

LEARNERS

LEARNING  
WITH A  
DIFFERENCE

# ACTIVE GRAMMAR

A contextualized approach to the  
learning of English grammar



1

**Nigel Turton**

# ACTIVE GRAMMAR

**Nigel Turton**

**1**

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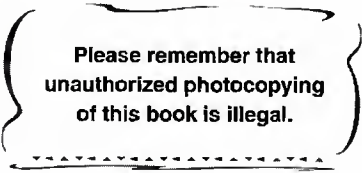
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# To teachers and parents

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

- The alphabet
- Small letters
- Capital letters
- Punctuation

## ● The alphabet (the ABC)

Sally is writing notes to some of her friends.  
Read the note to Wendy and you will know why.



3rd June

Dear Wendy,

It's my birthday on Saturday and I'm having a party at my house. The party starts at three o'clock and ends at five. I hope that you can come.

Lisa, Tom, Jill and Mat will be there. We are going to sing songs, dance and play party games. We are going to have lots of fun.



Love from,  
Sally

When you write, you put **letters** together to make **words**. Sally's note begins with two words:

Dear Wendy

There are four letters in the first word.

Dear

There are five letters in the second word.

Wendy

## REMINDER

Say: **Wendy** has five letters.

Don't say: **Wendy** has five alphabets.

You use lots of different letters to make words. There are 26 letters altogether:

b f z j u k i w h r l p a s v o q n e t y d g x c m

This set of 26 letters is called the **alphabet**. When you learn the alphabet, you learn the letters in this order:

a b c d e f g h i j k l m n o p q r s t u v w x y z

These letters are in **alphabetical order**.

# PRACTICE

1 Which name in each group has the most letters?  
Circle it.

Kim Lucy Ali

Luke Jill Emma Simon

2 Which letters are missing? Can you name them?

a b c d \_ f g h i j \_ l m n o \_ q r s t \_ v w x y z

3 Which letter does each group of words begin with? Write the letter in the space provided.

a key kite kitten kettle \_

b bicycle balloon bee butterfly \_

c tap telephone tiger train \_

4 Put the letters in each group in alphabetical order.

a e d c

b s r t

c i g h

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## ● Small letters (abcde)

When you write, you use small letters and big letters.

Dear Wendy,

It's my birthday on Saturday and I'm having a party at my house. The party starts at ...

Small letters look like this:

a b c d e f g

h i j k l m n

o p q r s t u

v w x y z

## ● Capital letters (ABCDE)

Some words begin with a big letter:

Dear **W**endy,

It's my birthday on **S**aturday and **I**'m having a party at my house. **T**he party starts at ...

Big letters are called **capital letters** (or just **capitals**). They look like this:

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z

### REMINDER

Each small letter has its own capital letter.

You use a capital letter for:

- the beginning of a sentence:

**T**he party starts at three o'clock and ends at five.

## REMINDER

The first word in a sentence begins with a capital letter.

- the name of someone:

Lisa, **T**om, **J**ill and **M**at will be there.

- the word I:

It's my birthday on Saturday and **I**'m having a party at my house.

- the name of a day or month:

It's my birthday on **S**aturday ...  
3rd **J**une

- the first word in a greeting or closing:

**D**ear Wendy,  
**L**ove from, Sally

# PRACTICE

1 Some letters in these sentences are not right. Circle them.

a My cAt is calleD Wilson.

b He is Good at catching micE.

c ThE mice Do not liKe Wilson.

2 Which words in these sentences should begin with a capital letter? Circle them.

a my best friend is called nina.

b on sunday my father and i are going fishing.

c are you going to Sally's party?



## ● Punctuation

When you write, you use punctuation marks. These little signs help to make your meaning clear.

### ● the full stop (.)

You use a full stop to mark the end of a sentence.

The party starts at three o'clock and ends at five.

### REMINDER

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

### ● the comma (,)

1 You use a comma between two things in a list.

Lisa, Tom, Jill and Mat will be there.

2 Between the last two things in a list, you use **and**.

Lisa, Tom, Jill **and** Mat will be there.

3 You also use a comma after a greeting or closing.

Dear Wendy,  
Love from,

● the apostrophe ( ' )

When you write, you sometimes leave out a letter and join two words together. You use an apostrophe to show where a letter is missing.

It's my birthday ...

I'm having a party ...

**Did you know?**

I'm = I am  
you're = you are  
she's = she is  
he's = he is  
it's = it is  
we're = we are  
they're = they are

Sometimes you leave out two letters:

We'll all have lots of fun.

**Did you know?**

I'll = I will  
you'll = you will  
she'll = she will  
he'll = he will  
it'll = it will  
we'll = we will  
they'll = they will



# PRACTICE

- 1 Insert full stops ( . ) for the sentences below and circle the words that should begin with a capital letter.
  - a My cat is called Wilson he is good at catching mice
  - b The mice do not like Wilson they are frightened of him
  
- 2 In each sentence, put in the missing commas ( , ).
  - a Wilson eats fish chicken beef and ice cream.
  - b He has a white face black ears blue eyes a black nose and a pink tongue.
  
- 3 In each sentence, put in the missing apostrophe ( ' ).
  - a When its raining, Wilson stays indoors.
  - b Hes very fat because he eats too much.
  - c I think youll like Wilson when you see him.

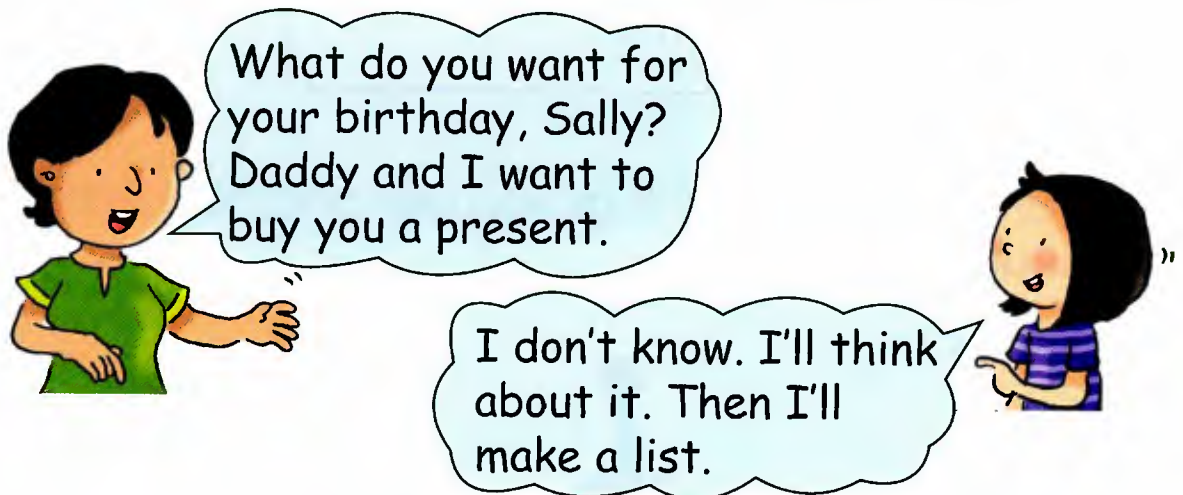
# Unit 2

## Nouns

- What is a noun?
- Proper nouns
- Countable nouns
- Uncountable nouns
- Singular and plural forms

### ● What is a noun? (book, cat, sister, school)

What are Sally and her mother talking about?



The next day Sally gives her mother a piece of paper.

### THINGS I WOULD LIKE

- a watch
- a box of paints
- a new bag for school
- a kite
- a book about cats
- a kitten



There are lots of naming words in Sally's list.  
Naming words are called **nouns**.

a **watch**  
a **box** of **paints**  
a new **bag** for **school**  
a **kite**  
a **book** about **cats**  
a **kitten**

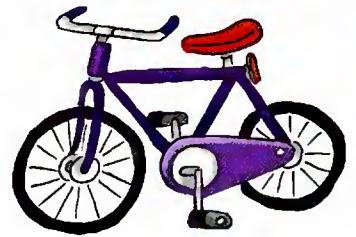
The names of all the things you use and play with  
are **nouns**.



kite



guitar



bicycle



watch



drum



scooter

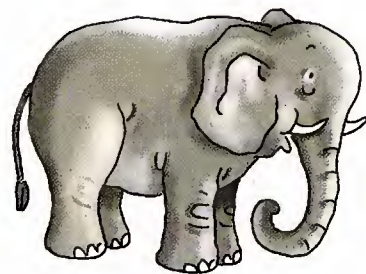
These **nouns** are the names of animals.



