

LEARNERS

LEARNING  
WITH A  
DIFFERENCE

# ACTIVE GRAMMAR

A contextualized approach to the  
learning of English grammar



# 2

**Nigel Turton**

# ACTIVE GRAMMAR

**Nigel Turton**

# 2

© 2007 Learners Publishing Pte Ltd

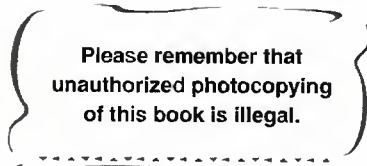
First published 2007 by **Learners Publishing Pte Ltd**  
222 Tagore Lane, #03-01 TG Building, Singapore 787603

All rights reserved. No part of this book shall be reproduced, or transmitted by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the publisher.

Email: [learnpub@learners.com.sg](mailto: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  
Fax: 03-3788-9202  
Email: [elt@ricpublications.com](mailto:elt@ricpublications.com)  
Website: [www.ricpublications.com](http://www.ricpublications.com)

# What you'll find in this book

	<b>To teachers and parents</b>	4		<b>5 Verbs</b>	63
				Present simple tense	63
				The -s ending	68
				Past simple tense	76
				Past continuous tense	82
				Talking about the future	88
<b>1</b>	<b>Nouns</b>	5	<b>6</b>	<b>Prepositions</b>	95
	Countable and uncountable	5		What is a preposition?	95
	Plural forms	11		Prepositions of time	97
	Irregular plurals	18		Prepositions of place	99
	Plural nouns	24			
<b>2</b>	<b>Words used with nouns</b>	29			
	Quantifiers	29			
	Demonstratives	35			
<b>3</b>	<b>Adjectives</b>	39			
	What is an adjective?	39			
	Comparing with adjectives	44			
<b>4</b>	<b>Pronouns</b>	51			
	Personal pronouns	51			
	Reflexive pronouns	57			



# 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)

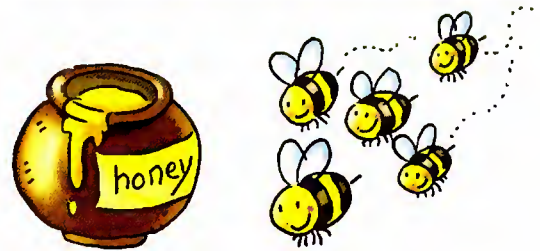
Sally likes to make up sentences that rhyme.

### REMINDER

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



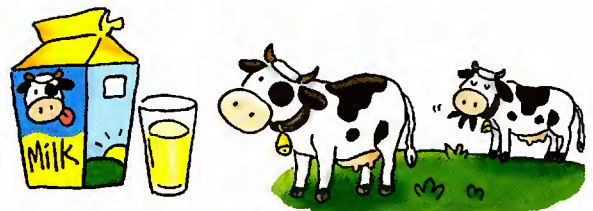
We get wood from trees.



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**.

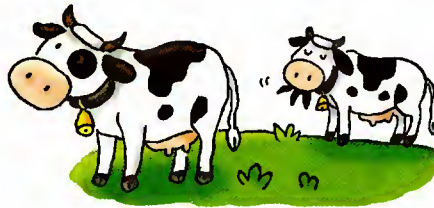
## REMINDER

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.



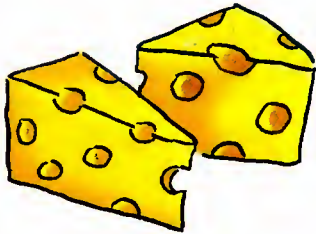
rain



honey



milk



cheese



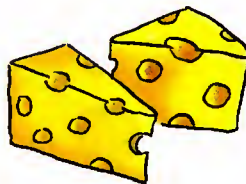
rice



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)*



a bee



a tree



an egg

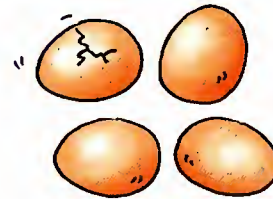
*PLURAL (more than one)*



three bees



two trees



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**



lots of **cars** and  
**buses**

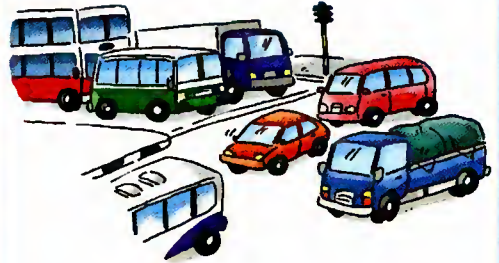


some **tables** and  
**chairs**

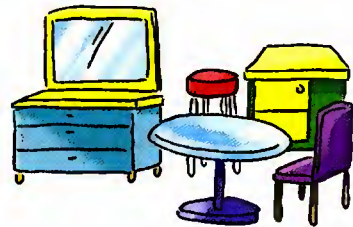


lots of **coins**

**UNCOUNTABLE**



lots of **traffic**  
(NOT traffics)



some **furniture**  
(NOT furnitures)



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.

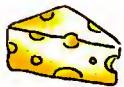
a

b

c

d

e



## SHOPPING LIST

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

## ● 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*

ribbon  
parent  
present

**+S**

*PLURAL*

ribbons  
parents  
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**



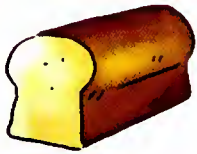
a key



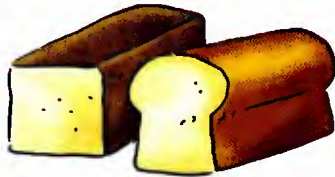
two keys

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

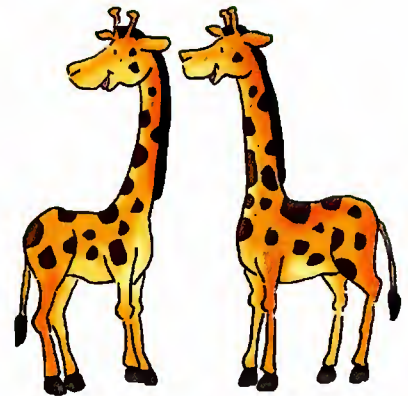
### Grammar Help

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

SINGULAR	PLURAL
handkerchief	handkerchiefs
chef	chefs
roof	roofs



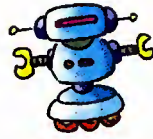
a giraffe



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	<del>y</del> +ies	<del>f/fe</del> +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

one cat  
a puppy  
a horse  
a kitten  
a goat

PLURAL

two cats  
three puppies  
two horses  
three kittens  
six goats

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

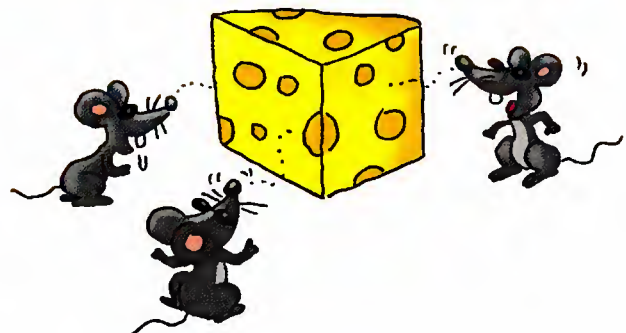
The word **mice** is plural but it doesn't end with an **-s**.

