



USBORNE BETTER ENGLISH

# Improve your Grammar

with lots of tests and puzzles



Internet  
Linked



# Internet links

Throughout this book, we have suggested interesting websites where you can find out more about grammar. To visit the sites, go to the **Usborne Quicklinks Website** at **www.usborne-quicklinks.com** and type the keywords "improve your grammar". There you will find links to click on to take you to all the sites.

## Internet safety

When using the Internet, please make sure you follow these guidelines:

- Ask your parent's or guardian's permission before you connect to the Internet.
- If you write a message in a website guest book or on a website message board, do not include any personal information, such as your full name, address or telephone number, and ask an adult before you give your email address.
- If a website asks you to log in or register by typing your name or email address, ask the permission of an adult first.
- If you receive an email from someone you don't know, tell an adult and do not reply to the email.
- Never arrange to meet anyone you have talked to on the Internet.

## Site availability

The links in Usborne Quicklinks are regularly reviewed and updated, but occasionally you may get a message saying that a site is unavailable. This might be temporary, so try again later, or even the next day.

If any of the sites closes down, we will, if possible, replace them with suitable alternatives, so you will always find an up-to-date list of sites in Usborne Quicklinks.

## Using the Internet

Most of the websites described in this book can be accessed with a standard home computer and a web browser (the software that enables you to display information from the Internet).

Some websites need additional free programs, called plug-ins, to play sounds, or to show videos, animations or 3-D images. If you go to a site and you do not have the necessary plug-in, a message saying so will come up on the screen. There is usually a button on the site that you can click on to download the plug-in. Alternatively, go to [www.usborne-quicklinks.com](http://www.usborne-quicklinks.com) and click on "Net Help". There you can find links to download plug-ins.

## Note for parents and guardians

The websites described in this book are regularly reviewed and the links in Usborne Quicklinks are updated. However, the content of a website may change at any time and Usborne Publishing is not responsible for the content on any website other than its own. We recommend that children are supervised while on the Internet, that they do not use Internet chat rooms, and that you use Internet filtering software to block unsuitable material. Please ensure that your children read and follow the safety guidelines printed on the left. For more information, see the "Net Help" area on the Usborne Quicklinks Website.

### COMPUTER NOT ESSENTIAL

If you don't have access to the Internet, don't worry. This book is a complete, fun beginner's guide to grammar on its own.