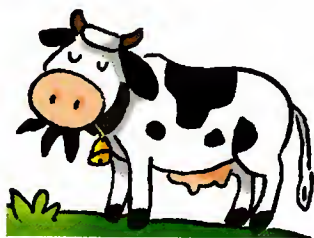
lamb



lion



elephant



cow



giraffe



kitten

You use **nouns** for people too. Some nouns tell us what people do.



carpenter

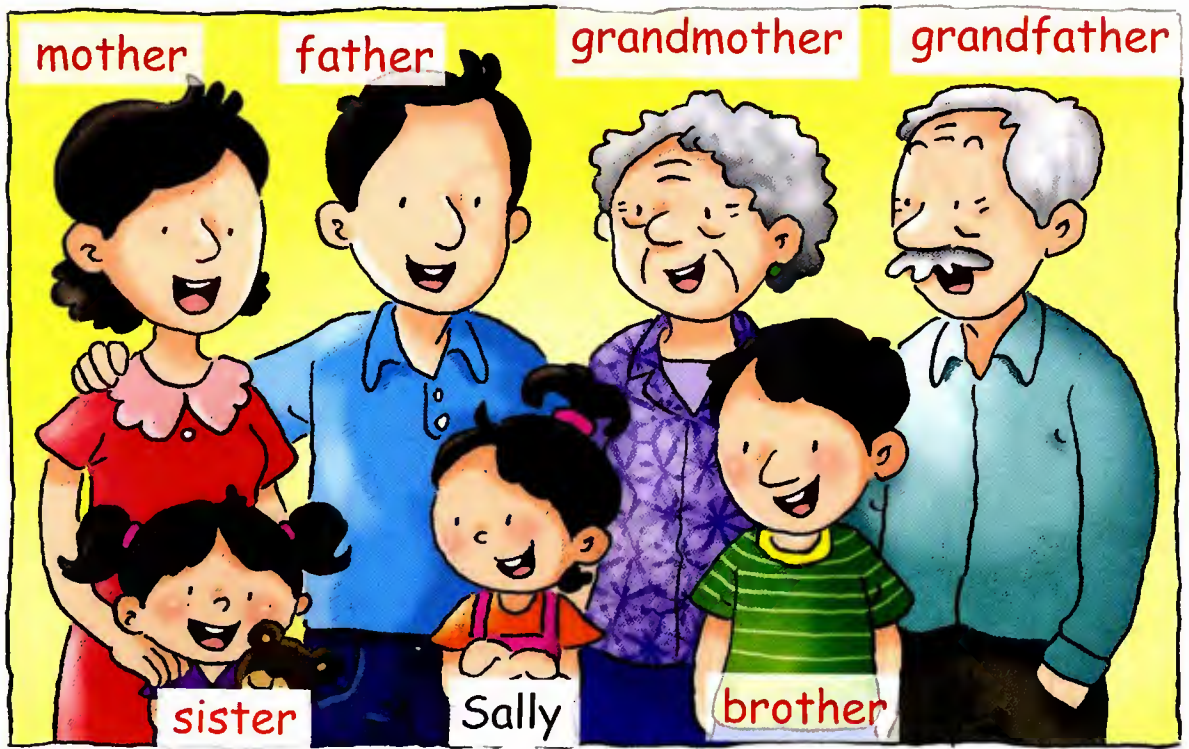


police officer



doctor

You use these **nouns** to talk about the people in your family. Here is a photograph of Sally and her family.



These **nouns** are the names of places.



school



supermarket



airport

### Grammar Help

A noun that begins with a small letter is called a **common noun**.

# PRACTICE

1 Each sentence below contains two or three nouns. Circle them.

- a I am reading a book about elephants.
- b We're going to the beach to fly my kite.
- c My teacher has a computer on her desk.

2 Look at the nouns in each group. They belong to the same set. Write two more nouns for each set.

- a kite doll ball jigsaw \_\_\_\_\_
- b sister grandfather mother \_\_\_\_\_
- c lion horse cow elephant \_\_\_\_\_

3 One of the words in each group is NOT a noun. Which is it? Circle it.

- a book bicycle singer go classroom
- b balloon computer write television pencil

## ● Proper nouns (Jill, Monday, London)

Three days before her birthday party, Sally writes down the names of her friends. They are all coming to her party.



Jill  
Kim  
David  
Lisa  
Tom  
Mat  
Wendy

For a person's name, you use a special type of noun. It is called a **proper noun**.



This is **Monty**.

### REMINDER

A proper noun always begins with a capital letter.



Monty is a **clown**.

### REMINDER

A noun that begins with a small letter is called a common noun.

Here are some more **proper nouns**. They are the names of countries and cities.



China



Singapore



Bangkok



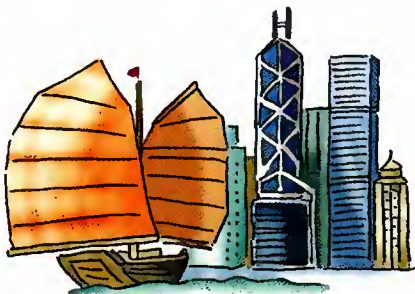
New York



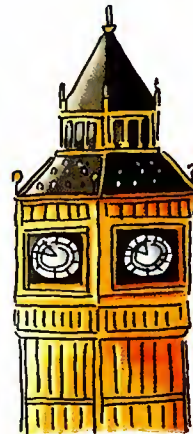
Taipei



Tokyo



Hong Kong

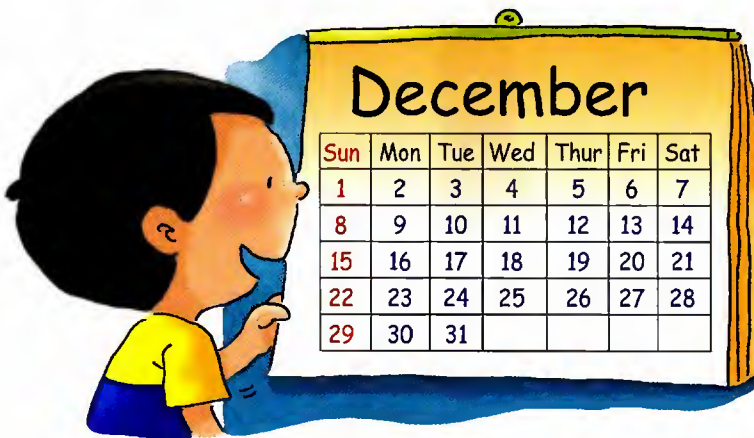
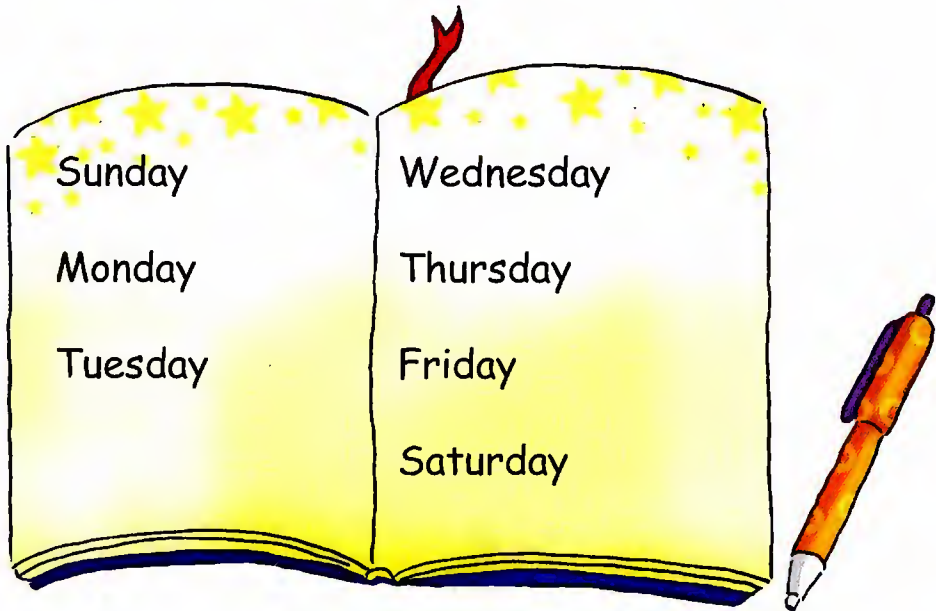


London



Paris

The names of days and months are **proper nouns** too.



December is the last month of the year. Here are all the twelve months of the year:

January, February, March, April, May, June, July, August, September, October, November, December.

# PRACTICE

1 Put the nouns below into the correct box.

France sister Nina March pencil Beijing

*PROPER NOUNS*

---

Singapore Luke July  
London China

\_\_\_\_\_

\_\_\_\_\_

*COMMON NOUNS*

---

tiger doctor watch  
doll brother

\_\_\_\_\_

\_\_\_\_\_

2 Match each proper noun with a common noun by drawing a line.

*PROPER NOUNS*

---

London  
September  
Sally  
the Taj Mahal  
China  
Peter Pan

*COMMON NOUNS*

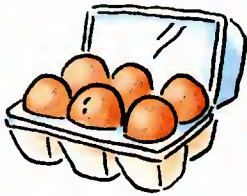
---

country  
girl  
month  
building  
boy  
city



# ● Countable nouns (a balloon, two balloons)

Sally's birthday party is on Saturday and there is lots of shopping to do. This is the shopping list.



## SHOPPING LIST

sausages

eggs

rice

bread

jam

apples

oranges

bananas

biscuits

juice

water

lemonade

milk

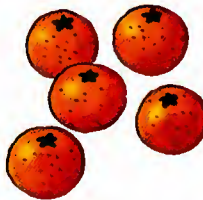
sugar

honey

party hats

balloons

candles



When you count things, you say **how many**.



one balloon



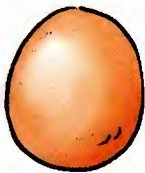
two balloons



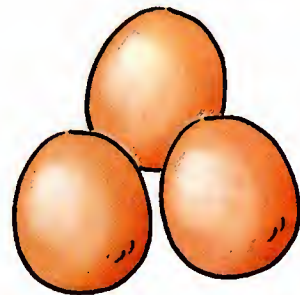
a spoon



five spoons



one egg



three eggs

Words like **balloon**, **spoon** and **egg** are called **countable nouns**.

## REMINDER

They are countable nouns because you can say how many.



In a supermarket there are lots of things you can count.



## ● Uncountable nouns (bread, jam, milk)

On the shopping list there are some things that you cannot count.

### SHOPPING LIST

sausages	juice
eggs	water
rice	lemonade
bread	milk
jam	sugar
apples	honey
oranges	party hats
bananas	balloons
biscuits	candles

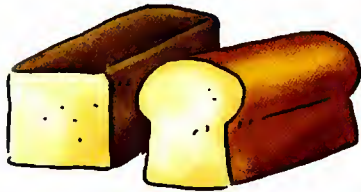
You can say  
**three apples.**  
You can't say  
**three breads.**



Words like **milk**, **bread** and **jam** are uncountable nouns.

Uncountable nouns are names of something you cannot count.

Here are some more uncountable nouns.



bread



flour

You can count  
**flowers**. You  
can't count  
**flour**.



glass



wood



toothpaste



rain



snow

Sally is getting some things to drink.