SINGULAR

a mouse

PLURAL

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 a dress	two shirts 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



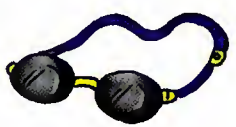
shorts



(swimming) trunks



glasses



goggles



pyjamas



clothes

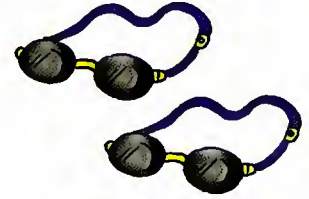
When you want to say **how many**, you can use **a pair of**, **two pairs of**, and so on, with most of these nouns.



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.

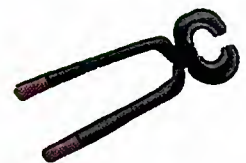
Here are some more examples:



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 \_\_\_\_\_ .

# 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

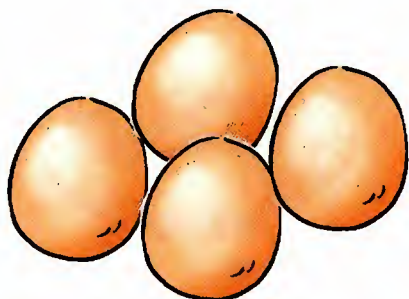


**a few** books



**a lot of** books

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



a few eggs



a few cars



not many mistakes



too many chicks



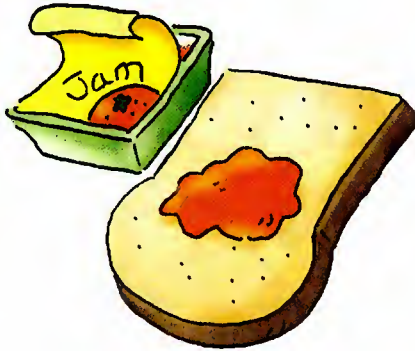
many balloons

## REMINDER

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



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



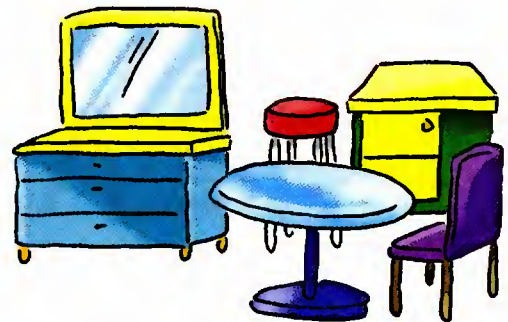
a little jam



too much meat



a little salt



not much furniture

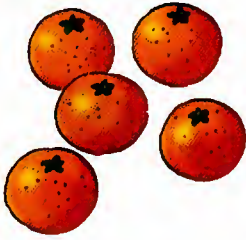


a little rice

## REMINDER

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

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



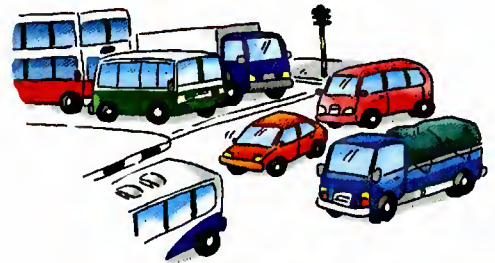
some oranges



some juice



a lot of cars



a lot of traffic

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

	<i>used with countable nouns</i>	<i>used with uncountable nouns</i>
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?



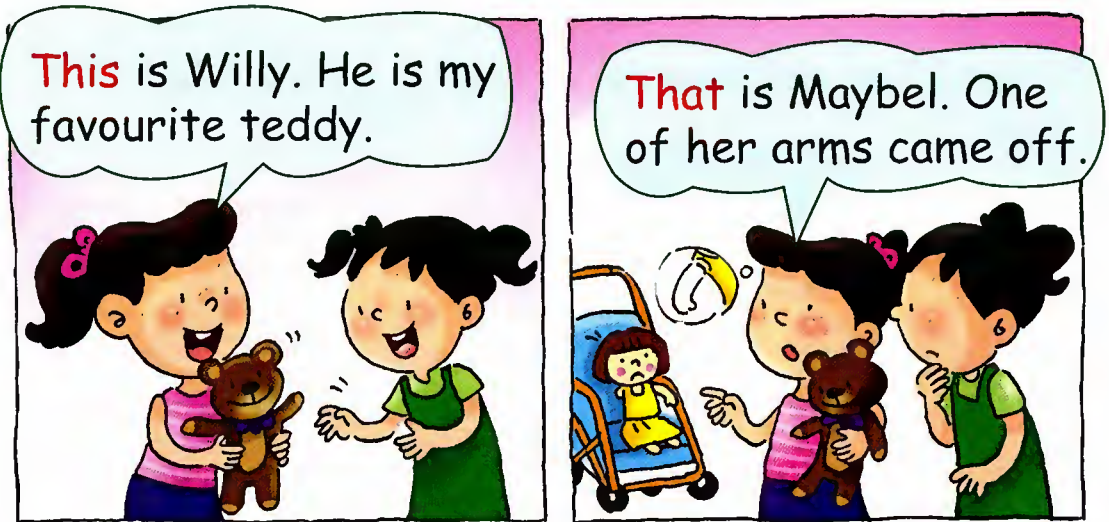
- 6 How \_\_\_\_\_ teeth have you got?

## ● 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.

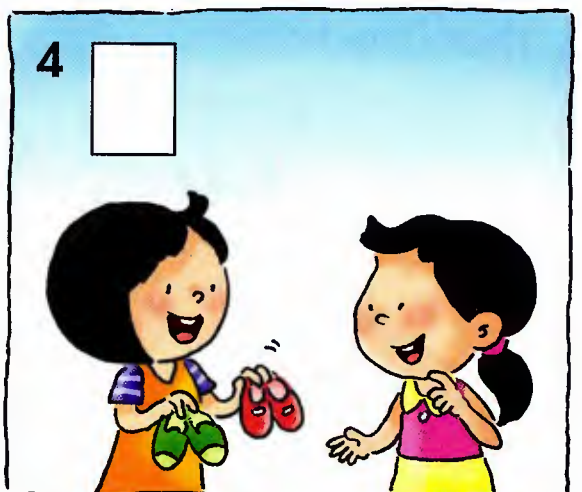
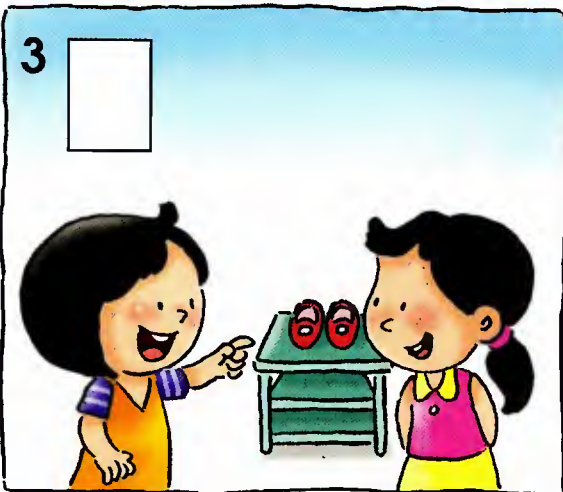
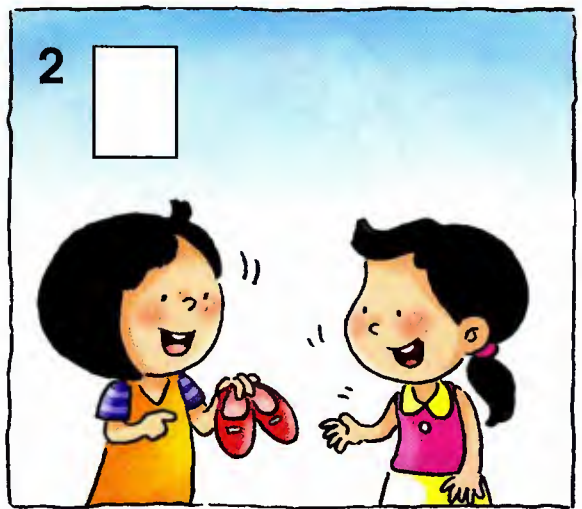
With uncountable nouns, you always use **this** and **that**.



