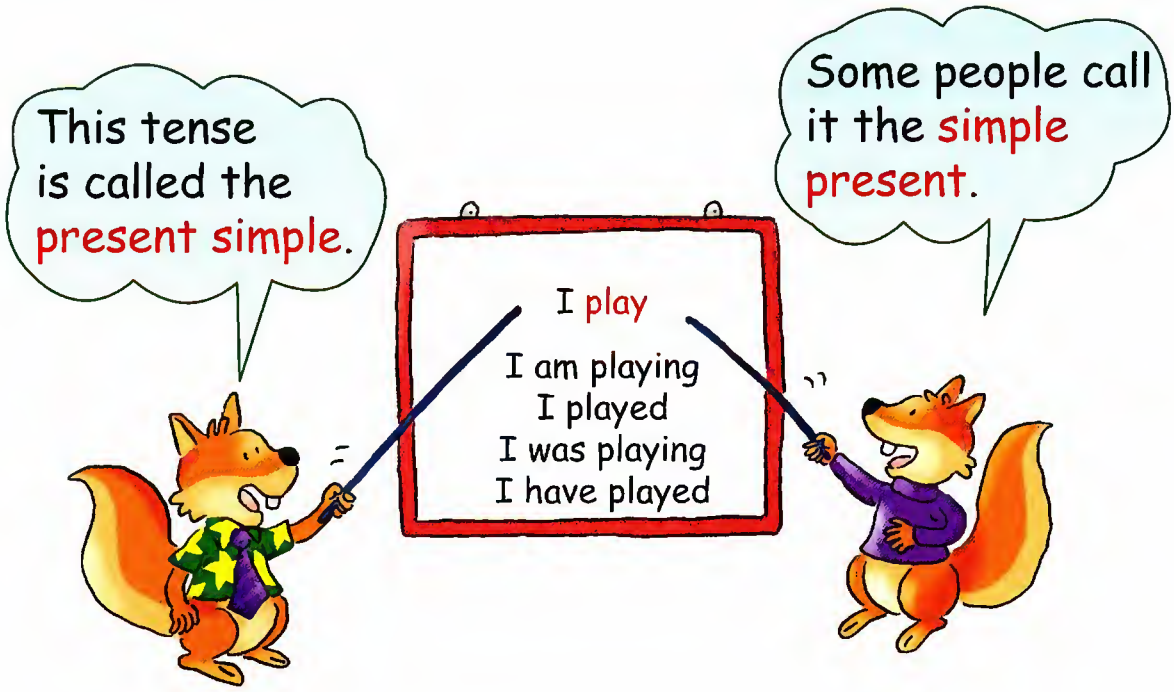
It's Friday morning and Sally is at school.



When you talk about the things you **always** do, **often** do, or **sometimes** do, you use the **present simple** tense.

My friends **come** to my house and we **play** games.
On Saturday I **go** to the park.
Sometimes I **play** on the swings.





You can use the **present simple** to talk about the things you **don't do**.

I **don't go** to school.
I **don't see** my friends.

Did you know?

don't = do not

You can use the same tense to talk about the things you **like**.

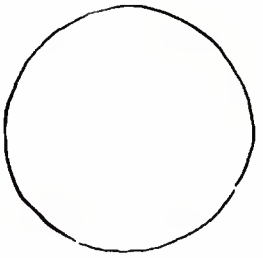
I **like** Saturday best.
We **like** Sunday best.

You use it to talk about the things you **don't like**.

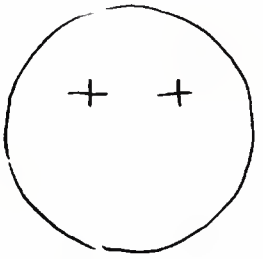
I **don't like** Sunday.

You can use the **present simple** to tell someone how to do something.

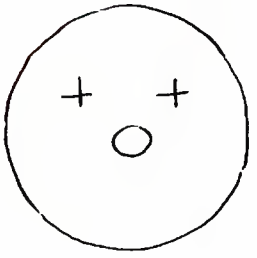
First you draw a big circle.



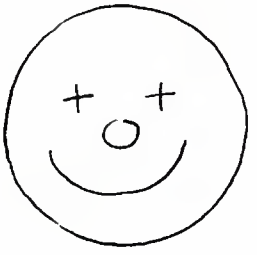
Then you draw two small crosses.



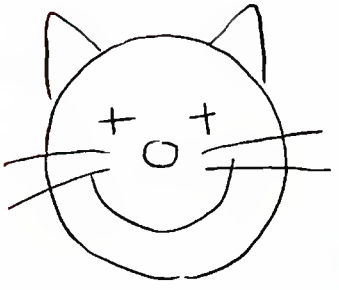
After that you give the face a nose.



Then you give it a mouth.



Last of all, you give it some ears and some whiskers.