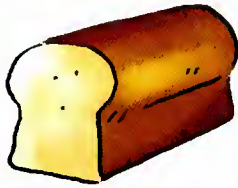
With uncountable nouns you can use words like **bottle** and **carton**. You can count **bottles** and **cartons**.



two **bottles**  
of lemonade



a **carton**  
of milk



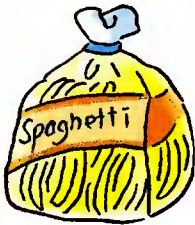
a **loaf** of bread

## REMINDER

You never use **a** or **an** with an uncountable noun.

Say: **a loaf** or **a loaf of bread**

Don't say: **a bread**



a **packet** of spaghetti



two **bags** of sugar



two **jars** of honey

## REMINDER

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

These are for you, Sally.



A new toothbrush and a **tube** of toothpaste. Thank you!

# PRACTICE

1 Put the nouns into the correct box.

biscuit water sugar pencil flour hat milk

COUNTABLE

toothbrush

UNCOUNTABLE

2 Match each word in Box A with a word from Box B. Make phrases like this:

e.g. a tube of toothpaste

a

b

c

BOX A (COUNTABLE)

tube bag  
tin sheet

BOX B (UNCOUNTABLE)

paper toothpaste  
flour soup



## ● Singular and plural forms (a kitten, three kittens)

On the wall outside the supermarket there is a notice. What is it about?

### Home Wanted

Three kittens need a good home.

Only six weeks old.

Purrrrrfect pets.

Please ring: **68473870**



Most countable nouns have two forms. They are either **singular** or **plural**.

*SINGULAR (one)*



a kitten



a bee

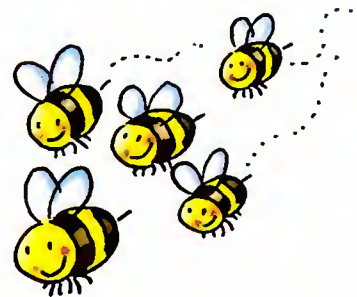


a boy and a girl

*PLURAL (more than one)*



three kittens



a few bees



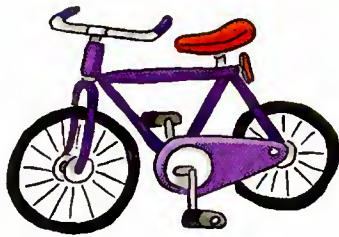
four boys and two girls

When you are talking about just **one** person, place or thing, you use the **singular** form.

Three kittens need a good **home**.

## REMINDER

Home is a **singular** form.



a new **bicycle**



a **picture** of my **sister**



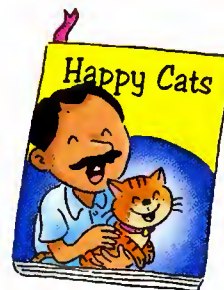
the **house** where Tom lives



a **packet** of sweets



a **picnic** by the **river**



a **book** about cats

When you are talking about **more than one** person, place or thing, you use the **plural** form.

Three **kittens** need a good home.  
Only six **weeks** old.  
Purrrfect **pets**.

## REMINDER

*Kittens, weeks and pets are plural forms.*

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



three balloons



two baby lambs



a bunch of flowers



a packet of biscuits

# PRACTICE

1 Someone is having a garage sale. Say whether each noun in the notice is singular or plural. Make **four** sentences like this:

e.g. 'Bicycles' is plural.

a

b

c

d

## GARAGE SALE

two bicycles (nearly new)

books (hardbacks and paperbacks)

a large refrigerator

cups, plates and bowls

six cotton shirts

a washing machine

WHEN? Sunday 4<sup>th</sup> June, 9 a.m. - 6 p.m.

WHERE? 15 Orchard Gardens

2 What can you see in your classroom? Make **four** sentences like this:

e.g. I can see one whiteboard.

a

b

c

d

# Words used with nouns

- The indefinite article
- Possessive determiners
- Possessive nouns

## ● The indefinite article (a banana, an apple)

Someone is feeling hungry.



When you talk about just **one** person, place or thing, you often use **a** or **an**.

I had **a** banana for breakfast.

Then have **an** orange or **an** apple.

## REMINDER

The basic meaning of **a** and **an** is **one**.

You use **an** before words that begin with a **vowel sound**.



an apple



an egg

### Grammar Help

These words usually begin with one of these letters:

a e i o u



an ice cream



an owl

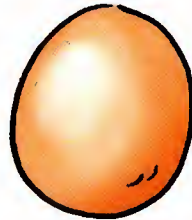


an aeroplane

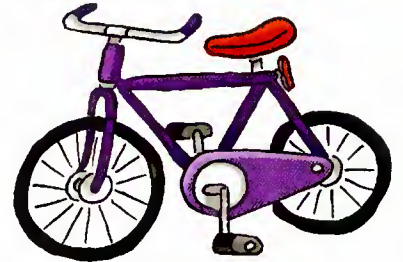
You use **a** with all the other words.



a clown



a big egg



a bicycle



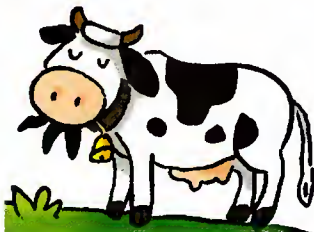
a guitar



a book



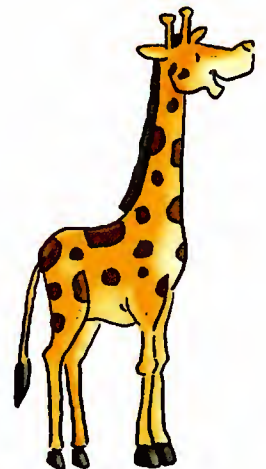
a piano



a cow



a frog



a giraffe



Here are some more examples of **a** and **an**.



a man



an axe



a chicken in a hurry



a chef



a pancake



an accident

### Grammar Help

Words beginning with the letter **h**

Use **an** if the **h** is silent:

**an** hour

**an** honest answer

Use **a** if the **h** is pronounced:

**a** hand

**a** huge elephant

**a** happy face

# PRACTICE

1 Here are some pieces of a jigsaw puzzle. For each piece make a sentence like this:

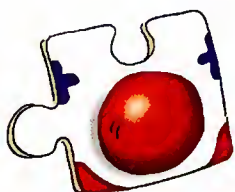
e.g. This is an eye.



ear



arm



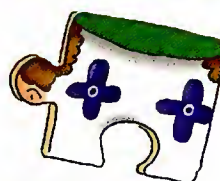
nose



hand



foot



eye

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

2 Point to a shape and make a sentence like this:

e.g. This is a rectangle.



triangle



octagon



rectangle



circle



oval



square

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

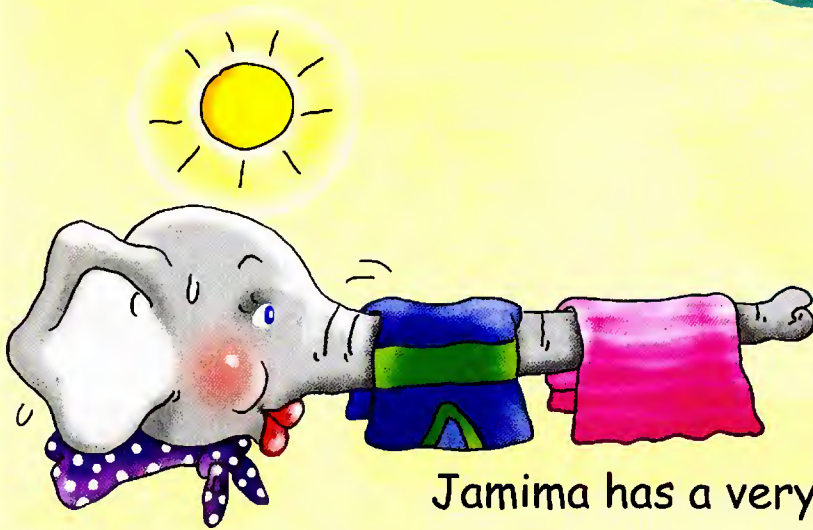
d \_\_\_\_\_

e \_\_\_\_\_

## ● Possessive determiners (my, your, his, our)

Sally likes drawing pictures and writing about them.

Henry is a hippo.  
His head is very big.  
His ears, however, are  
very small.

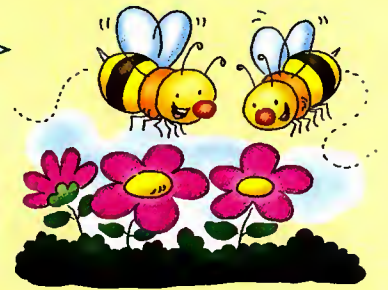


Jamima has a very long nose.  
She uses it to dry her clothes.  
Her lips are red.  
Her eyes are blue.  
She goes jogging at night  
With a friend called Sue.



These girls are very famous.  
Their songs are very good.  
Their mum is from Chicago.  
Their dad's from Hollywood.

Bill and I are bumblebees.  
We make a buzzing sound.  
Our shirts are brown and yellow  
And our tummies are very round.



My teddy gets very cold at  
night,  
So it puts on its gloves  
Before I turn out the light.  
It puts on its hat  
And it puts on its scarf.  
If you saw my teddy,  
I think you would laugh.



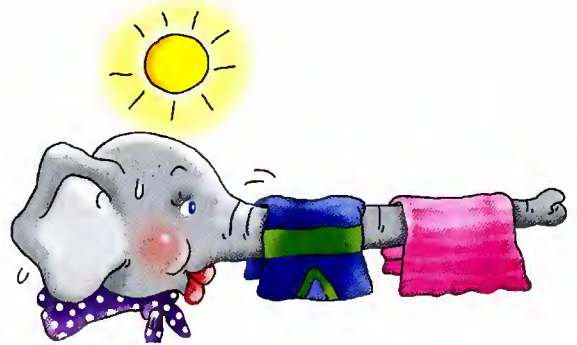
The seven words in this box are very useful.

my    your    her    his    its    our    their

You use these words to say who something belongs to.