# 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

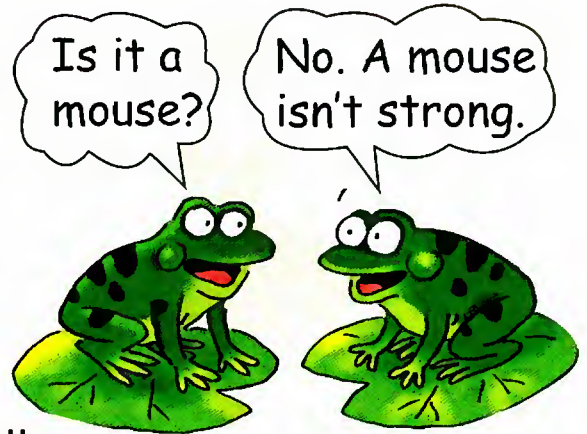
### ● What is an adjective? (tall, happy, blue)

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**.



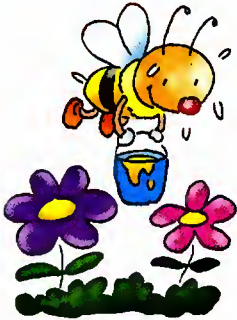
I am **angry**.



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

**thick** skin

**grey** 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 never add an **-s** to an adjective.



an old owl



two old owls

### Grammar Help

two old owls

two olds 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

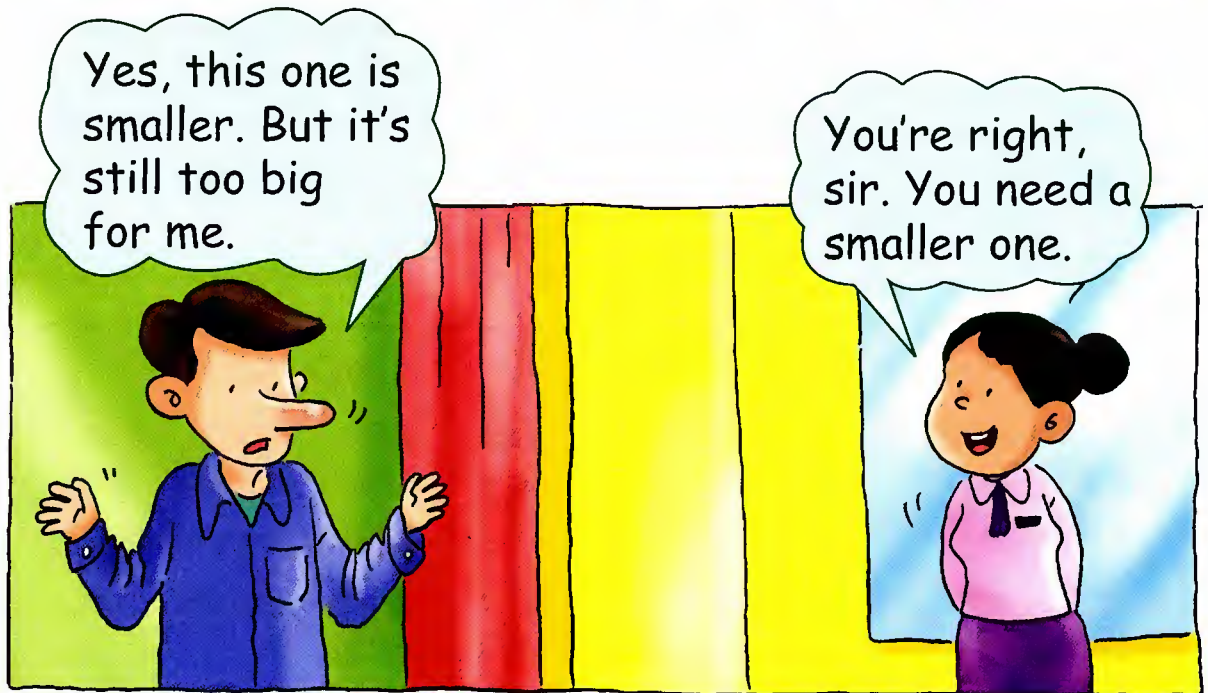
black	blond	white	pink
red	blue	green	yellow
orange	brown		
huge	big	small	tiny
long	short	strong	thin