# Improve your Grammar

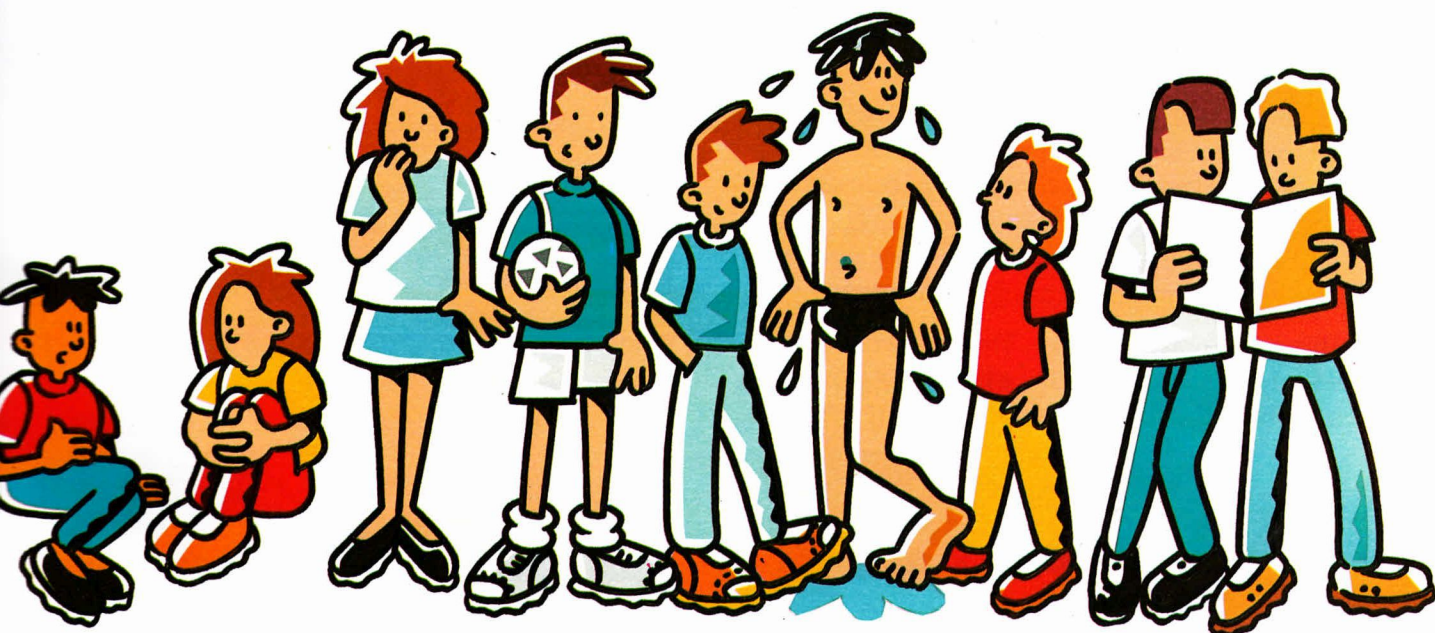
**Rachel Bladon**

**Designed by Isaac Quaye  
Illustrated by Kevin Faerber**

**Educational consultants:  
Valerie Munro, Angie Graham and Phillipa Ferst**

## **CONTENTS**

2	All about grammar	16	Tricky tenses
3	Nouns and adjectives	18	Relative pronouns
4	Verbs and pronouns	20	Comparing things
6	More grammar names	22	Conditional sentences
8	Building sentences	24	Reported speech
10	Word order	26	Tricky things
12	Making agreements	27	Answers
14	Past, present and future	32	Index





Them books or those books? You was or you were? It is often difficult to know how to put your words together correctly, but this book will help you improve your

grammar skills. It contains fun puzzles that give you lots of practice, as well as simple explanations and guidelines to help you with tricky grammar points.

### What is grammar?

Grammar is the way you use words and put them together into sentences that everyone can understand. The rules of grammar help you build sentences that make sense to other people. They tell you how to put words in the right order and use them correctly.

To use these rules properly, you need to know about the different types of word that make up our language.

### Using this book

On pages 3-7 you can find out about the different types of word that make up our language. Knowing about these will help you understand grammar and use it correctly.

On pages 8-26 there are simple explanations and guidelines to help you with tricky points that people often get wrong. For each double page, read the guidelines first, then test yourself with the puzzles.

Try all of these, even ones that look easy. They may show up something you have not understood.

This is not a write-in book, so you will need paper and a pen or pencil to write your answers down. You can check your answers on pages 27-31.



### Why is grammar important?

To make yourself properly understood, you need to know the rules about things like word order. Putting things in the wrong place can completely change the meaning of a sentence:

**Ann ate the fish.**

**The fish ate Ann.**



Watch out for boxes like this one. They contain guidelines and tests on confusing pairs or groups of words that people often slip up on (such as to and too).

This book will help you avoid mistakes that could make people misunderstand what you are trying to say.

It will also help you improve your English. In everyday situations (when talking or writing to family or friends), people often say things that are not strictly correct. In formal situations, though, like interviews or exams, it is important to use your language correctly.

Besides, even little mistakes like getting one word wrong can change your meaning:

**The owner of the car, which was enormous, polished it proudly.**

**The owner of the car, who was enormous, polished it proudly.**



### Changing grammar

*English grammar is constantly changing. This is because new ways of saying things become accepted and tricky points that people find hard to follow get forgotten. This book does not deal with difficult areas that few people know about. It concentrates instead on common problems and mistakes that actually make what you write or say seem wrong.*

*In Britain and America, grammar has developed in different ways, so there are many small differences in the way British and American people speak English. For example: a British person might say, "Have you got a pen?" but an American would say, "Do you have a pen?"*

*Similarly, people from different parts of Britain often have different ways of saying things.*





# dog funny Nouns and adjectives Jim lonely

Here, and on the next four pages, you can learn the names for different types of word and find out about the

jobs they do in a sentence. You can test what you have learned by doing the puzzles.

**Nouns** A **noun** is a word which names a thing, a place, a person or an animal:



**drum**

A noun can be **singular** (when naming one thing, as



**Egypt**

in cat) or **plural** (when naming more than one, as in cats).

A noun often has a small introducing word called an **article** (*the*, *a* or *an*) in front. For example: *the sea*, *a car*. Nouns which are names of people (and many that are place names) do not have articles in front. For example: *Katie*, *France*, *New York*.

**Adjectives** An **adjective** is a describing word. It tells you what a noun is like. For example, it can tell you what something looks like, or how big it is. Numbers can also be adjectives: they tell you how many things are being talked about. Here are some common adjectives: *red*, *large*, *excellent*, *ugly*.

## Jumbled nouns

Can you complete this story by unscrambling the jumbled nouns?

(Use the picture clues below to help you.)

Four criminals were arrested yesterday in **Pisar** after they tried to steal the Mona Lisa. Pretending to be **ranclees**, the thieves persuaded museum officials to let them remove the priceless **gnapinit**. However, as they were leaving the building, a **clamponie** recognized them as known villains, and the crooks dropped their loot and ran for it. The museum's revolving **rodos** proved to be more than they had bargained for, though. The doors jammed halfway round, and when a passing police **nav** stopped to investigate, **sodg** were able to surround the trapped villains. They are now firmly locked up in **rosnip**, and the famous picture is back in place ready for the weekend **russitot**.