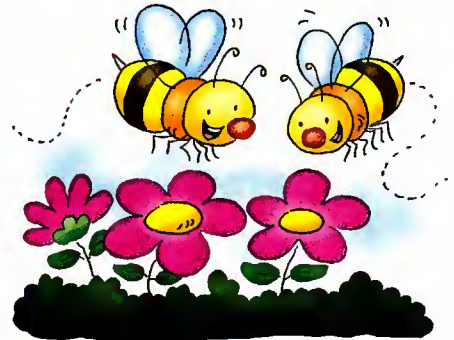
**His** head is very big.



**Her** lips are red.



**Their** songs are very good.



**Our** tummies are very round.



It puts on **its** hat.

## REMINDER

Don't get **its** mixed up with **it's**.  
**It's** means **it is** or **it has**:

*It's* Monday today.  
*It's* got eight legs.

### BOX A

I  
you  
she he it  
we  
you  
they

We often use  
Box A and Box B  
words together  
in a sentence.



### BOX B

my  
your  
her his its  
our  
your  
their

### SINGULAR

I like **my** new bicycle.

Do **you** like **your** new scooter?

**She** likes **her** new basketball.

**He** likes **his** new school bag.

**It** puts on **its** gloves.

### PLURAL

**We** like **our** school.

**You** should clean **your** teeth every day.

**They** often take **their** children to the beach.

# PRACTICE

Choose one of these words to fill in each blank.

my      your      her      his      its      our      their

1 My sister, Mary, is seven years old.  
\_\_\_\_\_ favourite colour is red.



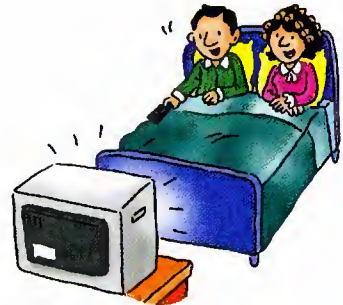
2 My brother, Tom, is nine years old.  
\_\_\_\_\_ favourite colour is blue.

3 We play games together in  
the garden at the back  
of \_\_\_\_\_ house.



4 Our cat watches television all day.  
That's why \_\_\_\_\_ eyes are funny.

5 My parents have a television  
in \_\_\_\_\_ bedroom.  
Do \_\_\_\_\_ parents have  
a television in their bedroom?

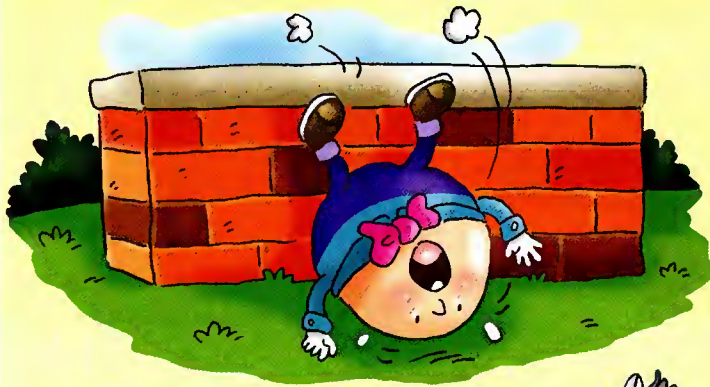
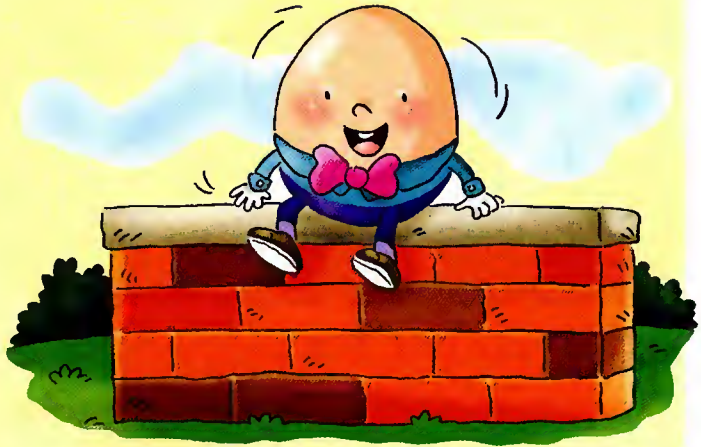


6 What is your favourite TV programme?  
\_\_\_\_\_ favourite programme is Sesame  
Street.

● **Possessive nouns**  
(Linda's dress, the king's horses)

Now it's time for a nursery rhyme.

Humpty Dumpty sat  
on the wall.



Humpty Dumpty  
had a great fall.

All the king's horses  
And all the king's men  
Couldn't put Humpty  
together again.





Sometimes you want to say who something belongs to. You can do this by putting 's at the end of a noun.



Those are the **king's** horses.

### Grammar Help

the king's horses =  
the horses belong to  
the king

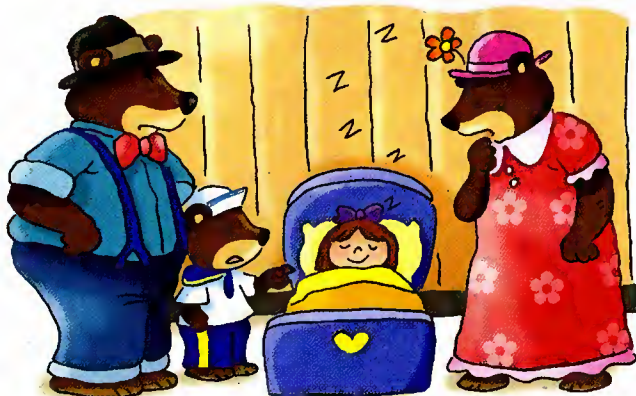
king's = king + 's



This is **Linda's** dress. It's too big for me.

### Grammar Help

my dress  
your dress  
her dress  
**Linda's** dress  
my **sister's** dress



Goldilocks is asleep in Baby **Bear's** bed.

Sometimes you just put an apostrophe after a noun.

## my **friends'** birthdays

Toby: 20<sup>th</sup> March

Jill: 6<sup>th</sup> May

Anna: 9<sup>th</sup> July

John: 14<sup>th</sup> November

Sarah: 2<sup>nd</sup> December

If a noun already has an **-s** at the end, you usually just add an apostrophe.

Compare:

- 1 This is a list of my **friends'** birthdays.
- 2 It's my best **friend's** birthday tomorrow.



Goldilocks opened the door of the three **bears'** house.



This is my **parents'** bedroom.

# PRACTICE

1 Point to one of the objects and say who it belongs to. Make sentences like this:

a This is Bella's book.

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_

f \_\_\_\_\_

a



book

b



hammer

c



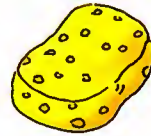
shirt

d



camera

e



sponge

f



flipper



Bella



David



Bob



Jane



Alan



Ken

2 Now make up questions and answers like this.  
Work in pairs.

a Whose ball is it? It's Joey's.

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

e \_\_\_\_\_



ball



chair



knife



arrow



hat



- Personal pronouns
- Demonstrative pronouns
- Interrogative pronouns

## ● Personal pronouns (I, you, she, we)

Here are some more of Sally's pictures.



Fiona is a little girl.  
She has lots and lots of toys.  
She plays the violin at night.  
And makes a terrible noise.

Simon is a little boy.  
He can't run very fast.  
When he takes part in races,  
He always finishes last.



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

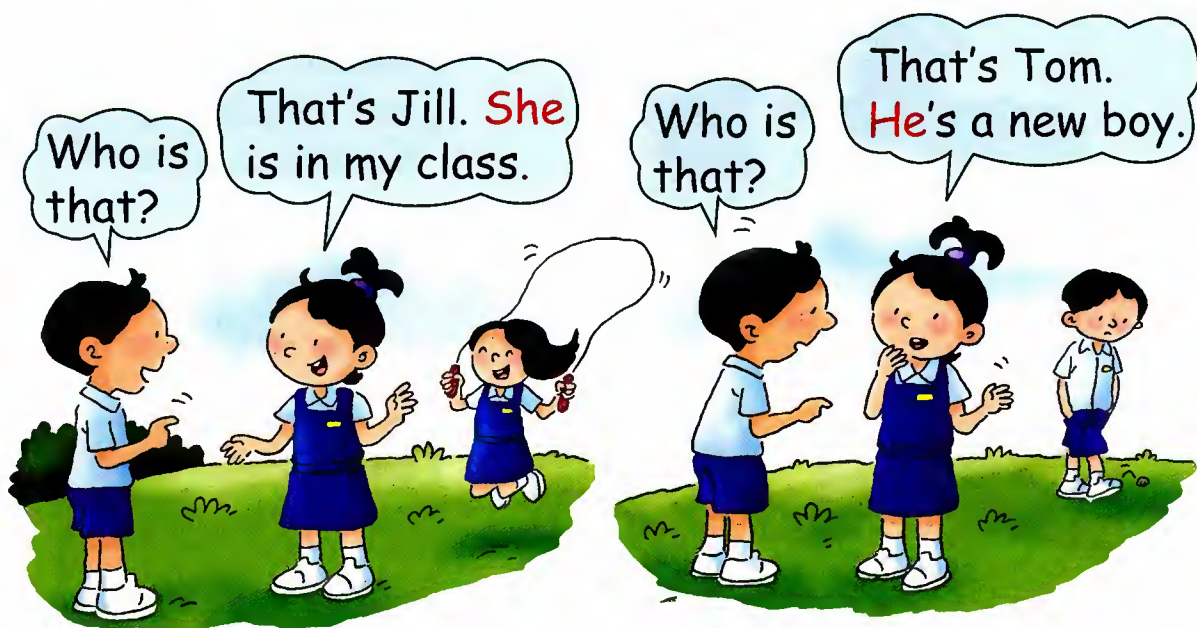
**BOX A**

Fiona is a little girl.  
Fiona has lots of toys.  
Fiona plays the violin  
And makes a terrible  
noise.