PRACTICE

1 Think of some things you like and some things you do not like. Then make **four** sentences like this:

e.g. I like butterflies but I do not like wasps.

a _____

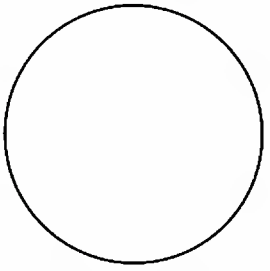
b _____

c _____

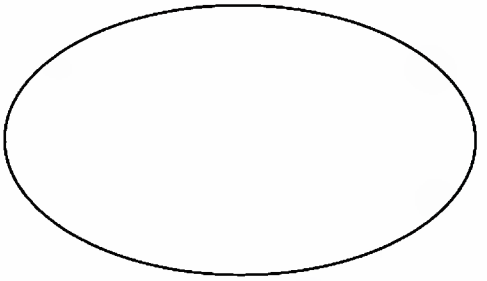
d _____

HERE ARE SOME THINGS YOU CAN USE:	
THINGS I LIKE	THINGS I DO NOT LIKE
the sun	the rain
sausages	salad
milk	coffee
cartoons	ghost stories
happy faces	sad faces

2 Draw a face like the one on page 66. Then tell the person next to you how to do it. Start with a big circle or oval.



a circle



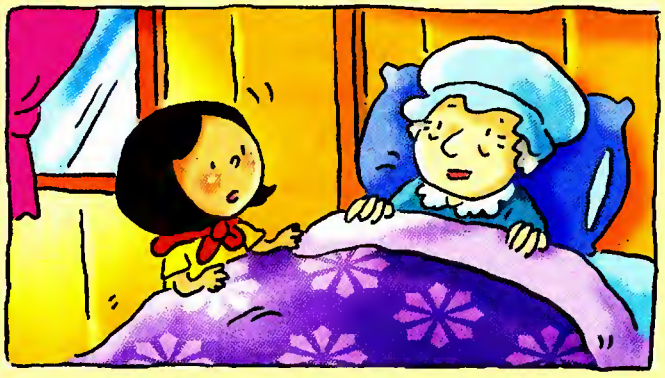
an oval

The -s ending
(she reads, he plays)

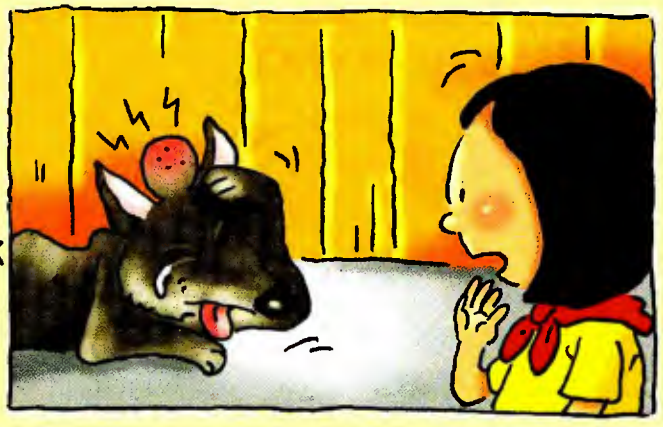
Do you know the story about Little Blue Riding Boots?

Little Blue Riding Boots arrives at her grandmother's house and knocks on the door. 'Come in,' calls Granny.

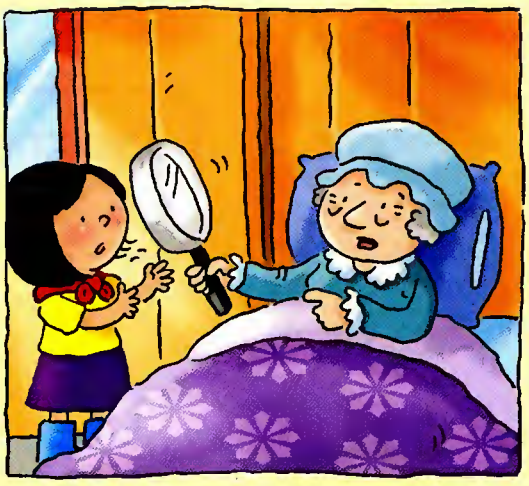
The little girl goes in and sees her grandmother in bed. Granny looks a bit tired.



Little Blue Riding Boots suddenly sees a big wolf on the floor. The wolf does not look too good. It has a big lump on its head.



'Are you okay, Granny?' asks Little Blue Riding Boots. 'Yes, thank you, my dear,' says Granny with a smile. Then she picks up a big heavy frying pan from under the bed. 'Put this back in the kitchen, please, my dear. I don't need it anymore.'



Sometimes when you tell a **story**, you use the **present simple** tense.

Little Blue Riding Boots **arrives** at her grandmother's house and **knocks** on the door.

With this tense, you make people think that everything is happening **now**.

Look at the verbs in Box A and Box B. Can you see the difference?

BOX A	BOX B
I knock on the door.	She knocks on the door.
You knock on the door.	He knocks on the door.
We knock on the door.	It knocks on the door.
They knock on the door.	Jill knocks on the door.
The boys knock on the door.	David knocks on the door.

She **knocks** on the door.
He **knocks** on the door.

It **knocks** on the door.

How amazing! In Box B all the verbs have an *-s* at the end.

You give the verb an **-s** when you are talking about just **one person or thing**.

She **opens** the door.
He **likes** ice cream.
It **falls** to the ground.

The little girl **opens** the door.
My brother **likes** ice cream.
The kite **falls** to the ground.

REMINDER

The verb ALWAYS ends with **-s** after the words **she**, **he** and **it**.

The verb ALWAYS ends with **-s** after the **singular** form of a noun.

REMINDER

You don't add an **-s** after **I**, **you**, **we** and **they**.

SINGULAR	PLURAL
I like peanuts. You like peanuts. She likes peanuts. He likes peanuts. It likes peanuts.	We like peanuts. You like peanuts. They like peanuts.

Sometimes, instead of adding **-s**, you add **-es**.

Hugo always misses.

Once a week Olive teaches Kate how to sew.