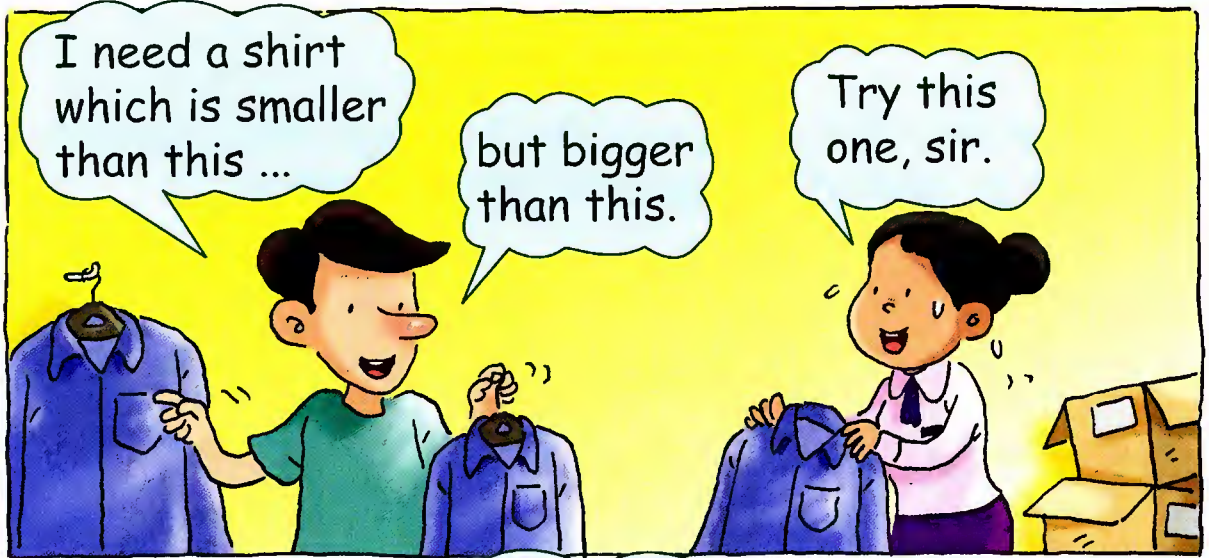
## NOUNS

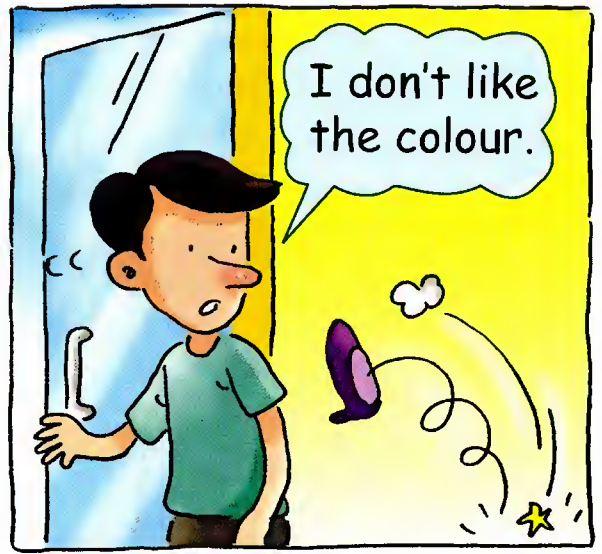
head	hair	face	eyes
nose	ears	mouth	lips
arms	hands	fingers	legs
shirt	dress	trousers	skirt
shoes	socks		

## ● Comparing with adjectives (tall, taller, tallest)

What does David want to buy?







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



I am strong.



I am stronger  
than you.



I'm the  
strongest.

TO COMPARE  
TWO PEOPLE  
OR THINGS

TO COMPARE  
THREE OR MORE  
PEOPLE OR THINGS

strong  
small  
cold  
tall  
high  
old  
young

stronger  
smaller  
colder  
taller  
higher  
older  
younger

the strongest  
the smallest  
the coldest  
the tallest  
the highest  
the oldest  
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

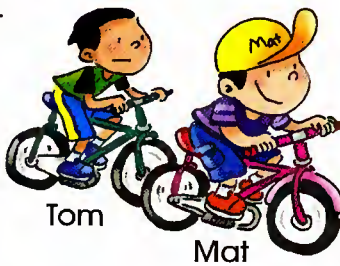
a tall



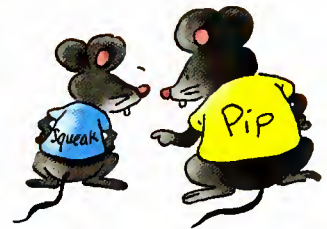
b old



c fast



d big



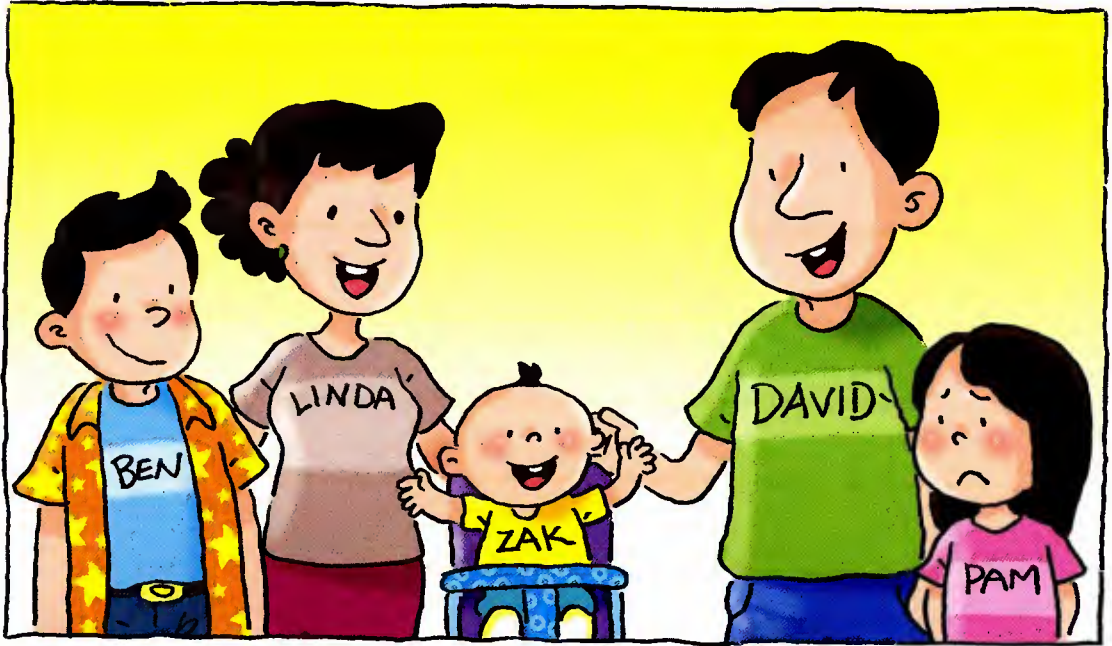
e hot



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?

\_\_\_\_\_

- 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.

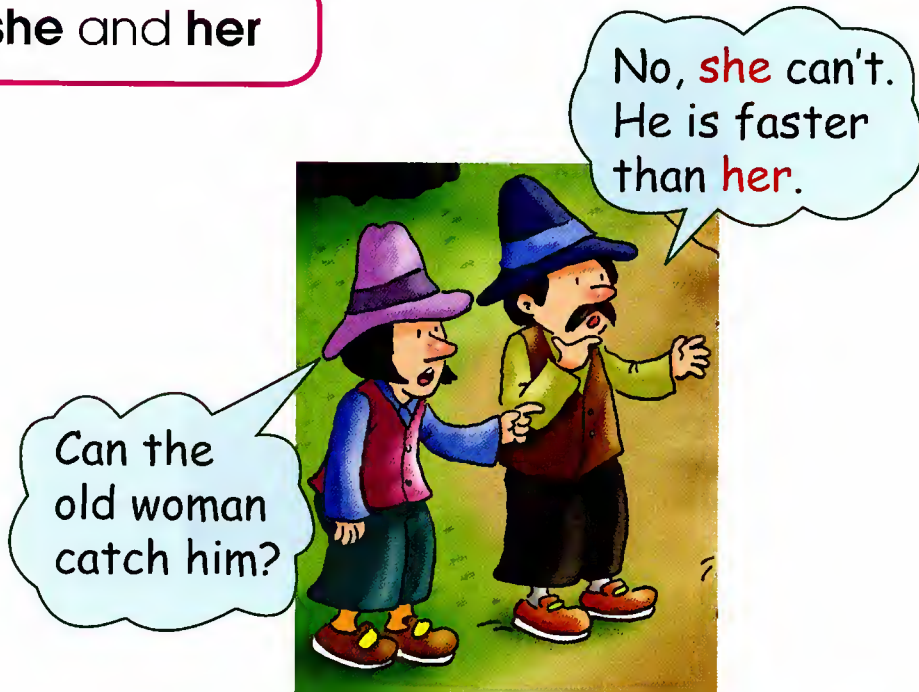
**I** am the gingerbread man!  
**I** am the invisible man!