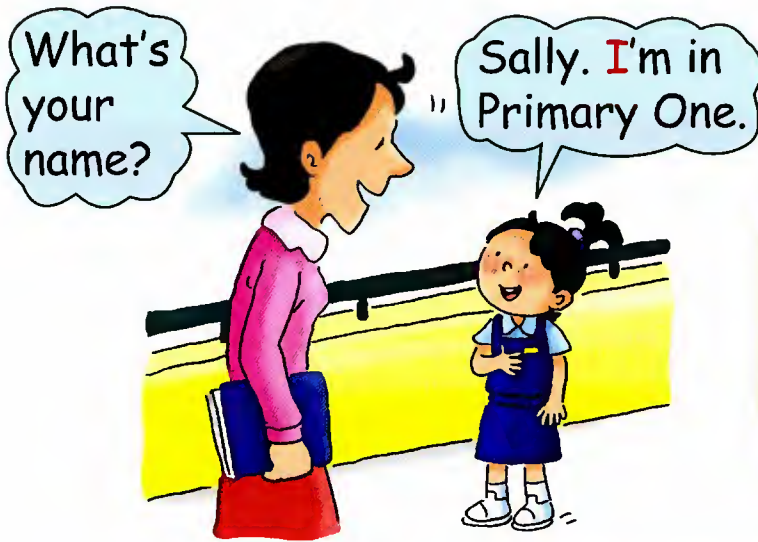
**BOX B**

Fiona is a little girl.  
**She** has lots of toys.  
**She** plays the violin  
And makes a terrible  
noise.

When you are talking about someone, you usually use their name just **once**. The next time you use **she** or **he**.



**She** and **he** belong to a small set of words called **personal pronouns**.



### Grammar Help

You use **I** when you are talking about yourself.



### Grammar Help

You use **you** for the person (or people) you are talking to.



### Grammar Help

You use **it** for the thing you are talking about.

What are you doing after school today?

My father is taking me to the dentist's. After that **we** are going shopping.



### Grammar Help

You use **we** when you are talking about yourself and one or more other people.

What are Luke and Lisa doing?



**They** are playing hide-and-seek.

### Grammar Help

You use **they** when you are talking about two or more people or things.

### REMINDER

A pronoun does the job of a noun. Don't repeat a noun when you can use a pronoun.

#### SINGULAR

I  
you  
she  
he  
it

#### PLURAL

we  
you  
they




# PRACTICE

Fill in each blank with the correct pronoun.

1

My father is a teacher.  
\_\_\_\_\_ works at  
my school.

A cartoon illustration of a man in a light blue shirt pointing towards a whiteboard. The whiteboard has a speech bubble containing the text for exercise 1.

2

Where are \_\_\_\_\_  
going, Mat?

I'm going home.

A cartoon illustration of a boy and a girl talking. The boy is saying, "I'm going home." The girl is asking, "Where are \_\_\_\_\_ going, Mat?"

3


\_\_\_\_\_ are in  
the playground.

Where are Tom  
and Jill?

A cartoon illustration of a boy and a girl in a playground. The boy is holding a soccer ball. The girl is holding a kite. The boy is saying, "\_\_\_\_\_ are in the playground." The girl is asking, "Where are Tom and Jill?"

4

My father is a taxi driver.  
Sometimes \_\_\_\_\_  
works at night.

A cartoon illustration of a taxi driver at night. The taxi is yellow and has a "TAXI" sign on the roof. The driver is wearing a blue shirt and is driving at night.

5

Is this your  
comb, Alan?

No, \_\_\_\_\_  
isn't mine.

A cartoon illustration of a man and a boy. The man is holding a comb and asking, "Is this your comb, Alan?" The boy is replying, "No, \_\_\_\_\_ isn't mine."

6

Lisa and I are best friends.  
\_\_\_\_\_ help each other  
with our work.

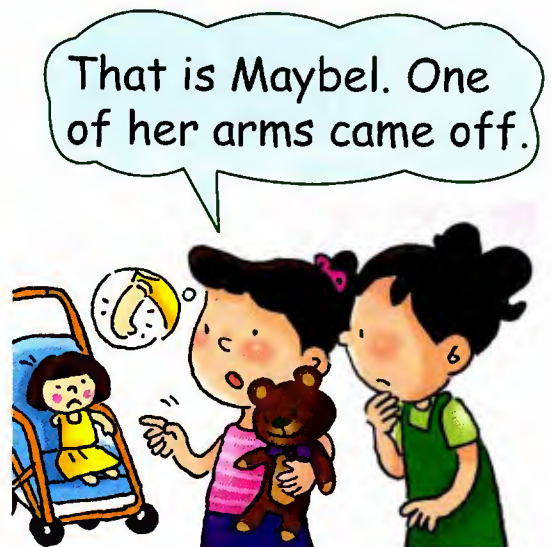
A cartoon illustration of two girls sitting at a table, studying. They are looking at books and papers. One girl is saying, "Lisa and I are best friends. \_\_\_\_\_ help each other with our work."

## ● Demonstrative pronouns (this, that, these, those)

Sally is showing Jill some of the things in her bedroom.



Sally is showing Lisa some of her toys.



When do you use **this** and when do you use **that**?



You use **this** for someone or something that is **near** you.

You use **that** for someone or something that is **not near** you.

You use **these** and **those** in the same way.



Those are my drawings.



These are my favourite singers.



## REMINDER

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

This is my new pen.



These are my new pencils.



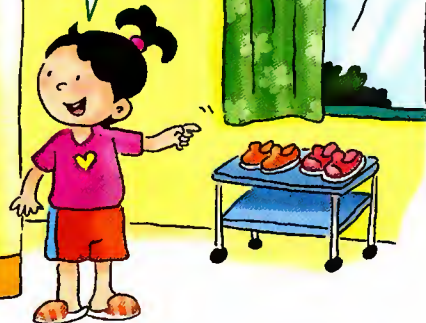
## REMINDER

You use **these** for people and things that are **near** you. You use **those** for people and things that are **not near** you.

Are **these** your shoes?



No, **those** are mine.



# PRACTICE

Fill in each blank with the correct pronoun.

this that these those


1

Is \_\_\_\_\_ your fan?

A cartoon illustration of two boys. The boy on the left is holding a white folding fan and looking at the other boy. The boy on the right is sweating and wiping his forehead with a white cloth. The background shows a bright sun and a blue sky.

2

Do you like \_\_\_\_\_ ?

A cartoon illustration of two young girls. The girl on the left is wearing a blue dress and has a blue bow in her hair. The girl on the right is wearing a pink dress. They are both smiling and talking to each other.

3

These are cheaper than \_\_\_\_\_ .

A cartoon illustration of a woman and a young girl at a fruit stand. The woman is wearing a purple shirt and the girl is wearing a pink shirt. There are two crates of fruit. One crate contains green grapes and has a sign that says "40¢ each". The other crate contains red apples and has a sign that says "30¢ each".


4

Is \_\_\_\_\_ the sun or the moon?

A cartoon illustration of two boys under a blue tent at night. One boy is sitting inside the tent, and the other is standing outside pointing towards the sky. A yellow sun or moon is visible in the dark sky.

5

\_\_\_\_\_ is my new watch. It tells you the time and the date.

A cartoon illustration of a boy in a green shirt showing a black watch on his wrist to a girl in a pink shirt. They are both smiling.

6

\_\_\_\_\_ are my dinner!

A cartoon illustration of a fox with a white chest and belly, looking at a group of chickens in a grassy field. The fox has its mouth open as if speaking.

## ● Interrogative pronouns (who, what, which, whose, whom)

Simon meets a friend in the toy shop. Simon is Sally's brother.





When you ask a question, you often use one of these words:

who what which whose

### Grammar Help

*Whom* also belongs in this group but most of the time you use *who*.

Some people call these **interrogative pronouns**.

**what**

You use **what** to ask about actions.



You also use **what** to ask about things.





**who**

You use **who** to ask about people.



**who and whom**

In formal English, you use **whom** with words like **to**, **for**, **with** or **from**.

In everyday English, you use **who**.



Whom am I speaking to?

Who am I speaking to?



### Grammar Help

In formal English, you also use **whom** when it is the object of a verb:

Whom did you tell?

In everyday English, you use **who**.

Who did you tell?

## which

You use **which** to ask about a particular person or thing.



## which and what

You use **which** when someone has to choose.

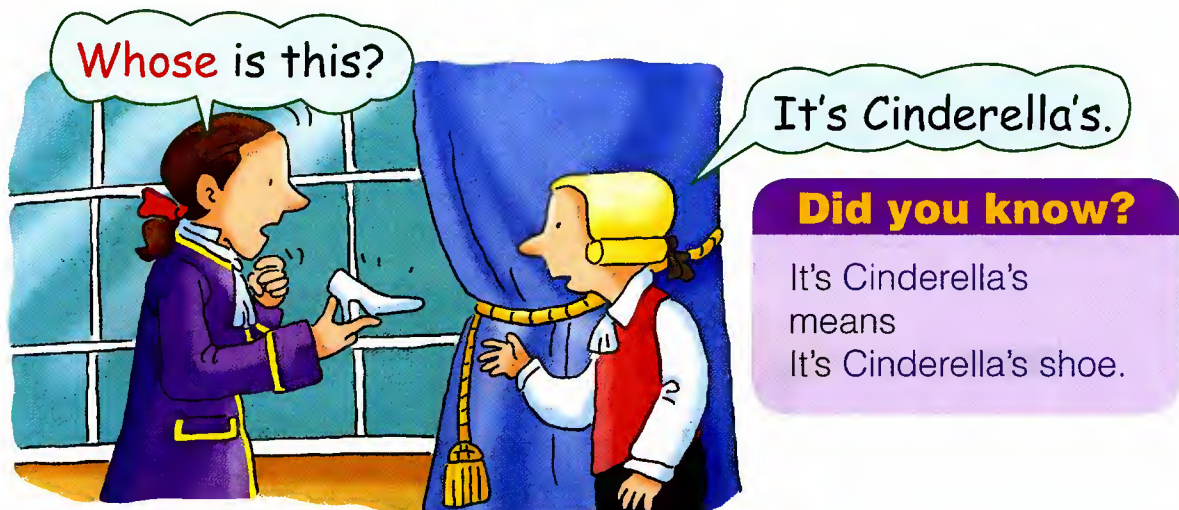
**Which** would you like, an apple, an orange or a pear?  
**Which** is your pencil, this one or that one?