Tom brushes his teeth after every meal.

Grammar Help

You add -es to verbs that end with a hissing sound, like ssss or shhhh.

watch	watches
catch	catches
brush	brushes
push	pushes
rush	rushes
finish	finishes
polish	polishes
teach	teaches
reach	reaches
touch	touches
fix	fixes
miss	misses

If the verb ends with an -e, you just add -s.

race	races
sneeze	sneezes

Verbs that end in **-y**, like **cry** and **fly**, are a bit tricky.

The baby always cries when she is hungry.

Grammar Help

Sometimes you change the -y to -ies.

cry	cries
fly	flies
try	tries
dry	dries
carry	carries
hurry	hurries
copy	copies

Mother bird flies back to her nest.

Jane always buys lots of cheese.

Grammar Help

If there is a vowel before the -y, you just add -s.

buy	buys
pay	pays
say	says
stay	stays

Do you remember the vowel letters? a e i o u

PRACTICE

Fill in each blank with the correct verb.

1 clean or cleans?

After breakfast I
(a) _____
my teeth.

After breakfast he
(b) _____
his teeth.

2 wash or washes?

She (a) _____
her face.

I (b) _____
my face.

3 brush or brushes?

I (a) _____
my hair.

She (b) _____
her hair.

4 put or puts?

He (a) _____
on his school uniform.

I (b) _____
on my school uniform.

5 pack or packs?

I (a) _____ my schoolbag.

He (b) _____ his schoolbag.

6 carry or carries?

She (a) _____ her things to the car.

I (b) _____ my things to the car.

7 get or gets?

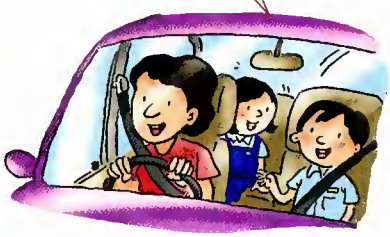
We all (a) _____ in the car.

They all (b) _____ in the car.

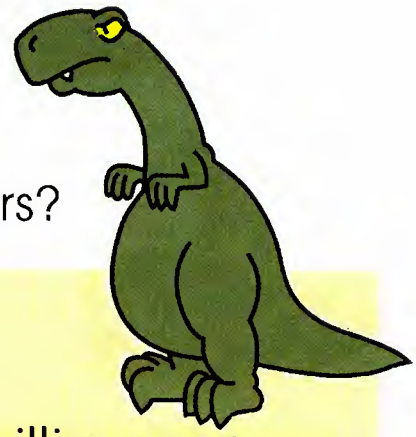
8 drive or drives?

Their mother (a) _____ them to school.

Mum (b) _____ us to school.



Past simple tense
(they walked, they ate)



What do you know about dinosaurs?

DINOSAURS

The first dinosaurs lived over 200 million years ago and the last of them disappeared about 65 million years ago. During the millions of years when dinosaurs lived on Earth, there were no people around. Human beings appeared only recently, about 3 million years ago.

Dinosaurs lived on land and we think that they laid eggs. These animals were cold-blooded, meaning that they could live only in a warm climate. Luckily, at the time when dinosaurs appeared, the Earth was warm all the time. The dinosaurs liked the warmth and there was always plenty to eat.

One group of dinosaurs ate plants and walked on all four legs. Many grew too big to walk on two legs. Another group walked on two legs and ate meat. Some of the animals in this group were very fierce. They hunted and fought other dinosaurs.

Even today, nobody really knows why dinosaurs disappeared. Their fascinating story ends with a mystery.

When you talk about things that happened in the past, you usually use the **past simple** tense. This is also called the **simple past** tense.

Like the writer of **Dinosaurs**, you can use the **past simple** for things that happened **millions of years ago**.

The first dinosaurs **lived** over 200 million years ago.

Another group **walked** on two legs and **ate** meat.

You can also use the **past simple** for things that happened **just yesterday** or **last week**.

You often find the **past simple** tense in **stories** and **rhymes**.

The three bears **opened** the door and **went** into the house.

Jack and Jill **went** up the hill.

The **past simple** form of many verbs ends in **-ed**.

The Second World War ended in 1945.

Mozart was only 35 when he died.

The three ugly sisters tried to put the shoe on, but it was too small.

Grammar Help

Verbs with a past simple ending in -ed are called regular verbs. To make the past simple, you add -ed or -d to the base form.

appear	+ ed	=	appeared
disappear	+ ed	=	disappeared
watch	+ ed	=	watched
clean	+ ed	=	cleaned
open	+ ed	=	opened
hunt	+ ed	=	hunted
finish	+ ed	=	finished
laugh	+ ed	=	laughed
start	+ ed	=	started
end	+ ed	=	ended
live	+ d	=	lived
like	+ d	=	liked
arrive	+ d	=	arrived
die	+ d	=	died
believe	+ d	=	believed

Try to remember these spelling patterns.

base form	past simple
cry	cried
try	tried
hurry	hurried
carry	carried
pat	patted
nod	nodded
sip	sipped
hum	hummed

The **past simple** form of some verbs does not end in **-ed**.

Betty went into town yesterday and bought some new sunglasses.

Tom left school last year and got a job in a bank.

I wrote the letter two weeks ago but I forgot to send it.