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

Can the ducks  
catch him?



No, **they** can't.  
He is faster  
than **them**.

## we and us

Can we  
catch  
him?



No, **we** can't.  
He is faster  
than **us**.

### Did you know?

subject  
pronouns

object  
pronouns

I  
she  
he  
we  
they

me  
her  
him  
us  
them

## REMINDER

1. Don't repeat a noun when you can use a pronoun.
2. Use a subject pronoun at (or near) the beginning of a sentence.
3. In other places, use an object pronoun.

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

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

*Her is very kind.* X  
*She is very kind.* ✓

*I like she.* X  
*I like her.* ✓

### SINGULAR

subject  
pronouns

I  
you  
she  
he  
it

object  
pronouns

me  
you  
her  
him  
it

### PLURAL

subject  
pronouns

we  
you  
they

object  
pronouns

us  
you  
them



# PRACTICE

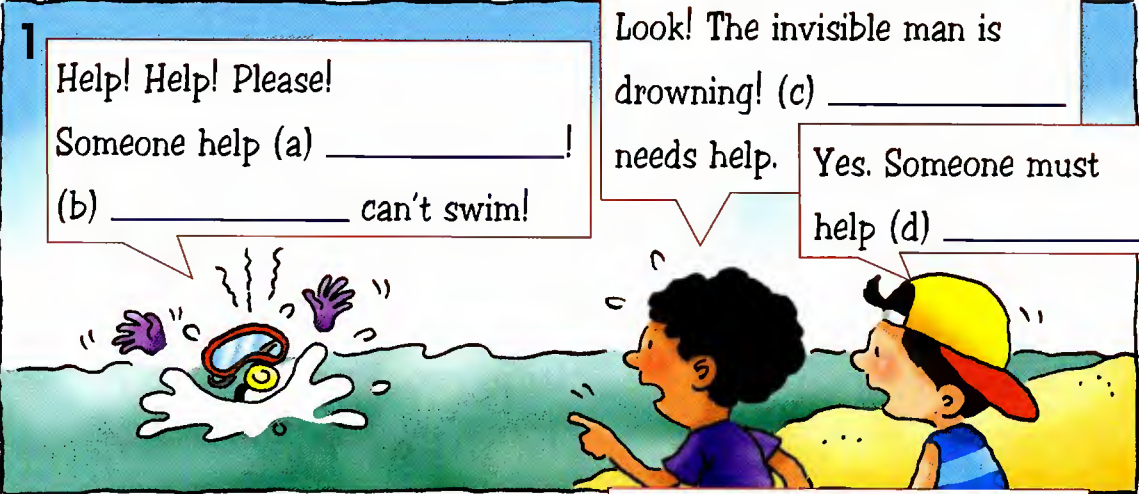
Fill in each blank with the correct pronoun.

**1**

Help! Help! Please!  
Someone help (a) \_\_\_\_\_!  
(b) \_\_\_\_\_ can't swim!

Look! The invisible man is drowning! (c) \_\_\_\_\_ needs help.

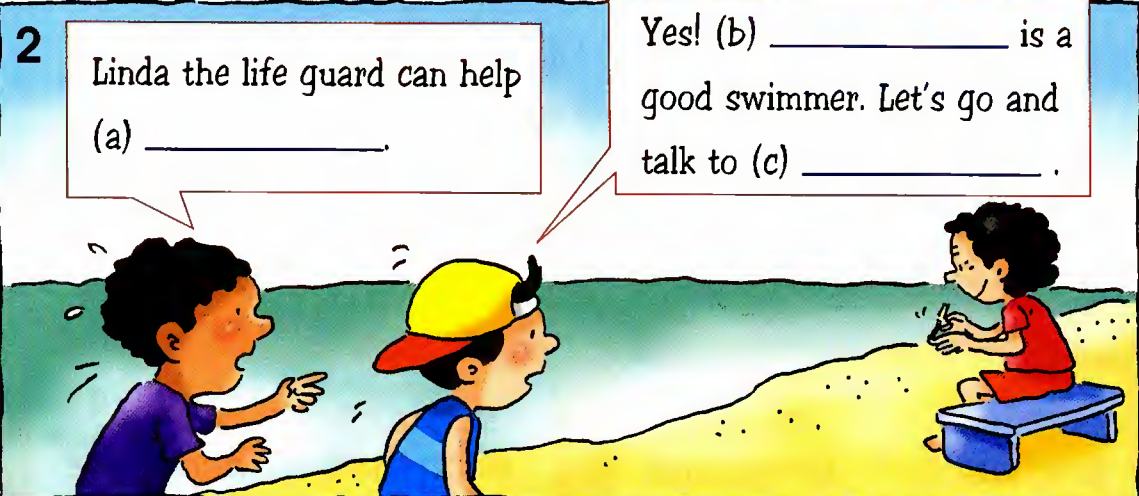
Yes. Someone must help (d) \_\_\_\_\_.



**2**

Linda the life guard can help (a) \_\_\_\_\_.

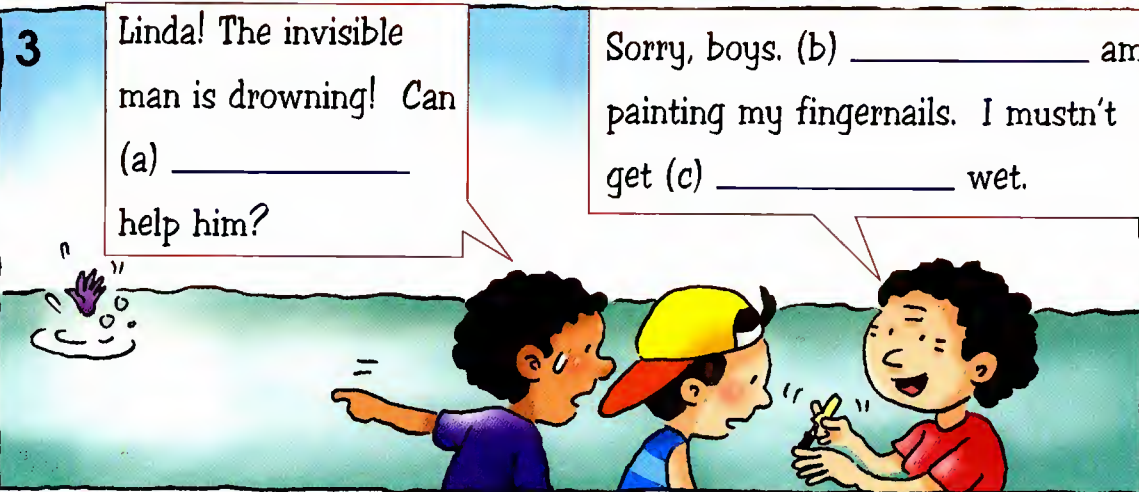
Yes! (b) \_\_\_\_\_ is a good swimmer. Let's go and talk to (c) \_\_\_\_\_.



**3**

Linda! The invisible man is drowning! Can (a) \_\_\_\_\_ help him?

Sorry, boys. (b) \_\_\_\_\_ am painting my fingernails. I mustn't get (c) \_\_\_\_\_ wet.