Pisar



ranclees



gnapinit



clamponie



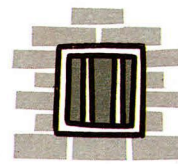
rodos



nav



sodg



rosnip



russitot

## Give and take

Find four nouns and three adjectives in sentences 1 to 4. Then write out sentences

A to D, completing them with the nouns and adjectives you have found.

- 1 Bangkok is often very busy.
- 2 Sarah ran away screaming.
- 3 A black dog was barking loudly.
- 4 The rusty bicycle finally collapsed.

- A They had bought the ... old car in ... .
- B Where is ... today?
- C Outside the house stood a shiny ... .
- D I'm too ... to take the ... for a walk today.



## Verbs

A **verb** is an action word. It tells you what someone or something is doing. For example: *She is working.* Verbs can also show a state (*We live here, He is ill*).

Verbs are very important. They can turn a meaningless group of words (*lions deer*) into a proper sentence\*: *Lions attack deer.*

A verb can also tell you about a past action (*They attacked*) or a future action (*They will attack*). There are different forms, or **tenses**, for talking about past, present and future actions. Verbs also change depending on who or what is doing the action (*I attack, He attacks*).

## Pronouns

A **pronoun** is a word you use to replace a noun. Here are some common ones: *I, me, she, it, we, us, them, mine, his, yours.*

Pronouns make language less repetitive. For example, think of two sentences like these: *The frightened girl peered outside. She saw three*

## Subject and Object

The person or thing that does an action is called the **subject**. For example, in the sentence *Tim left the house*, *Tim* is the subject. In *He lives next door*, *He* is the subject.

The person or thing that is affected by the action is called the **object**. There are two kinds of object. A **direct object** is affected directly by an action (for example, *the letter* in the sentence *Matthew sent the letter*). An **indirect object** is usually the person or thing for whom or to whom an action is done. For example: *his sister* in *Matthew sent the letter to his sister*.

*men waiting below.* Without the pronoun *she*, you would have to repeat *the frightened girl*, which would sound very clumsy.

To do the puzzles on these pages you may need to look back at some of the things that are explained on page 3.

## Pronoun fillers

Some pronouns are missing from the report below. Read it through and then decide which pronoun each number stands for.

A yellow lesser-spotted, flat-billed frogcatcher, previously thought to be extinct, has been spotted in the Ice-pie National Park on the east coast. ..1.. was identified by keen birdwatcher Caesar Lotterfeather. ..2.. said yesterday, “..3.. had been out spotting with a couple of friends, and as ..4.. were setting off home, ..1.. walked out right in front of us.” Caesar said ..2.. and his friends were amazed to see the bird so near ..5..



“..3..’ve been coming here for twenty years but until now ..3..’ve only ever seen seagulls and the odd tern. ..4.. couldn’t believe our eyes when we saw the frogcatcher cleaning its feet right in front of ..6..” Caesar was looking forward to reporting back to his wife. “..7.. is always telling ..8.. that ..3.. am wasting my time watching birds. Now ..3.. can really prove to ..9.. that my hobby’s worthwhile.”





peeps us go they sleeps us go they sleeps us go they

### Identity parade

In the list below there are five verbs, five nouns, and five words that can be either. Decide which group each word belongs to. Then fit the words that can be either verbs or nouns into sentences 1 to 5.

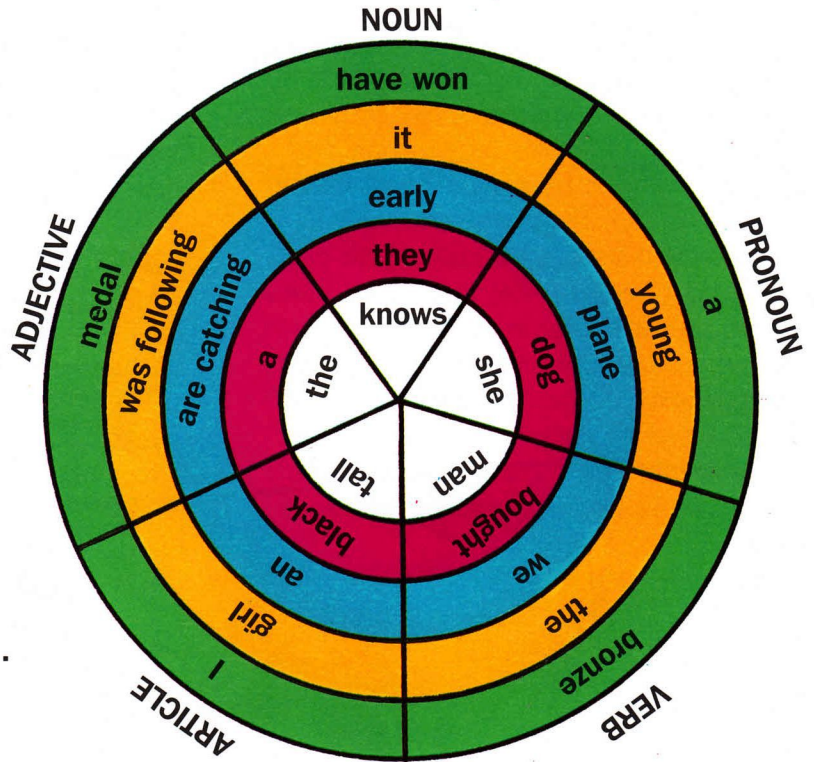
- |        |        |        |
|--------|--------|--------|
| scream | follow | window |
| undo   | study  | hope   |
| add    | desk   | wander |
| write  | fly    | shirt  |
| climb  | drawer | girl   |