Grammar Help

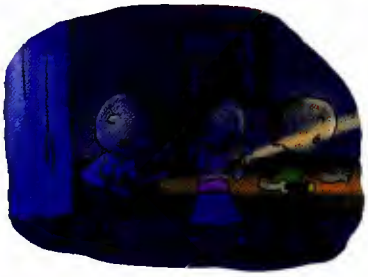
Verbs with a past simple not ending in -ed are called irregular verbs. Here are some examples.

base form	past simple	base form	past simple
be	was/were	lose	lost
break	broke	make	made
bring	brought	meet	met
buy	bought	put	put
come	came	run	ran
do	did	see	saw
eat	ate	sell	sold
feel	felt	send	sent
fight	fought	shut	shut
fly	flew	sing	sang
forget	forgot	speak	spoke
get	got	take	took
go	went	teach	taught
grow	grew	tell	told
have	had	think	thought
hit	hit	win	won
hurt	hurt	write	wrote
let	let		

The verb **be** has two different forms for the past simple: **was** and **were**.

Tom was ill yesterday and stayed in bed all day. His parents were worried about him.

You were right. United won again. They were very good.



It was cold and dark in the house and the children were frightened.

We were at the station by 9 o'clock but our train was late.

This table tells you when to use **was** and when to use **were**.

	SINGULAR	PLURAL
first person	I was	we were
second person	you were	you were
third person	she was he was it was	they were

PRACTICE

Last week Tony made a list of all the things he wanted to do at the weekend. He was very busy and did them all. Look at the list and make **six** sentences like this:

e.g. On Saturday he cleaned his bicycle.

a _____

b _____

c _____

d _____

e _____

f _____

JOBS TO DO AT THE WEEKEND

SATURDAY

- ✓ clean my bicycle
- ✓ buy a new box of paints
- ✓ put my dirty clothes in the laundry bag
- ✓ help Lucy to finish her homework
- ✓ go to Mrs Alan's house for my piano lesson
- ✓ make a birthday card for James

SUNDAY

- ✓ tidy my bedroom
- ✓ help Dad to wash the car
- ✓ paint a picture of Lucy
- ✓ write a letter to Grandma
- ✓ teach Lucy how to draw funny faces
- ✓ fly my kite on the beach

Past continuous tense
(she was reading)

When you talk or write about things you did in the past, you usually use the **past simple** tense.

LAST SATURDAY

Last Saturday we went to visit my grandmother. It was her birthday.

We left home at 9 o'clock and set off for her house. First we walked along Town Street. Then we turned right and went into the market. We bought Grandma some flowers and a birthday card. I carried the flowers and Mark, my little brother, carried the card.

We reached Grandma's house at about half past nine. She was very pleased to see us. She thanked us for the flowers and the card.

Grandma gave us some lunch and then we all went for a walk in the park. I played ball with Mark. At 4 o'clock we went home.

Sometimes when you talk about the past, you use a different type of past tense. You will find lots of examples in **A Strange Dream**.

A STRANGE DREAM

It was just after 9 o'clock on a Saturday morning and we were walking along Town Street on our way to see Grandma. It was Grandma's birthday that day and we had some flowers for her and a birthday card. Mark, my little brother, was carrying the card. I was carrying the flowers.

Mum and Dad were walking along in front of us. It was very sunny that morning and Mum was wearing her new sunglasses. Dad was holding his wallet. 'We have to stop at the bank,' he said. 'We need some money.'

Just as we were crossing the road, there were several loud bangs. Someone in the bank was firing a gun. Suddenly, the bank robber came running out of the bank. It was an old lady. She was holding a gun in one hand. She was holding a large bag of money in the other. Although the old lady was wearing a stocking over her head, we could still see who it was. It was Grandma!

At that moment I suddenly woke up. Thank goodness it was only a dream.

In **A Strange Dream** the writer tells us what people were doing at a certain time in the past. The tense for this is the **past continuous**.

We **were walking** along Town Street.

I **was carrying** the flowers.

Dad **was holding** his wallet.

Someone in the bank **was firing** a gun.

Compare Sentence A and Sentence B below. Their meanings are not the same.

Sentence A	We walked along Town Street.	past simple
Sentence B	We were walking along Town Street.	past continuous

In Sentence A the action is **finished**. In Sentence B the action is **not finished**.

Grammar Help

You use the past continuous tense for actions in the past which are not finished. These actions are still happening or in progress.

Did you know?

Another name for the past continuous tense is the past progressive tense.

Writers sometimes use the **past continuous** to tell us what was happening at the **beginning of a story**.

It was a beautiful morning in the middle of May. The sun was shining, the birds were singing and everyone in Upper Dingleton was feeling glad to be alive.

Jenny was busy in her kitchen. She was making a special pie for dinner that night ...

Grammar Help

You can use the past continuous tense in stories to describe a particular scene.

The two types of past tense, simple and continuous, are sometimes used together.

Jenny was busy in her kitchen. She was making a special pie for dinner that night when suddenly the telephone rang. While she was washing her hands to answer the telephone, someone knocked loudly on the front door.

Grammar Help

You can use the past continuous tense for an action which is interrupted by a second action. For the second action, you use the past simple tense.

While your class was learning about the past simple, my class was learning about the past continuous.

You can use the past continuous tense for two long actions which happen at the same time.

To make the **past continuous** tense, you use two verbs.

Verb 1		Verb 2
was	+	carrying
were		holding

Verb 1 is called a **helping verb**. In a continuous tense, the helping verb is always a part of the verb **be**.

present continuous	I am playing you are eating he is talking they are running
past continuous	I was playing you were eating he was talking they were running

Grammar Help

To make the present continuous, use the present tense of be (am, are, is).