## ● 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**

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

**SENTENCE B**

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

Sentence A is about two different people.



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



Sentence B is about just one person.

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

Can you match the sentences with the pictures?

**SENTENCE A**

She is painting a picture of **her**.

**SENTENCE B**

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?

- 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.

Which day of the week do you like best?



### Days of the week

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

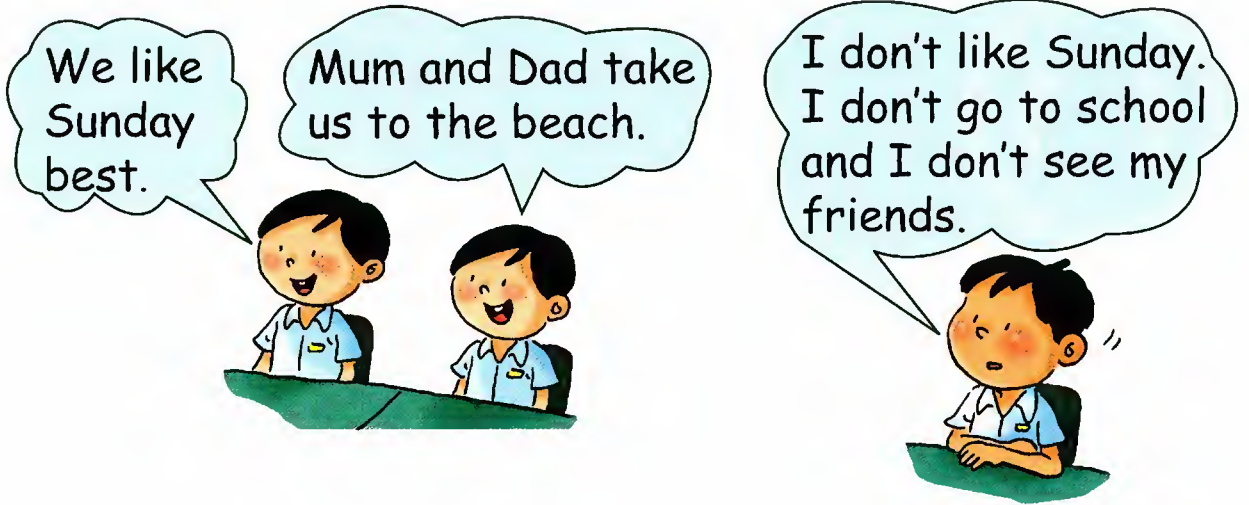
I like Saturday best. On Saturday I go to the park. Sometimes I play on the swings.



I like Saturday too. My friends come to my house and we play games.

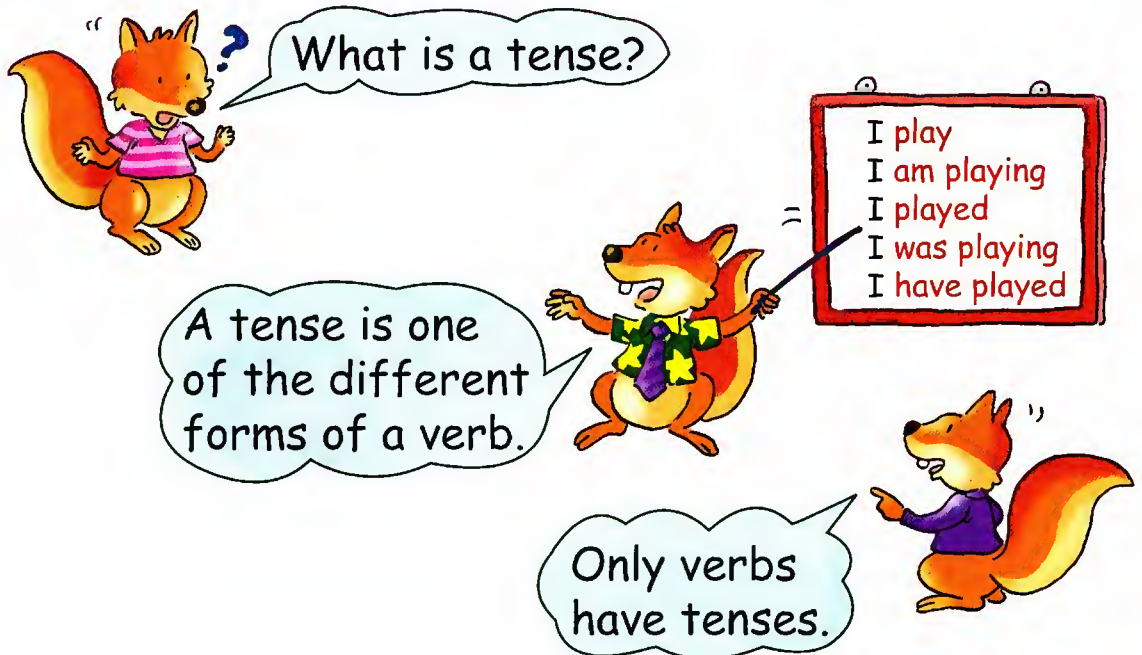


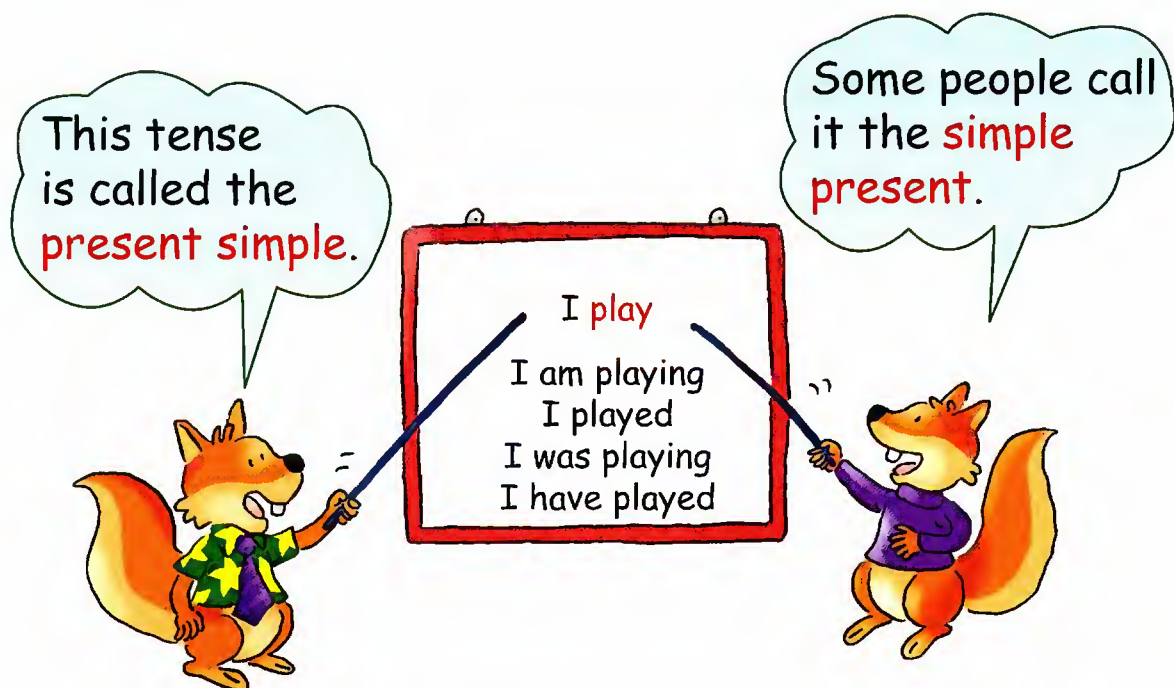




When you talk about the things you **always** do, **often** do, or **sometimes** do, you use the **present simple** tense.