- 1 My sister is hoping to ... law at university.
- 2 We managed to ... up onto the ridge of the mountain.
- 3 Her only ... now is that the train is running late.
- 4 When the man jumped out from behind the door, she let out a loud ... .
- 5 Mark swatted the ... that kept buzzing around the room.

### Sentence spinner

Each ring of this circle contains a jumbled sentence. Rearrange the words in the rings so that each word is in the section labelled with its grammar name. You should be able to find five sentences by reading clockwise around the circle, starting with a pronoun each time.

Which sentence still makes sense when its object and subject are swapped over?



### A sack of words

Arrange the words in this sack into five lists, putting all the nouns, verbs, adjectives, pronouns and articles together.



### affect/effect

What is the difference between the words *affect* and *effect*? One is a verb and one is usually a noun, but which is which? Check by looking in a dictionary, then decide which one should go in each of the sentences below.

- 1 What is the ... of adding flour to water?
- 2 That film was really good. There were lots of special ...s.
- 3 I had a cold, but it didn't really ... me very badly.
- 4 Her illness had a very bad ... on her exam results.
- 5 The weather can ... the way you feel.



## Adverbs

An **adverb** is like an adjective, but instead of describing a noun or a pronoun, it tells you more about a verb, an adjective, or even another adverb. An adverb describes how, when or where something happens.

Here are some examples using adverbs: *He smiled politely, Liz drives slowly, We arrived late, Jo lives there, I'm only joking.*

## Conjunctions

A **conjunction** is a linking word. It joins other words and groups of words together. Without conjunctions, sentences sound short and jerky. For example: *He closed his eyes. He didn't fall asleep.* The conjunction *but* can turn these into a single sentence: *He closed his eyes, but he didn't fall asleep.*

Here are some common conjunctions: *and, but, or, yet, therefore, so, because, although, while.*

## Prepositions

A **preposition** is a word that tells you how one thing is related to another. It is normally attached to a noun or a pronoun.

A lot of prepositions show where one thing is in relation to another. For example: *The dog is lying on the bed.*

Other prepositions show when something happens in relation to something else. For example: *Mike's parents are coming to stay before Christmas.*

Here are some common prepositions: *in, on, under, to, before, after, around, near, down, over, up, past, between, into.*

Lots of verbs look as if they are followed by prepositions (for example, *to break down, to cheer up, to break in*), but in fact, in these cases, these little words are thought of as part of the verb.

## Doubling up

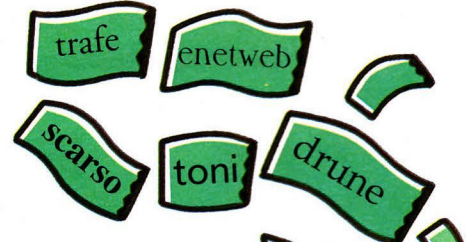
Some words can do one job in one sentence, and a different one elsewhere. So, depending on the job they are doing, they can belong to different groups of words. Here are some examples:



- 1 Her and words like *this* and *that* can be pronouns (*Look at her; That's a pity*) and also adjectives (*It is her jacket; Look at that coat*).
- 2 Some words, like *hard*, *late* and *fast*, can be adverbs (*They ran fast; The train arrived late*) or adjectives (*Andy is a fast runner; We are getting a late train*).
- 3 Words like *so* and *however* can be conjunctions (*He wasn't in, so I left; I am fine, however Jane is not very well*) or adverbs (*I am so tired; However hard he works, he won't pass his exams now*).