To make the past continuous, use the past tense of be (was, were).

Verb 2 is called the **main verb**. In a continuous tense, the main verb is always in the **-ing** form.

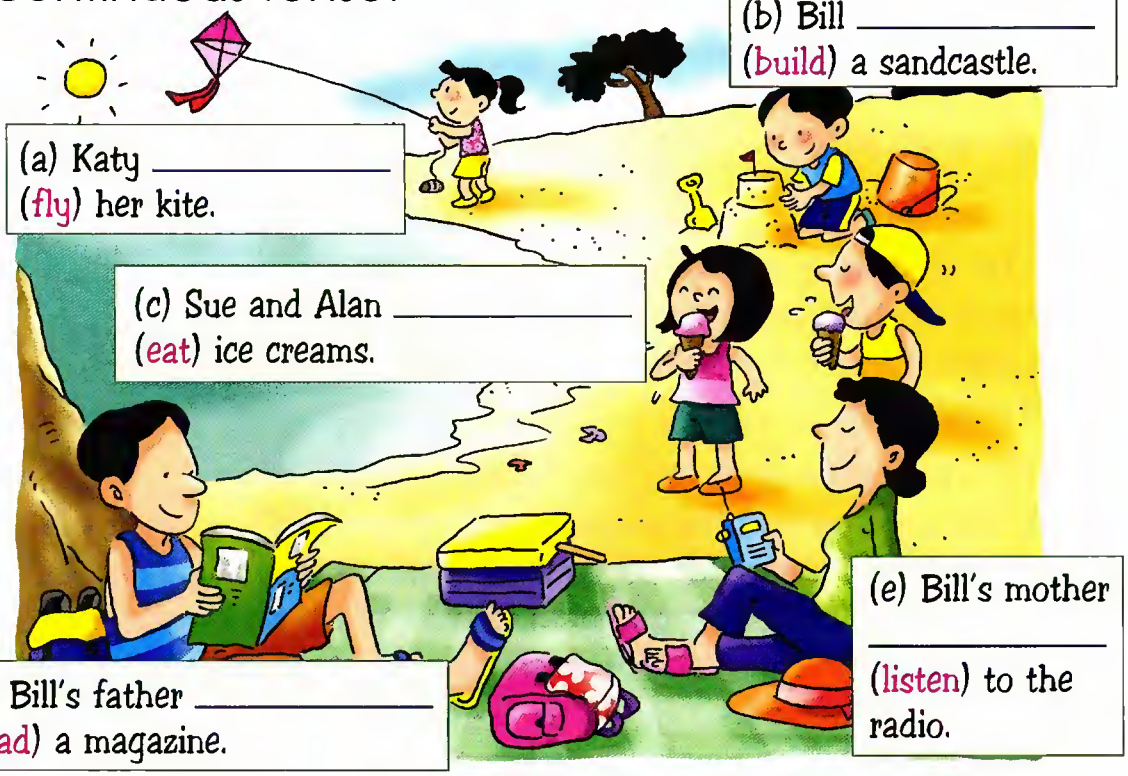
present continuous	I am playing you are eating he is talking they are running
past continuous	I was playing you were eating he was talking they were running

Did you know?

Another name for the **-ing** form is present participle.

PRACTICE

1 What was happening on the beach at 3 p.m. yesterday? Fill each blank with the correct past continuous tense.



2 Work in pairs. Find out what your friend was doing at the times shown below. Make sentences like this:

e.g. What were you doing at 8 o'clock last night?
I was having dinner.

a five minutes ago: _____

b half an hour ago: _____

c at this time yesterday: _____

Talking about the future
(What are you going to do?)

Do you ever send postcards to people? Sally does.

Dear Grandma,

We're all having a lovely holiday here in Penang. Yesterday we spent the day at the hotel. Most of the time we swam and played in the pool. It was fun.

Tomorrow we're going to meet Uncle Bob. He's going to take us out on his boat. He's picking us up at the hotel at 8 o'clock and then he's going to drive us to the harbour. That's where his boat is. In the morning he's going to teach us how to sail. Then we're going to have lunch on his boat. In the afternoon we're going to sail to one of the small islands off Penang. Mummy is going to teach me how to snorkel. Daddy is going to take some photographs.

Bye for now.

Love,

Sally

stamp

To:
Mrs Jean Allen
15 Rose Gardens
Singapore 123456

Sally begins her message by talking about the **present** time.

We're all having a lovely holiday here in Penang.

Then she talks about the **past**.

Yesterday we spent the day at the hotel. Most of the time we swam and played in the pool.

After that she talks about the **future**.

Tomorrow we're going to meet Uncle Bob. He's going to take us out on his boat. He's picking us up at the hotel at 8 o'clock and then he's going to drive us to the harbour. That's where his boat is. In the morning he's going to teach us how to sail. Then we're going to have lunch on his boat.

Did you know?

All actions take place in the past, in the present or in the future.

the past (yesterday)	←	the present (now, today)	→	the future (tomorrow)

When you talk about the **future**, there are several different forms that you can use. Here are some examples.