You use **what** when the answer could be anything.

**What** would you like to eat?  
**What** is your favourite colour?

## whose

You use **whose** to ask who something belongs to.



# PRACTICE

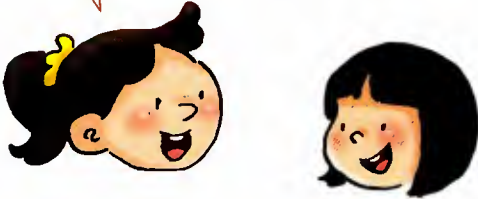
1 In each group of sentences only one sentence is correct. Find the correct sentence and put a tick in the box.

- a**
- i** Who is your telephone number?
  - ii** What is your telephone number?
  - iii** Whose is your telephone number?
- b**
- i** What is the tallest person in your family?
  - ii** Whose is the tallest person in your family?
  - iii** Who is the tallest person in your family?
- c**
- i** What did you do last night?
  - ii** Whose did you do last night?
  - iii** Which did you do last night?
- d**
- i** Which is your bag, the blue one or the red one?
  - ii** Whose is your bag, the blue one or the red one?
  - iii** What is your bag, the blue one or the red one?
- e**
- i** What is this ruler? Does it belong to you?
  - ii** Which is this ruler? Does it belong to you?
  - iii** Whose is this ruler? Does it belong to you?
- f**
- i** What is the capital of Malaysia?
  - ii** Who is the capital of Malaysia?
  - iii** Which is the capital of Malaysia?

2 Complete the questions with **who**, **what**, **which** or **whose**.

a

\_\_\_\_\_ is your favourite meal?



Chicken rice!

b

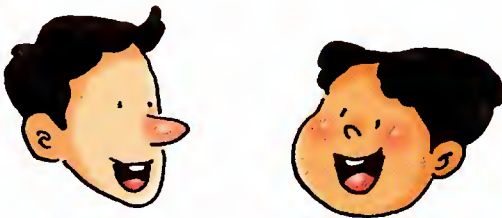
\_\_\_\_\_ is the oldest person in your class?



My teacher!

c

\_\_\_\_\_ is correct:  
**Ben like jam** or **Ben likes jam**?



Neither. Ben likes peanut butter.

d

\_\_\_\_\_ is the time?



It's time you had a watch.

e

\_\_\_\_\_ are these?



They belong to me.

# Unit 5

## Verbs

- What is a verb?
- The verb *be*
- *There is* and *there are*
- The verb *have*
- Present continuous tense

### ● What is a verb? (write, make, feel)

Do you remember this notice about the three kittens?

#### Home Wanted

Three kittens need a good home.

Only six weeks old.

Purrrrrfect pets.

Please ring: 68473870





They crawl under the carpet. They climb up the curtains.



They run around the garden. They sit and watch the fish.



They chase birds and butterflies.

They sleep in their basket.

What do the kittens do?

They **play** most of the time.  
They **crawl** under the carpet.  
They **climb** up the curtains.  
They **run** around the garden.  
They **sit** and **watch** the fish.  
They **chase** birds and butterflies.  
They **sleep** in their basket.

All the highlighted words are called **verbs**. Some people call verbs **doing words**.

What do you do at school?



I **draw** pictures.



I **answer** questions in class.



I **read** stories.



I **use** the computer.



What do you do at home?



I **tidy** my bedroom.



I **make** things.



I **help** my father.



I **paint**.



I **water** the flowers.



I **phone** my friends.

You use **verbs** to talk about what things people do.

You can use **verbs** for other things too.

- You use a verb to say who you are.



My name **is** Jane.  
I **am** a doctor.

- You use a verb to say what you need.

I **need** a new  
toothbrush.



- You use a verb to say what you like.



I **like** cheese.

- You use a verb to say how you feel.

I **feel** ill.



# PRACTICE

1 Put the words in the right order. Make sentences like this:

**a** mice cats chase

*Cats chase mice.*

\_\_\_\_\_

**b** chase dogs cats

\_\_\_\_\_

**c** make bees honey

\_\_\_\_\_

**d** milk drink babies

\_\_\_\_\_

**e** bananas like monkeys

\_\_\_\_\_

**f** eat worms birds

\_\_\_\_\_

**g** bread bakers make

\_\_\_\_\_

**h** I a doctor am

\_\_\_\_\_

2 One word in each of the sentences above is a verb. Which word is it?

**a** \_\_\_\_\_

**b** \_\_\_\_\_

**c** \_\_\_\_\_

**d** \_\_\_\_\_

**e** \_\_\_\_\_

**f** \_\_\_\_\_

**g** \_\_\_\_\_

**h** \_\_\_\_\_

3 One word in each group below is NOT a verb. Circle it.

**a** read write classroom listen draw paint

**b** run walk crawl climb sit playground

● **The verb be**  
(I am, you are, he is)

Sally is showing her friend Lucy some photographs.



Are you in this picture, Lucy?

Yes, I am! Can't you see me? There's a bird on my head.



The words **am**, **are** and **is** are parts of the verb **be**.

### SINGULAR

I am (I'm)  
you are (you're)  
she is (she's)  
he is (he's)  
it is (it's)

### PLURAL

we are (we're)  
you are (you're)  
they are (they're)

### Grammar Help

When you speak, you usually use short forms like **I'm**, **you're** and **she's**.

### REMINDER

It's easy to mix up words which have the same sound. When you write, make sure you use the correct spelling.

you're	your	
he's	his	
it's	its	
they're	their	there

You can use **am**, **are** and **is** with **not**.



### Did you know?

you aren't = you are not

he isn't = he is not

Sometimes there is more than one short form:

you aren't = you're not

he isn't = he's not

These are the singular forms.

**FULL FORM**

I **am not**  
you **are not**  
she **is not**  
he **is not**  
it **is not**

**SHORT FORMS**

**I'm not**  
you **aren't**  
she **isn't**  
he **isn't**  
it **isn't**

**I'm not**  
you're **not**  
she's **not**  
he's **not**  
it's **not**



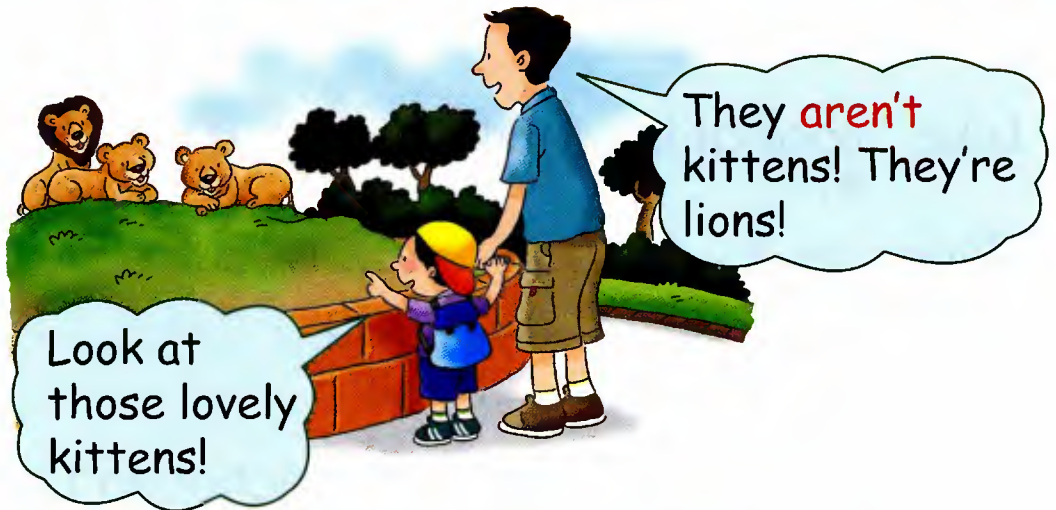
These are the plural forms.

*FULL FORM*

we are not  
you are not  
they are not

*SHORT FORMS*

we aren't      we're not  
you aren't      you're not  
they aren't      they're not





# PRACTICE

Fill in the blanks with parts of the verb **be**.  
Sometimes you have to use **not** as well.

1 **Kim:** It \_\_\_\_\_ your birthday today, isn't it?

**Mat:** Yes, it \_\_\_\_\_. I \_\_\_\_\_ six.

**Kim:** Happy birthday, Mat!

2 **Jill:** \_\_\_\_\_ you hungry?

**Tim:** No, I \_\_\_\_\_. \_\_\_\_\_ you hungry?

**Jill:** Yes, I \_\_\_\_\_.

3 **Luke:** Look at this, Mark. It \_\_\_\_\_ a butterfly, isn't it?

**Mark:** Yes, it \_\_\_\_\_. It \_\_\_\_\_ beautiful.

**Luke:** The wings \_\_\_\_\_ so big!

**Mark:** Yes, they \_\_\_\_\_ huge!

4 **Lucy:** Your mother \_\_\_\_\_ a teacher, isn't she?

**Paul:** Yes, she \_\_\_\_\_. My father \_\_\_\_\_ a teacher, too.

5 **Mary:** Tom \_\_\_\_\_ in your class, isn't he?

**Dan:** No, he \_\_\_\_\_. He \_\_\_\_\_ in 1B.

**Mary:** Which class \_\_\_\_\_ you in?

**Dan:** I \_\_\_\_\_ in 1C.

**Mary:** Jill and Wendy \_\_\_\_\_ in 1B, aren't they?

**Dan:** Yes, they \_\_\_\_\_. They \_\_\_\_\_ good friends of mine.

## ● *There is and there are*

Do you know this game?