## Scrambled

Unjumble the prepositions below, then decide which one fits each sentence:



- 1 My car was parked ... the truck and the motorbike.
- 2 They walked home ... the party.
- 3 The dog jumped ... the lake.
- 4 The prisoner ran as fast as he could ... the bridge.
- 5 The money was hidden ... the bed.





positions adverbs conjunctions prepositions adverbs

Sentence building

Put these parts of sentences together into the most likely pairs, joining each pair with one of the conjunctions shown in blue.

He couldn't remember her name,  
 she was jogging.  
 He forced the door open  
 crept quietly into the house.  
 it had already gone.  
 Michelle rushed to the window and looked for the car,  
 he had met her before.  
 my knee hurts.  
 I can't play tennis today  
 She listened to music on her headphones

while because but and although

Sentence parts

The sentences below have been split into parts. Write them out, circling each part in the right colour to show which grammar group it belongs to.

- noun (subject)
- noun (object)
- pronoun(subject)
- pronoun (object)
- adjective
- article
- verb
- adverb
- conjunction
- preposition

- 1 The / dog / ran / into / the / road / and / the / car / just / missed / it.
- 2 We / are having / a / big / party, / so / you / must come.
- 3 The / big / bear / escaped / from / the / zoo / and / was / never / seen / again.
- 4 The / dancers / were / so / shocked / they / had to stop / the / show.

borrow/lend teach/learn

People often confuse these words. Borrowing is when you take something from someone for a while, but lending is when you give something for a while.

Teaching means showing someone how to do something, or telling them about it. Learning means finding out.

Decide which verb (*borrow, lend, teach or learn*) fits each speech bubble.

Did you ... my shoes again last night?

He is going to ... to speak Spanish before he goes.

Can anyone ... me some money?

She is trying to ... me to sing.

Fill the gap

Choose the correct adjectives or adverbs from the lists below to fill in the gaps in this story. (Use each once only.)

As Ian stepped into the house and wiped his ..1.. shoes on the mat, he heard a ..2.. crash from upstairs. He closed the door ..3.. and waited, trembling. There was no sound. Ian crept across the ..4.. hallway, his heart pounding ..5.. He tiptoed up the ..6.. stairs, moving ..7.. from one to the next. On the landing, he paused and held his breath. He could just hear a ..8.. sound coming from the sitting room. Ian breathed in ..9.., rested his trembling hand on the door and then ..10.. flung it open. As ..11.. faces appeared all around the room, the lights went on, and a chorus of familiar voices cried ..12.., "Happy Birthday!" Ian sank ..13.. into a chair.



- Adjectives: cheerful, loud, muddy, empty, creaky, faint
- Adverbs: merrily, thankfully, quietly, deeply, heavily, lightly, suddenly



A sentence is a group of words that makes sense on its own. Most sentences have a subject and a verb. For example: *The cat ran across the garden.* Short exclamations, questions and greetings are also sentences,

even though they have no subject or verb. For example: *How amazing! What? Good morning.* A sentence always starts with a capital letter and ends with a full stop (.), question mark (?) or exclamation mark (!).

## Clauses and phrases

Sentences can be made up of **clauses** (groups of words that contain verbs) and **phrases** (groups of words without verbs).

A **phrase** adds extra meaning to a sentence.

A **main clause** makes sense on its own.

*In a panic, she ripped up the letter that he had written.*

A **subordinate clause** depends on a main clause for its meaning. It is usually introduced by a word like *who, which, that, when, where, because, if, although, while or before.* Often, though, *who, which* and *that* can be missed out: *In a panic, she ripped up the letter he had written.\**

## Sentence-building

Sentences come in all shapes and sizes. They can be:

a) **simple**, with only one subject. For example: *The girl wrote a story.*

b) simple, but with adjectives, adverbs and phrases added: *The little girl quickly wrote a funny story about a seahorse.*

c) **compound\*\***, with subordinate clauses and extra main clauses: *The little girl took out her pen, and quickly wrote a funny story about a seahorse which swam across the Atlantic and then drowned in a puddle.*

Keep your sentences short, so that they are absolutely clear. Long, complicated sentences can sound clumsy.

## Sentence-splitting

The two articles below are each made up of one long, clumsy sentence. Break them both

into two by taking out a comma and a conjunction and adding a full stop and a capital letter.

# The Lengthy Express



## BAGGED

Longville mayoress Mrs. Ponsonby-Smythe was in high spirits on Saturday, as she opened the church fête which Longville has been organizing for the past three weeks, but she refused to comment on the incident last week in which local woman Cora Redhanded attacked her with a handbag, accusing her of stealing a bag of flour from her grocery store.

## COUCH POTATO KIDS

Children are much less healthy these days, because they spend so much time sitting like couch potatoes in front of the television, or playing computer games while they stuff their faces with crisps and fizzy drinks, and they don't get much exercise either, because they go everywhere by car or by public transport, instead of walking.



\*There is more about this on page 18.