Our plane leaves at 3 o'clock.	present simple
The taxi is coming at 1 o'clock.	present continuous
Do you think they will give us something to eat on the plane?	will + verb
This time tomorrow we'll be getting on the plane.	will + be + verb-ing
Hurry up! The plane is about to leave.	be + about to + verb
I'm going to ask the stewardess if I can go into the cockpit.	be + going to + verb

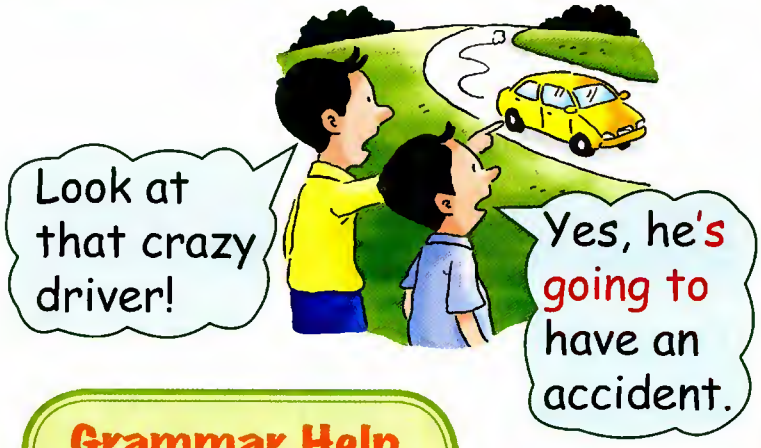
When Sally talks about the future, she usually uses **be + going to**.

Tomorrow we**'re going to** meet Uncle Bob.

Grammar Help

You use be + going to for future actions which are already decided.

You also use **be + going to** when you can see what is **going to happen**.



Grammar Help

You use be + going to for future actions that you can predict.

To use **be + going to** correctly, you have to know the parts of the verb **be**.

	SINGULAR	PLURAL
first person	I am going to	we are going to
second person	you are going to	you are going to
third person	she is going to he is going to it is going to	they are going to

When you speak to someone, you usually use short forms.

FULL FORM	SHORT FORM
It is going to rain.	It's going to rain.

Here is a reminder of all the short forms.

	SINGULAR	PLURAL
first person	I'm going to	we're going to
second person	you're going to	you're going to
third person	she's going to he's going to it's going to	they're going to

PRACTICE

1 Look at each picture and make a suitable sentence using **be + going to**.

a Jill _____ clean her teeth.

b The fireman _____ put out the fire.

c Sue and Bob _____ play badminton.

d Carl _____ paint a picture.

e Tim's father _____ wash his car.

f The twins _____ make a sandcastle.

2 Work in pairs. Find out what your friend is going to do at the times shown below. Make sentences like this:

e.g. after school today:

Student A: What are you going to do after school today?

Student B: I'm going to go home.

a *at the end of this lesson:*

Student A: _____

Student B: _____

b *this evening:*

Student A: _____

Student B: _____

c *tomorrow morning:*

Student A: _____

Student B: _____

d *tomorrow afternoon:*

Student A: _____

Student B: _____

e *at the weekend:*

Student A: _____

Student B: _____

Unit 6

Prepositions

- What is a preposition?
- Prepositions of time
- Prepositions of place

What is a preposition?
(in, at, for, to)

Have you read any of these books?

Book titles, like those on the last page, often contain small words such as **at**, **for**, **of**, **on** and **to**.

My first trip **on** an aeroplane

Paddington goes **to** the sales

Small words like **at**, **by**, **for**, **from**, **in**, **on** and **to** are called **prepositions**.

Grammar Help

A preposition usually comes in front of a noun.

Eg: My first trip on an aeroplane.

Sometimes a **preposition** comes in between two nouns. Then it tells us how the two nouns are linked.

My first trip **on** an aeroplane

Stories **for** bedtime

The night **before** Christmas

The tale **of** Squirrel Nutkin

Grammar Help

A preposition that comes in between two nouns is a type of linking word.

Prepositions of time

You use prepositions to talk about **when**.

on

You use **on** with days of the week:

on Sunday
on Friday
on Monday morning

NOTICE
TO CUSTOMERS

This shop will be closed on 10 April for annual stocktaking.

You use **on** with dates:

on 10 April
on 5th December
on June 21st

You use **on** with special days:

on my birthday
on Christmas Day
on National Day

at

You use **at** with a clock time:

at 4 o'clock
at half past five
at 2.30 pm

in

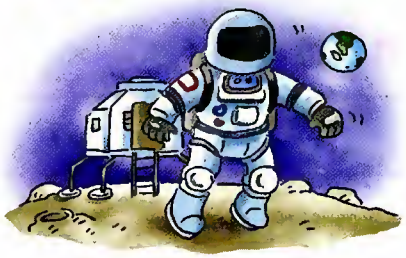
You use **in** with a part of the day:

in the morning
in the afternoon
in the evening

BUT you say **at night**:
It gets colder **at night**.

You use **in** with a month:

in June
in August
in November



Man first walked on the moon in 1969.

You use **in** with a year:

in 1998
in 2006
in 1789

before and after

The palace before the fire

The palace after the fire

Prepositions of place

You can use prepositions to talk about **where**.

in and at

You use the prepositions **in** and **at** to say where someone lives.

You use **in** with a road or street:

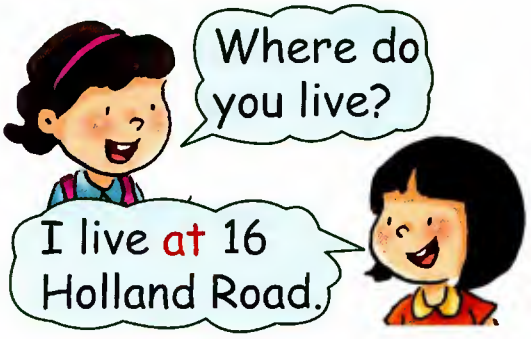
in Baker Street
in Victor Road

You use **in** with a village, town or city:

in London
in Bangkok
in Hong Kong

You use **in** with a country:

in England
in China
in Singapore



You use **at** with an address:

They live **at** 3 Fort Road.