Well done, Martin! But there's one more thing. Who can remember what it is?



You use **there is** when you talk about one person or thing.



When you speak, you usually say **there's** instead of **there is**.

**There's** a clock.  
**There's** an apple.

You also use **there is** with uncountable nouns like **milk** and **money**.

**There's** some milk in the fridge.  
**There's** some money in the drawer.

To ask a question, you say **Is there** ... ?

**Is there** a pear?

You also use **is there** after **how much**.

How much milk **is there**?

You use **there are** when you talk about more than one person or thing.

**There are** three pencils and **there are** two books.

To ask a question, you say **Are there** ... ?

**Are there** any sweets in the jar?

You also use **are there** after **how many**.

How many children **are there** in your class?



# PRACTICE

Now you can play the **Memory Wizard** game.

- 1 Play the game with a friend.
- 2 Look at all the things in Picture A for one minute.
- 3 Try to remember them all.
- 4 Close your book. Don't open it until the end of the game.
- 5 Tell your friend all the things in Picture A. Make sentences with **there is** and **there are**.
- 6 Play the game again using Picture B. This time let your friend be the Memory Wizard.

## Picture A

Before you begin, make sure you know these names.

bicycle, kite, scooter, ball, skipping rope



## Picture B

Before you begin, make sure you know these names.

guitar, drum, piano, violin, mouth organ

## ● The verb *have* (I have, she has)

When you talk about things that belong to you or other people, you often use the verb **have**.

Look! I **have** a new watch. Do you like it?



We **have** two dollars and ten cents.



Wow! You **have** so many rings!



Tony and Lucy **have** a swing in the garden. They're so lucky!

You use **has** when you talk about just one person or thing.



My cat **has** three kittens.



Tom **has** a new toothbrush.

This table tells you when to use **have** and when to use **has**.

**SINGULAR**

I have  
you have  
she has  
he has  
it has

**PLURAL**

we have  
you have  
they have



You can use the verb **have** or **has** when you describe someone or something.



A giraffe **has** a very long neck.



Penguins **have** wings but cannot fly.



He **has** a very long nose.



This little elephant **has** very big ears. And he can fly!

A lot of people use **have got** instead of **have**.



When we speak,  
we usually say  
**I've got**. This is  
a short form for  
**I have got**.



**I've got** a magic lamp.



**They've got** a visitor  
called Goldilocks.



**He's got** a hook instead  
of a hand.



This little boy **has  
got** a problem.

### Grammar Help

These are all the full forms  
and short forms.

#### SINGULAR

**I have got** = **I've got**  
**you have got** = **you've got**  
**she has got** = **she's got**  
**he has got** = **he's got**  
**it has got** = **it's got**

#### PLURAL

**we have got** = **we've got**  
**you have got** = **you've got**  
**they have got** = **they've got**

# PRACTICE

Complete the sentences with the correct form of **have** or **have got**.

1



Cinderella \_\_\_\_\_  
three ugly stepsisters.

2



Mrs Rabbit \_\_\_\_\_  
four children.

3



A triangle \_\_\_\_\_  
three sides.

4



Squares \_\_\_\_\_  
four sides.

5



A bird \_\_\_\_\_ two  
wings.

6



Cats \_\_\_\_\_ no  
wings.

## ● Present continuous tense (I am playing, he is playing)

It is Sally's birthday today and she is having a party. Her mother is talking to someone on the telephone.

What are all the children doing?

They're having lots of fun.

Sally is opening her birthday presents.

I'm opening my presents.

What are you doing, Sally?

Jill and Mat are playing with a balloon.

Lisa is singing a song but nobody is listening.

What are you doing, Sally?

We're playing Happy Family.



Now they're playing musical chairs.



I've got to go now, June. Sally is blowing out the candles on her cake.

Happy birthday to you.  
Happy birthday to you.  
Happy birthday, dear Sally.  
Happy birthday to you.



Sometimes you want to talk about something that is happening **now**.

I'm **opening** my presents.

Jill and Mat **are playing** with a balloon.

Lisa **is singing** a song.

To talk about what you are doing now, you use **two** verbs.

*VERB 1*

am  
are  
is

+

*VERB 2*

opening  
playing  
singing

This is called the **present continuous tense**.

*SINGULAR*

I am playing  
(I'm playing)  
  
you are playing  
(you're playing)  
  
she/he/it is playing  
(she's/he's/it's playing)

*PLURAL*

we are playing  
(we're playing)  
  
you are playing  
(you're playing)  
  
they are playing  
(they're playing)



Emily is **walking** towards her air balloon.



Now she's **getting** into the balloon.



Now the balloon is **rising** slowly into the air.

## Grammar Help

Look at the pattern.

walk + ing = walking

open + ing = opening

play + ing = playing

sing + ing = singing

Usually, you just add **-ing** to the verb.

With some verbs you have to double the last letter before adding **-ing**.

get + t + ing = getting

stop + p + ing = stopping

run + n + ing = running

put + t + ing = putting

You do this with very short verbs.

If the verb ends with **-e**, you usually drop this letter before adding **-ing**.

rise - e = rising

take - e = taking

come - e = coming

drive - e = driving

## Did you know?

The present continuous tense is also called the present progressive.

# PRACTICE

What is happening in the park? Fill each blank with the correct present continuous tense.

1 Ben \_\_\_\_\_ (fly) his kite.

2 Some big boys \_\_\_\_\_ (play) football.

3 Alan \_\_\_\_\_ (buy) an ice cream.

4 Tim's father \_\_\_\_\_ (read) a newspaper.

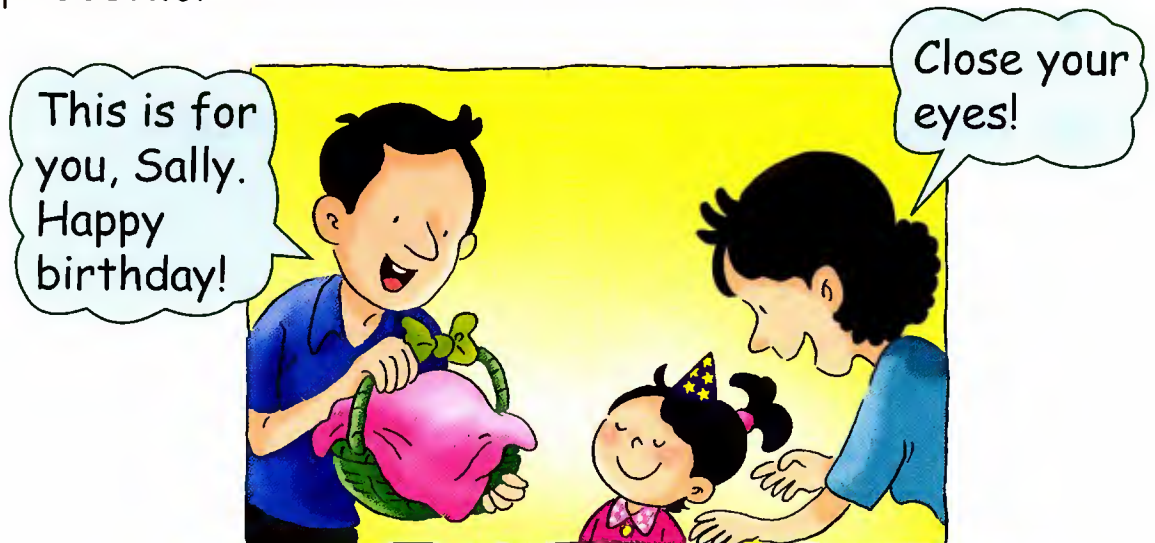
5 Tim and his sister \_\_\_\_\_ (ride) their bicycles.



- Adverbs of manner
- Adverbs of time
- Adverbs of place

## ● Adverbs of manner (slowly, quickly, carefully)

After the party, Sally gets two more birthday presents.

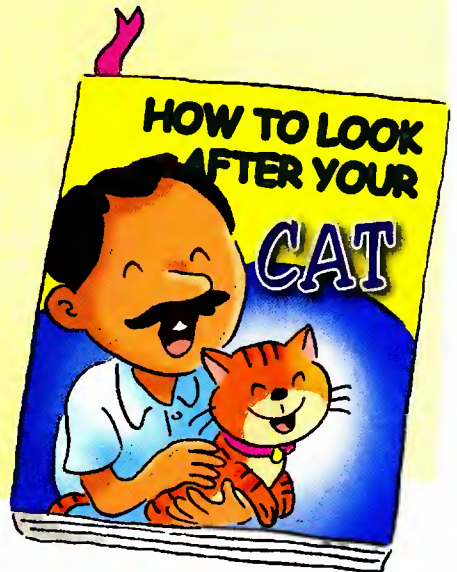


She also gets a book.

## HOW TO LOOK AFTER YOUR CAT

Just like you, your cat needs lots of love and care. You must learn to look after it properly.

- Pick it up slowly. Don't frighten it.
- Always hold it carefully. Never squeeze it.
- Stroke it gently. Don't be rough.
- Put it down carefully. Never drop it.
- Make sure you feed it properly.
- If your cat is sick, take it quickly to the vet.



Some words tell us **how** someone does something.

Pick it up **slowly**.

Always hold it **carefully**.

Make sure you feed it **properly**.

Words like **slowly** and **carefully** are **adverbs**. Some people call them **adverbs of manner**.



### Did you know?

Most adverbs that tell us **how** end in **-ly**.

quickly  
slowly  
carefully  
loudly

Alan always eats his dinner very **quickly**.



### Grammar Help

ADJECTIVE	ADVERB
slow	slowly
quick	quickly
loud	loudly
quiet	quietly
careful	carefully
polite	politely

He falls asleep and snores **loudly**.

## ● Adverbs of time (now, soon, today)

Some adverbs tell us **when**.



### Grammar Help

Words like **now** and **soon** are called **adverbs of time**.

now	today
then	tomorrow
soon	yesterday
early	tonight
late	already
immediately	yet

Some adverbs tell us **how often**.