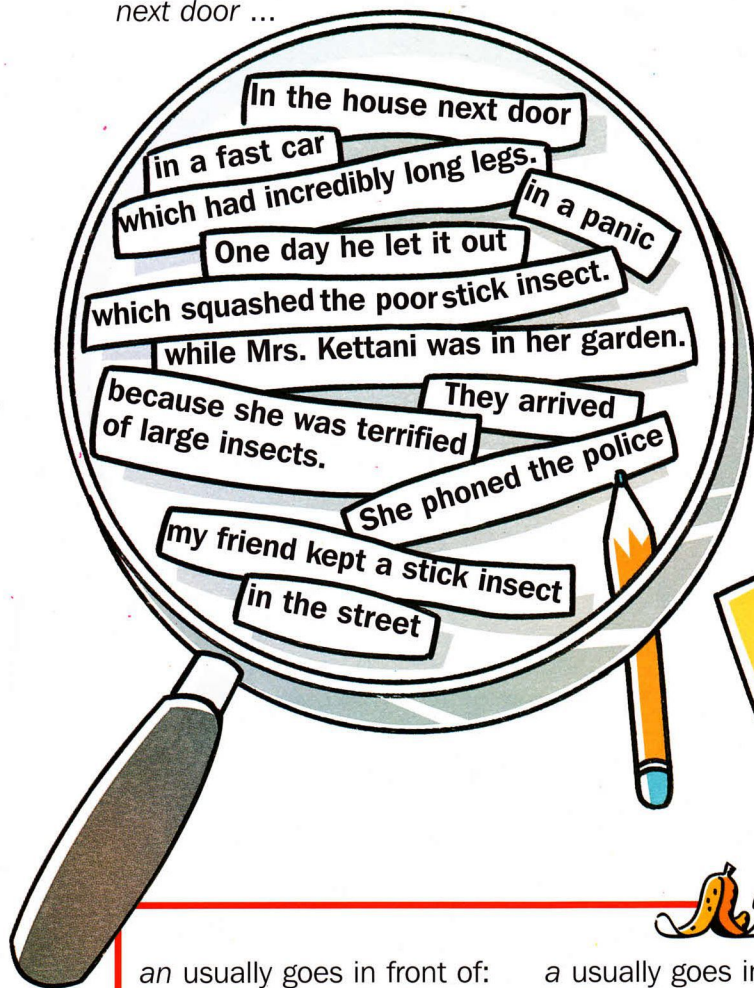
\*\*The word "compound" means "made up of several parts".



a minute because they knew we laughed while she danced

Clause-spotting

Decide whether each group of words below is a main clause, a subordinate clause or a phrase. Put one of each type together to make four sentences, then arrange these into a short story, beginning *In the house next door ...*



Sentence stretch

Add an adjective, an adverb and a subordinate clause from the lists below to each of these sentences. (Put the adverb just in front of the verb, and the subordinate clause at the end.)



1 The monkey ate six bananas.



2 She eats at the restaurant.



3 He drove the car into a ditch.



4 Joanna walked up to the horse.

**Adjectives:**  
hungry,  
young, new,  
Chinese.

**Adverbs:** stupidly,  
slowly, greedily, often.

**Subordinate clauses:**  
where her brother is a waiter.  
which had thrown her off its back.  
when the zookeeper had gone.  
because he was fiddling with the radio.



*an* usually goes in front of:

- a) words that begin with a vowel (a, e, i, o or u)  
*egg, apple*
- b) words beginning with a letter such as *h* when it sounds like a vowel  
*hour, heir*
- c) single letters (often in sets of initials) that sound like vowels  
*SOS* (*S* is said as "ess")  
*MP* (*M* is said as "em")

*a* usually goes in front of:

- a) words that begin with a consonant (a letter that is not a vowel)  
*door, book, clock*
- b) words beginning with vowels that sound like consonants  
*university, European* (both begin with "yuh" sounds)  
*one-way street* (begins with a "wuh" sound)

Add either *an* or *a* to each of these nine sentences:

- 1 He gave me ... used railway ticket.
- 2 Jill said she had seen ... UFO.
- 3 They gave her ... X-ray and said she'd be fine.
- 4 From his window he has ... incredible view over New York.
- 5 This is ... one-way street.
- 6 Sometimes, a friend can turn into ... enemy.
- 7 It was such ... hot day.
- 8 It was ... honest answer.
- 9 He has ... older brother.