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**.

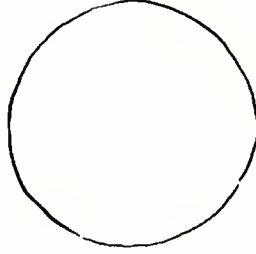
I **like** Saturday best.  
We **like** Sunday best.

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

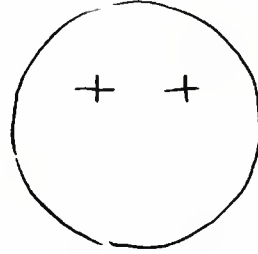
I **don't like** Sunday.

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

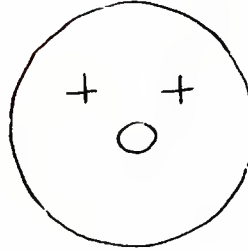
First you **draw** a big circle.



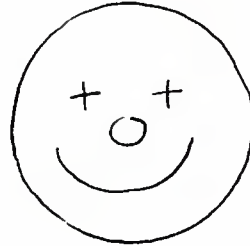
Then you **draw** two small crosses.



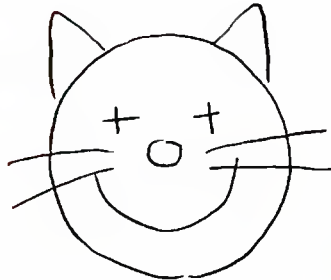
After that you **give** the face a nose.



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

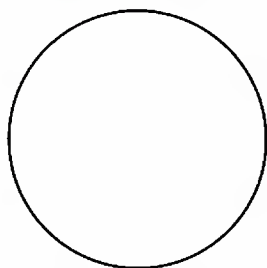
c

d

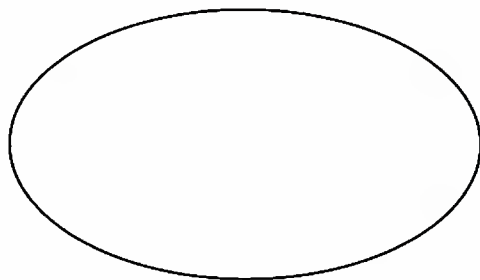
HERE ARE SOME THINGS YOU CAN USE:

THINGS I LIKE	THINGS I DO NOT LIKE
the sun sausages milk cartoons happy faces	the rain salad coffee ghost stories 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?

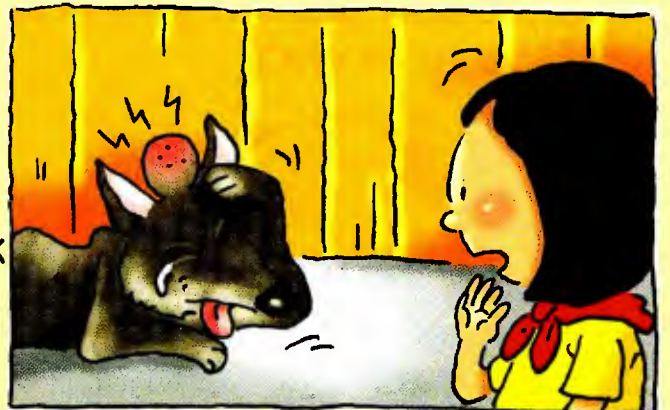


Little Blue Riding Boots arrives at her grandmother's house and knocks on the door. 'Come in,' calls Granny.

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

I **knock** on the door.  
You **knock** on the door.  
We **knock** on the door.  
They **knock** on the door.  
The boys **knock** on the door.

### BOX B

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

I **like** peanuts.  
You **like** peanuts.  
She **likes** peanuts.  
He **likes** peanuts.  
It **likes** peanuts.

## PLURAL

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.

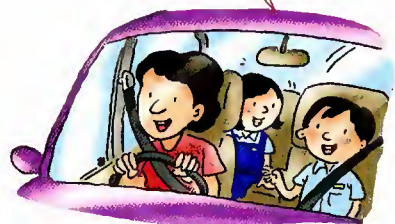


## 8 drive or drives?



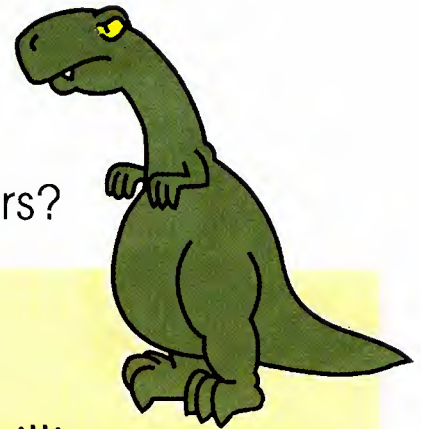
Their mother  
(a) \_\_\_\_\_  
them to school.

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

cry

try

hurry

carry

pat

nod

sip

hum

past simple

cried

tried

hurried

carried

patted

nodded

sipped

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		



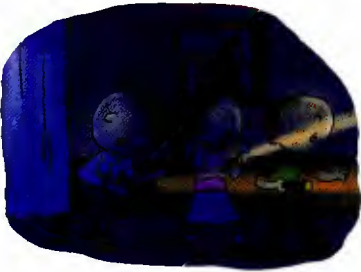
The verb **be** has two different forms for the past simple: **was** and **were**.



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**.

	<i>SINGULAR</i>	<i>PLURAL</i>
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 <b>am</b> playing you <b>are</b> eating he <b>is</b> talking they <b>are</b> running
past continuous	I <b>was</b> playing you <b>were</b> eating he <b>was</b> talking they <b>were</b> 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 <b>playing</b> you are <b>eating</b> he is <b>talking</b> they are <b>running</b>
past continuous	I was <b>playing</b> you were <b>eating</b> he was <b>talking</b> they were <b>running</b>

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.

(a) Katy \_\_\_\_\_  
(fly) her kite.

(b) Bill \_\_\_\_\_  
(build) a sandcastle.

(c) Sue and Alan \_\_\_\_\_  
(eat) ice creams.

(d) Bill's father \_\_\_\_\_  
(read) a magazine.

(e) Bill's mother \_\_\_\_\_  
(listen) to the radio.

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.

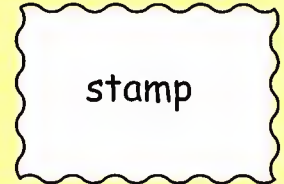
Dear Grandma,

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



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.

The taxi **is coming** at 1 o'clock.

Do you think they **will give** us something to eat on the plane?

This time tomorrow we'll **be getting** on the plane.

Hurry up! The plane **is about to leave**.

**I'm going to ask** the stewardess if I can go into the cockpit.

present simple

present continuous

will + verb


will + be + verb-ing

be + about to + verb

be + going to + verb

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

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



What are you going to do on your birthday?