PRACTICE

1 Where are the mice? Make **six** sentences like this:

e.g. Daisy is sitting on the lid of the fish tank.

a _____

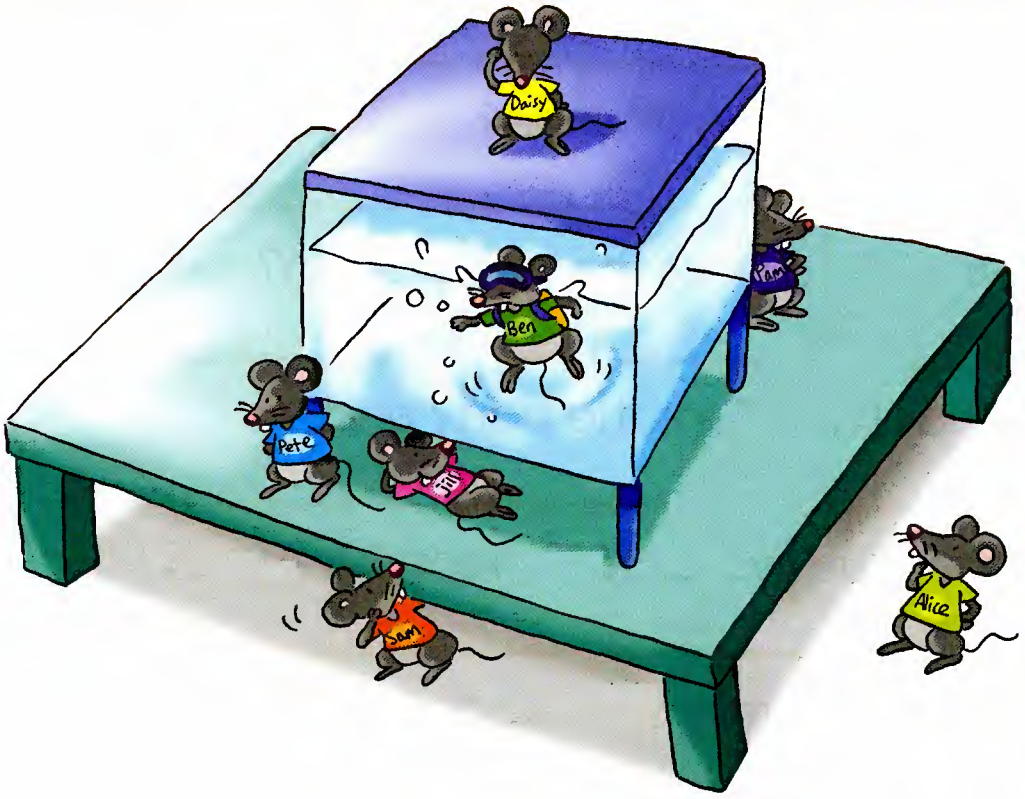
b _____

c _____

d _____

e _____

f _____



2 Look at the invitation card and answer the questions.

PARTY TIME

Sue is having a birthday party.

WHEN? Saturday 9th June
2 o'clock to 5 o'clock

WHERE? 18 Greensville Road
Singapore 234567

PLEASE COME !

a Is the party in March?

b Is the party on Sunday?

c Is the party on 8th June?

d What time does the party begin?

e What time does the party end?

f Does Sue live at 16 Greensville Road?

g Where is Greensville Road?

ACTIVE GRAMMAR 2

Answer Key

Unit 1 Nouns

Page 10 — Countable and uncountable

- She's going to buy a pineapple.
- She's going to buy some eggs.
- She's going to buy two jars of honey.
- She's going to buy some flour.
- She's going to buy three cartons of milk.
- She's going to buy a large watermelon.
- She's going to buy some sugar.
- She's going to buy five kilos of potatoes.
- She's going to buy two large packets of cornflakes.
- She's going to buy some bread.
- She's going to buy some rolls.
- She's going to buy three small tins of baked beans.
- She's going to buy two bottles of chilli sauce.
- She's going to buy some rice.
- She's going to buy two packets of spaghetti.
- She's going to buy six bananas.
- She's going to buy some apples.
- She's going to buy a large bottle of tomato ketchup.

Page 16 — Plural forms

(1)

- I can see three teddies.
  or I can see three teddy bears.
- I can see three robots.
- I can see three boxes.
- I can see three keys.
- I can see two rocking horses.
- I can see four brushes.
- I can see two puppets.
- I can see a drum.

Page 17

(2)

A	B	C	D
+ s	**+ es**	**~~y~~ + ies**	**~~f/fe~~ + ves**
ball / balls	brush / brushes	party / parties	leaf / leaves
hat / hats	box / boxes	story / stories	thief / thieves
shoe / shoes	kiss / kisses	pony / ponies	loaf / loaves
pencil / pencils	witch / witches	baby / babies	calf / calves
giraffe / giraffes	bus / buses	lady / ladies	shelf / shelves

Page 23 — Irregular plurals

(1) sheep
(2) women
(3) children
(4) men
(5) fish
(6) geese
(7) teeth
(8) aircraft
(9) deer
(10) feet

Page 28 — Plural nouns

(1) Katy is wearing a white T-shirt and blue jeans.
(2) Paul is wearing green trunks and a pair of red goggles.
(3) The police always wear a special uniform.
(4) These Eskimos usually wear warm clothes.