On these two pages you can find some useful hints on how to arrange

## Keeping together

Words that are connected to each other should always be kept together in a sentence. Here are two rules to help you with this:

**1** Try to keep the subject and the verb as close together as possible, especially in long sentences. For example: *Jim read the letter one last time, while Emma went to the phone and called the police.*

The meaning can be unclear if the subject and the verb are far apart: *Jim, while Emma went to the phone and called the police, read the letter one last time.*

**2** Phrases and subordinate clauses should go as near as possible to the words they refer to.

If you put them in the wrong place, your sentence may sound very strange. For example: *The farmer rounded up the sheep that had run away with the sheepdog's help.*

Moving the phrase *with the sheepdog's help* nearer to *the farmer* makes the meaning clear: *With the sheepdog's help, the farmer rounded up the sheep that had run away.*

words so that your sentences are as clear as possible.

## Shifting adverbs

Certain adverbs, like *only* and *just*, give sentences a slightly different meaning, depending on their position. You should normally put them in front of what they refer to, as shown here:

*I told only Christopher that I had won second prize.* (Christopher was the only person I told.)

*I only told Christopher that I had won second prize.* (It was the only thing I told him.)

*I told Christopher that I had only won second prize.* (I told him I had only won second prize, not first.)

## Split infinitives

The **infinitive** of a verb (to plus the verb, as in *to go*, *to work*, *to drive*) is its most basic form. You should not break up (or split) the two parts of the infinitive. This means it is wrong to use phrases such as *to boldly go*. You should either put *boldly* in front of or after *to go*.

## Splitting up

Sarah's family are going away for the week. Spot the split infinitives in the notes they

have left, then move the words that are splitting them to the end of the sentences.

You can finish all the food in the freezer, except for the chocolate cake I made for Dad's birthday, and the leg of lamb, which I'd like you to please take out on Saturday. Also, before Mr. Hopkins drops by on Wednesday, I'd like you to thoroughly Hoover the sitting room.

Before you go out, remember to carefully double-lock the door.

Please don't forget to put Bingo out before you go to bed. You need to every night feed my goldfish.

Could you remember to regularly water the tomatoes? By the way, I told Mary you'd try to quickly drop in on her.

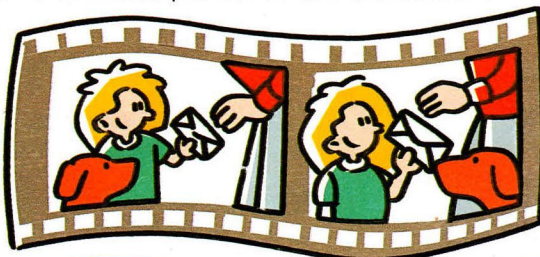
See you on Saturday - we're going to if possible try to get the afternoon train. Perhaps you could pick us up from the station if we give you a ring?



## Picture puzzlers

Next to each pair of pictures below, there is a short sentence, and one phrase or clause (in yellow). Make two new sentences (one to match each picture) by inserting this phrase or clause in two different places in the sentence\*.

- 1 The girl gave the envelope to the man.  
with the dog



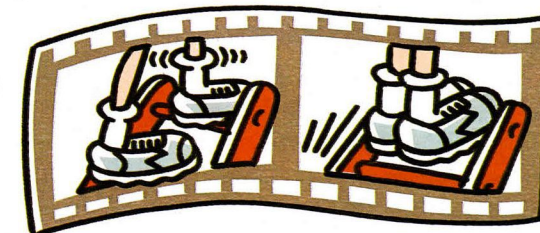
- 2 The man beat his rival.  
who was wearing blue



- 3 The plant was in the corner of the room.  
with the yellow flowers



- 4 Jane rested her foot on the top rung of the ladder.  
which was shaking



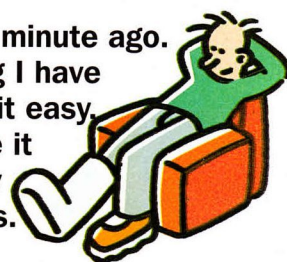
## Adverb adding

Write out sentence 1 three times, putting the adverb *just* in a different place each time, so that the sentences have the meanings given in A, B and C.

Then do the same with sentence 2, using the adverb *only*.

Sentence 1: He's told me I will have to take it easy for a few days.

- A He told me a minute ago.  
B The only thing I have to do is take it easy.  
C I have to take it easy, but only for a few days.



Sentence 2: There were a few chocolates left, but Sue ate two.

- A There weren't many chocolates, but Sue took two anyway.  
B There were some chocolates left, but Sue only took two.  
C There were some chocolates left, but Sue was the only person who took two.

## their/their's/there

Because they sound the same, it is easy to get *their*, *they're* and *there* mixed up. Here you can see the different meanings of these words:

short for *they are*

not here

*They're* *there* in *their* garden.

in the garden that belongs to them

*There* is also used with *to be* to say things like *there is* (or *there's*) and *there are*.

For sentences 1 to 6, which word or group of words in brackets fits the gap?