### Grammar Help

Words like **sometimes** and **always** are called **adverbs of frequency**.

sometimes
often
usually
always
never
once
twice

Tiger **always** cries when he is hungry.  
**Sometimes** he has fish for dinner.

## ● Adverbs of place (here, outside, upstairs)

Some adverbs tell us **where**.



### Grammar Help

Adverbs that say **where** are called **adverbs of place**.

here	inside
there	outside
everywhere	upstairs
nowhere	downstairs
somewhere	indoors
home	outdoors
in	up
out	down

Some question words are adverbs too.



### REMINDER

Examples of question words:

where	when
why	how

# PRACTICE

In this story some of the adverbs are shown in blue. Do they tell us **how**, **when**, **how often** or **where**?

## The Hare and the Tortoise

One day Harry the Hare was sitting (1) outside in his garden, listening to the radio, when he saw Tortoise. Tortoise was walking along very (2) slowly. He (3) always walked slowly.

'Let's have a race, Torty,' said Hare (4) excitedly. 'I can run very (5) quickly but you can't. I'll beat you (6) easily.'

'Okay, Harry,' said Tortoise (7) cheerfully.

As soon as the race started, Hare ran off (8) immediately and was soon just a small shape in the distance. Tortoise didn't care. He just kept jogging along slowly but (9) steadily.

After ten minutes Hare was tired. 'I'm (10) already miles ahead,' he said (11) smugly to himself. 'I can stop (12) here for a few minutes and have a rest.'

That afternoon it was very hot and Hare (13) soon fell fast asleep.

It was very late when he woke up. There were stars in the sky. By (14) then, Tortoise had won the race and gone (15) home, slowly but steadily of course.

- |    |             |   |              |
|----|-------------|---|--------------|
| 1  | outside     | — | <u>where</u> |
| 2  | slowly      | — | _____        |
| 3  | always      | — | _____        |
| 4  | excitedly   | — | _____        |
| 5  | quickly     | — | _____        |
| 6  | easily      | — | _____        |
| 7  | cheerfully  | — | _____        |
| 8  | immediately | — | _____        |
| 9  | steadily    | — | _____        |
| 10 | already     | — | _____        |
| 11 | smugly      | — | _____        |
| 12 | here        | — | _____        |
| 13 | soon        | — | _____        |
| 14 | then        | — | _____        |
| 15 | home        | — | _____        |



# ACTIVE GRAMMAR 1

## Answer Key

### Unit 1 Writing

#### Page 7 – The alphabet

(1)

Kim Lucy Ali

Luke Jill Emma Simon

(2)

a b c d e f g h i j k l m n o p q r s t u v w x y z

(3)

- a. k
- b. b
- c. t

(4)

- a. c d e
- b. r s t
- c. g h i

#### Page 11 – Capital letters

(1)

- a. My Cat is called Wilson.
- b. He is Good at catching mice.
- c. The Mice Do not like Wilson.

(2)

- a. my best friend is called nina.
- b. on sunday my father and I are going fishing.
- c. are you going to Sally's party?

#### Page 14 – Punctuation

(1)

- a. My cat is called Wilson. he is good at catching mice.
- b. The mice do not like Wilson. they are frightened of him.

(2)

- a. Wilson eats fish, chicken, beef and ice cream.
- b. He has a white face, black ears, blue eyes, a black nose and a pink tongue.

(3)

- a. When it's raining, Wilson stays indoors.
- b. He's very fat because he eats too much.
- c. I think you'll like Wilson when you see him.

### Unit 2 Nouns

#### Page 19 – What is a noun?

(1)

- a. I am reading a book about elephants.
- b. We're going to the beach to fly my kite.
- c. My teacher has a computer on her desk.

(2) Examples:

- a. puppet, bicycle, skipping rope
- b. brother, grandmother, father
- c. kitten, lamb, giraffe

(3)

- a. book bicycle singer go classroom
- b. balloon computer write television pencil



Page 23 – Proper nouns

(1)

Proper nouns		
Singapore	Luke	July
London	China	
<u>France</u>	<u>Nina</u>	
<u>March</u>	<u>Beijing</u>	

Common nouns		
tiger	doctor	watch
doll	brother	
<u>sister</u>	<u>pencil</u>	

(2)

Proper nouns	Common nouns
London	country
September	girl
Sally	month
the Taj Mahal	building
China	boy
Peter Pan	city

Page 31 – Uncountable nouns

(1)

Countable
toothbrush
biscuit
pencil
hat

Uncountable
water
sugar
flour
milk

(2)

- a bag of flour
- a tin of soup
- a sheet of paper

Page 36 – Singular and plural forms

(1)

- 'Books' is plural.
- 'Hardbacks' is plural.
- 'Paperbacks' is plural.
- 'Refrigerator' is singular.
- 'Cups' is plural.
- 'Plates' is plural.
- 'Bowls' is plural.
- 'Shirts' is plural.
- 'Washing machine' is singular.

(2) Examples:

- I can see one broom.
- I can see two fans.
- I can see ten books.
- I can see twenty chairs.
- I can see twenty desks.

Unit 3 Words used with nouns

Page 41 – The indefinite article

(1)

- This is an ear.
- This is a nose.
- This is a foot.
- This is a hand.
- This is an arm.

(2)

- This is a triangle.
- This is an octagon.
- This is a circle.
- This is an oval.
- This is a square.

Page 46 – Possessive determiners

- Her
- His
- our
- its
- their, your
- My

## Page 50 — Possessive nouns

- (1)
- This is Bella's book.
  - This is David's hammer.
  - This is Bob's shirt.
  - This is Jane's camera.
  - This is Alan's sponge.
  - This is Ken's flipper.

## Page 51

- (2)
- Whose ball is it? It's Joey's.
  - Whose chair is it? It's Alan's.
  - Whose knife is it? It's Linda's.
  - Whose arrow is it? It's Pete's.
  - Whose hat is it? It's Charlie's.

## Unit 4 Pronouns

### Page 56 — Personal pronouns

- He
- you
- They
- he
- it
- We

### Page 60 — Demonstrative pronouns

- this
- these
- those
- that
- This
- Those

### Page 67 — Interrogative pronouns

- (1)
- What is your telephone number?
  - Who is the tallest person in your family?
  - What did you do last night?
  - Which is your bag, the blue one or the red one?
  - Whose is this ruler? Does it belong to you?
  - What is the capital of Malaysia?

## Page 68

- (2)
- What
  - Who
  - Which
  - What
  - Whose

## Unit 5 Verbs

### Page 74 — What is a verb?

- (1)
- Cats chase mice.
  - Dogs chase cats.
  - Bees make honey.
  - Babies drink milk.
  - Monkeys like bananas.
  - Birds eat worms.
  - Bakers make bread.
  - I am a doctor.

- (2)
- chase
  - chase
  - make
  - drink
  - like
  - eat
  - make
  - am

- (3)
- read write classroom listen draw paint
  - run walk crawl climb sit playground

### Page 80 — The verb *be*

- (1) Kim: It is your birthday today, isn't it?  
Mat: Yes, it is. I am six.  
Kim: Happy birthday, Mat!
- (2) Jill: Are you hungry?  
Tim: No, I 'm not. Are you hungry?  
Jill: Yes, I am.
- (3) Luke: Look at this, Mark. It is a butterfly, isn't it?  
Mark: Yes, it is. It is beautiful.

Luke: The wings are so big!

Mark: Yes, they are huge!

(4) Lucy: Your mother is a teacher, isn't she?

Paul: Yes, she is. My father is a teacher, too.

(5) Mary: Tom is in your class, isn't he?

Dan: No, he isn't. He is in 1B.

Mary: Which class are you in?

Dan: I am in 1C.

Mary: Jill and Wendy are in 1B, aren't they?

Dan: Yes, they are. They are good friends of mine.

### Page 84 — *There is and there are*

Picture A:

- There is a bicycle.
- There is a kite.
- There is a scooter.
- There are two balls.
- There is a skipping rope.

Picture B:

- There are two guitars.
- There are three drums.
- There is a piano.
- There is a violin.
- There is a mouth organ.

### Page 89 — The verb *have*

- (1) has (or has got)
- (2) has (or has got)
- (3) has (or has got)
- (4) have (or have got)
- (5) has (or has got)
- (6) have (or have got)

### Page 94 — Present continuous tense

- (1) Ben is flying his kite.
- (2) Some big boys are playing football.
- (3) Alan is buying an ice cream.
- (4) Tim's father is reading a newspaper.
- (5) Tim and his sister are riding their bicycles.

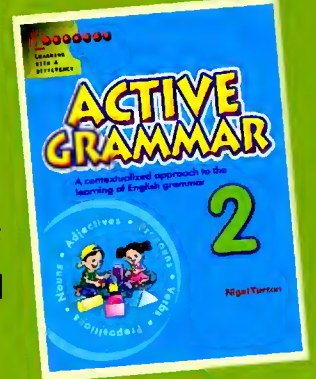
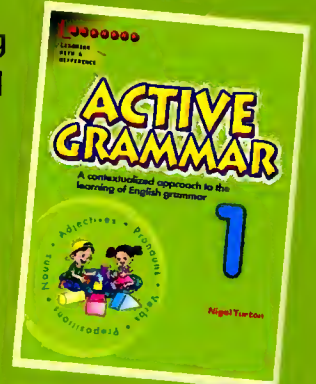
## Unit 6 Adverbs

### Page 101

- (1) where
- (2) how
- (3) how often
- (4) how
- (5) how
- (6) how
- (7) how
- (8) when
- (9) how
- (10) when
- (11) how
- (12) where
- (13) when
- (14) when
- (15) where

**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.

This series of two books is divided into units. Each unit begins with a carefully designed text to stimulate interest while at the same time shows its grammatical focus in context. The explanation which follows draws attention to the relevant parts of the text while also providing further examples. Practice is presented by means of a variety of activities to consolidate understanding of the grammatical concepts learnt.



**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.