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Unit 2 Words used with nouns

Page 34 — Quantifiers

(1) How much pocket money do you get?
(2) There is so much homework to do!
(3) How many books are there in the school library?
(4) How many children are there in your class?
(5) How much water do you drink every day?
(6) How many teeth have you got?

Page 38 — Demonstratives

(1) D
(2) A
(3) B
(4) C

Unit 3 Adjectives

Page 43 — What is an adjective?

(1) I am a shark.

(2)
a. fast
b. sharp
c. dangerous
d. strong
e. good

(3) Examples:
- Lucy has blond hair. Her eyes are blue. She has long arms.
- Zack has a big nose. He has strong arms. His hands are huge.
- Kate has brown eyes. She has long legs. Her shoes are black.

Page 49 — Comparing with adjectives

(1)
a. Jill is taller than Tim.
b. Sam is older than Peter.
c. Mat is faster than Tom.
d. Pip is bigger than Squeak.
e. Sally is hotter than Lisa.
f. Dumbo is more comfortable than Jumbo.

Page 50

(2)
a. Zak
b. David
c. Pam
d. Pam
e. Linda
f. Zak
g. Zak
h. Ben

Unit 4 Pronouns

Page 56 — Personal pronouns

(1)
a. me
b. I
c. He
d. him

(2)
a. him
b. She
c. her

(3)
a. you
b. I
c. them

Page 62 — Reflexive pronouns

(1) myself
(2) herself
(3) themselves
(4) yourself
(5) ourselves
(6) yourselves
(7) himself
(8) itself
(9) herself
(10) myself

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Unit 5 Verbs

Page 67 — Present simple tense

(1)
- I like the sun but I do not like the rain.
- I like sausages but I do not like salad.
- I like milk but I do not like coffee.
- I like cartoons but I do not like ghost stories.
- I like happy faces but I do not like sad faces.

(2) See page 66

Page 74 — The -s ending

(1)
a. clean
b. cleans

(2)
a. washes
b. wash

(3)
a. brush
b. brushes

(4)
a. puts
b. put

(5)
a. pack
b. packs

(6)
a. carries
b. carry

(7)
a. get
b. get

(8)
a. drives
b. drives

Page 81 — Past simple tense

- On Saturday he bought a new box of paints.
- On Saturday he put his dirty clothes in the laundry bag.
- On Saturday he helped Lucy to finish her homework.
- On Saturday he went to Mrs Alan's house for his piano lesson.
- On Saturday he made a birthday card for James.

- On Sunday he tidied his bedroom.
- On Sunday he helped his father to wash the car.
- On Sunday he painted a picture of Lucy.
- On Sunday he wrote a letter to Grandma.
- On Sunday he taught Lucy how to draw funny faces.
- On Sunday he flew his kite on the beach.

Page 87 — Past continuous tense

(1)
a. Katy was flying her kite.
b. Bill was building a sandcastle.
c. Sue and Alan were eating ice creams.
d. Bill's father was reading a magazine.
e. Bill's mother was listening to the radio.

(2) Examples:
a. What were you doing five minutes ago?
I was reading a book.
b. What were you doing half an hour ago?
I was drawing a picture.
c. What were you doing at this time yesterday?
I was talking to you.

Page 93 — Talking about the future

(1)
a. Jill is going to clean her teeth.
b. The fireman is going to put out the fire.
c. Sue and Bob are going to play badminton.
d. Carl is going to paint a picture.
e. Tim's father is going to wash his car.
f. The twins are going to make a sandcastle.

Page 94

(2) Examples:
a. Student A: What are you going to do at the end of this lesson?
Student B: I'm going to have lunch.

b. Student A: What are you going to do this evening?

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Student B: I'm going to watch television.

c. Student A: What are you going to do tomorrow morning?
Student B: I'm going to come to school.

d. Student A: What are you going to do tomorrow afternoon?
Student B: I'm going to play badminton.

e. Student A: What are you going to do at the weekend?
Student B: I'm going to go shopping with my parents.

Unit 6 Prepositions

Page 101

(1)
a. Jill is **under** (or **underneath**) the fish tank.
b. Pam is **behind** the fish tank.
c. Pete is **in front of** the fish tank.
d. Ben is **in** (or **inside**) the fish tank.
e. Sam is **under** (or **underneath**) the table.
f. Alice is **next to** (or **by**) the table.

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(2)
a. No. It's in June.
b. No. It's on Saturday.
c. No. It's on 9th June.
d. It begins at 2 o'clock.
e. It ends at 5 o'clock.
f. No. She lives at 18 Greensville Road.
g. It's in Singapore.

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ACTIVE GRAMMAR develops in young learners an understanding and control of the essential building blocks of English grammar and in so doing provides them with a solid platform for further language development. Attractively designed with lively colour illustrations, it makes the learning of grammar interesting and fun.

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Nigel Turton has taught English as a second or foreign language at universities in England and Southeast Asia over the last twenty-five years. An internationally published author, he has compiled or co-authored a wide range of dictionaries and English language reference books. He has adapted his writing in recent years to meet the special needs of younger learners.

LEARNERS PUBLISHING

ISBN 978-981-4151-33-7