I'm **going to** have a party.

### 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**.



LATER



LATER



### 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**.

	<i>SINGULAR</i>	<i>PLURAL</i>
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.

<i>FULL FORM</i>	<i>SHORT FORM</i>
<b>It is</b> going to rain.	<b>It's</b> going to rain.

Here is a reminder of all the short forms.

	<i>SINGULAR</i>	<i>PLURAL</i>
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: \_\_\_\_\_

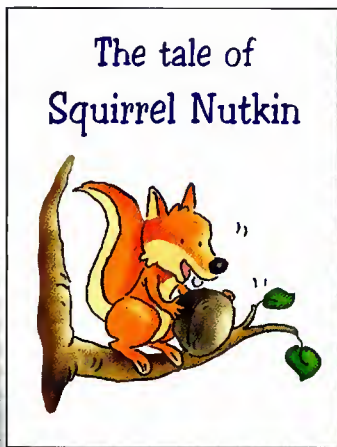
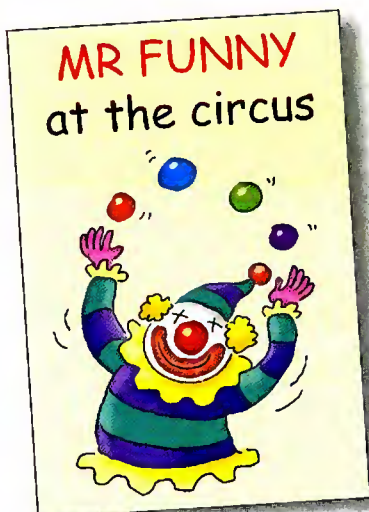
Student B: \_\_\_\_\_



- 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**



What are you going to do **on** Sunday?

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

**On** my birthday I'm going to have a party.



You use **on** with special days:

**on** my birthday  
**on** Christmas Day  
**on** National Day

**at**



I'll meet you **at** 4 o'clock outside the cinema.

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

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

in

In the morning I watched a cartoon.



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

**in** the morning  
**in** the afternoon  
**in** the evening

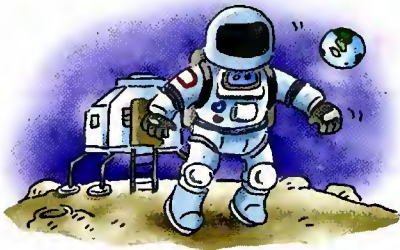
BUT you say **at night**:  
It gets colder **at night**.

My birthday is **in** June.



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**.



The monkeys are sitting **on** the roof of the car.

The giraffe is **behind** the car.

The two goats are sitting **in** (or **inside**) the car.

The three ducks are **in front of** the car.

The crocodile is **under** (or **underneath**) the car.

The police officer is standing **next to** (or **by**) the car.

**in** and **at**

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

My uncle lives **in** Hill Street.



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

**in** Baker Street  
**in** Victor Road

Where is Hill Street?



Hill Street is **in** London.



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

**in** London  
**in** Bangkok  
**in** Hong Kong

Where is London?



London is **in** England.



You use **in** with a country:

**in** England  
**in** China  
**in** Singapore

Where do you live?



I live **at** 16 Holland Road.



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

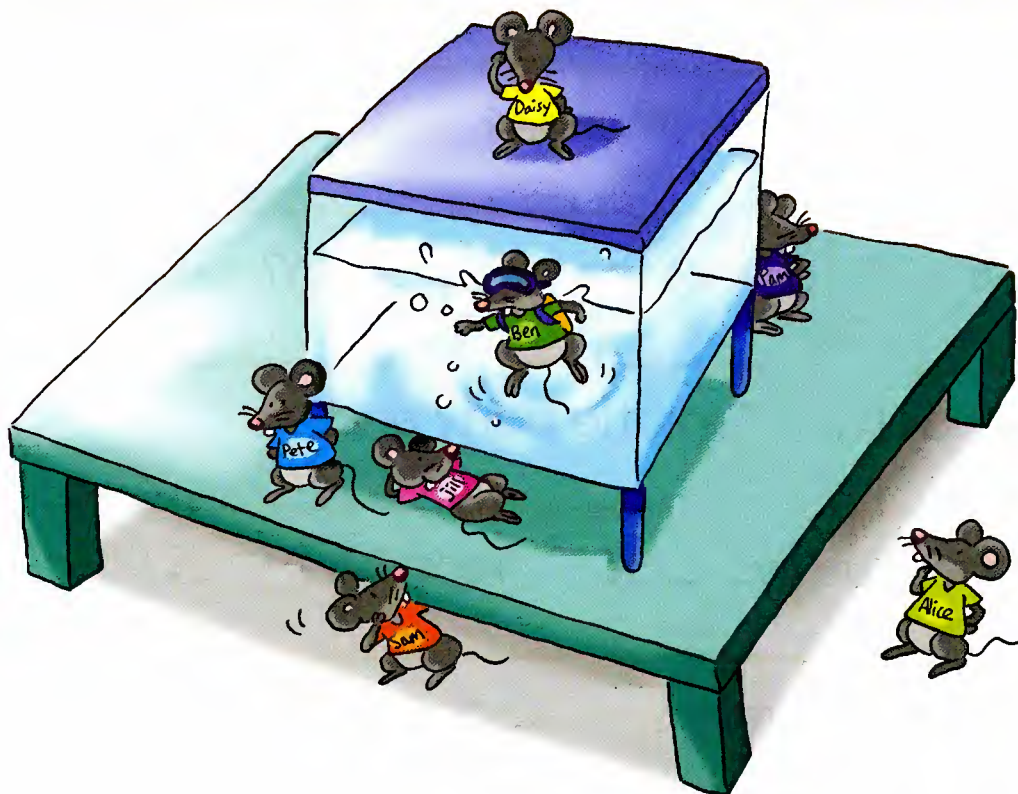
b

c

d

e

f



2 Look at the invitation card and answer the questions.

## PARTY TIME

Sue is having a birthday party.

**WHEN?** Saturday 9<sup>th</sup> 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 8<sup>th</sup> 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.

## 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

## 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?

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.

### Page 102

(2)

a. No. It's in June.

b. No. It's on Saturday.

c. No. It's on 9<sup>th</sup> June.

d. It begins at 2 o'clock.

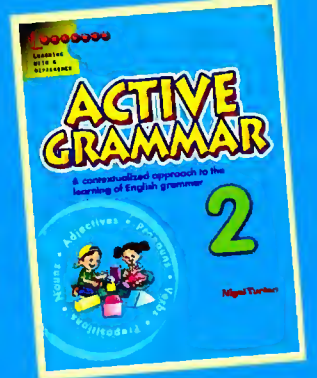
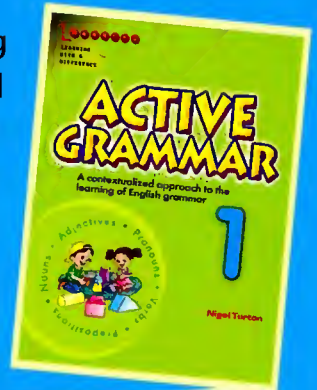
e. It ends at 5 o'clock.

f. No. She lives at 18 Greensville Road.

g. It's in Singapore.

**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.