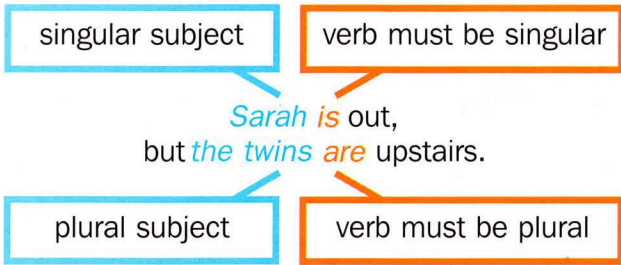
- There ... in a netball team.  
(daughter is/all/are seven people)
- Their ... outside.  
(are two men/dog is/waiting)
- They're ... in the swimming pool.  
(still/dog is/we were)
- Their ... way.  
(lawyer is on his/is a tree in the/on their)
- Isn't she there ...?  
(new teacher/any more)
- They're ... on holiday.  
(friend is/were two of us/away)

\*You may need to add commas to make the meaning clear. See page 18.

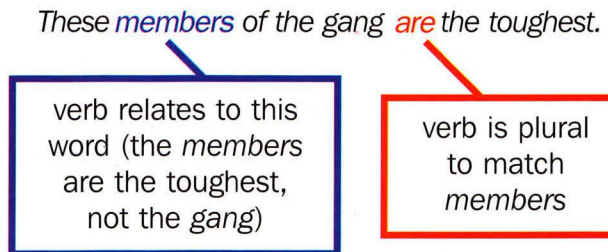


## Simple agreements

Always make sure that the subject agrees with (matches) the verb. Here you can see what this means:



- When the subject is two words joined by *and* (as in Annie *and* her friend), you use a plural verb: Here *come* Annie and her friend.
- When the subject is a group of words, such as *members of the gang*, the verb must agree with the actual word it relates to:



## Tricky cases

Sometimes it is difficult to know whether to use a singular or plural verb with the subject. Here are some hints to help you:

**1** The words *anyone*, *everyone*, *no one* and *each* are always followed by a singular verb. For example: *Everyone is* asleep.

The words *many*, *both*, *(a) few* and *several* are always followed by a plural verb. For example: *Several are* missing.

**4** Singular words which name groups of people (like *family*, *team* or *school*) can be used with either singular or plural verbs.

To talk about the group as a whole, you normally use a singular verb: *Each team has* three turns. To talk about it as a group of members, you can use a plural verb: *The team were* excited about the match.

## Island mission

Agent Craxitall is on the trail of the notorious criminal, Ivor Cunningplan. He has discovered some pieces of the torn-up instructions for

Ivor's latest mission. Fit them together to find out what Ivor has to do and where he is heading.

The collage contains the following items:

- Instruction strips:**
  - IF SOMEONE SAYS: "HERE COMES
  - KNOWS THAT THE DOCUMENTS ARE BEING DELIVERED BY A MAN WITH A LIMP.
  - LIE IN THE WYLIN OCEAN.
  - YOUR MISSION IS TO DELIVER THE SILICON DOCUMENTS TO THE LEADER OF THE SNEAK STREET GANG.
  - FIRST GO TO THE ISLANDS OF SKEE-MING, WHICH
  - THEN HEAD FOR THE CITY OF SKA-LEE-WAGS, WHICH
  - ONCE THERE, YOU WILL EASILY LOCATE SNEAK STREET. ON FRIDAY NIGHT,
  - ART FULFOX AND HIS DOG," THEN IT IS NOT SAFE TO DELIVER THE DOCUMENTS.
  - EACH MEMBER
  - ARE MEETING ON THE CORNER OF SNEAK STREET.
  - WALK UP TO THE GANG. IF SOMEONE SAYS: "HERE COME
  - IS ON THE NORTHERNMOST ISLAND.
  - ART FULFOX," YOU CAN DROP THEM OFF AND RETURN TO HQ.
- Detective Card:** TRACKHAM DOWN DETECTIVES. CODE NAME: CRAXITALL AGENT 008. (Includes a photo of Agent Craxitall).
- Pen:** A blue and gold pen.
- Watch:** A colorful analog watch.
- Sunglasses:** A pair of yellow sunglasses.
- Keys:** A set of keys with a keychain that says 'CUNNINGPLAN'.







smiled

# Past, present and future

is smiling

will

Verbs have different forms for talking about the past, the present and the future. For example:

*I worked, I am working, I will work.* These different verb forms are called **tenses**.

**Tenses** Here you can see the main tenses. The examples, using the verb

to wait, show how they are formed for most verbs.

PAST			PRESENT	FUTURE
past perfect <i>had waited</i>	past simple* <i>waited</i>	present perfect <i>have/has waited</i>	present simple* <i>wait/waits</i>	future <i>shall/will wait</i>

**For many common verbs, the past tenses are irregular (not formed in the way shown here). There is a list of common irregular verbs on page 16.**

Many of these tenses also have **continuous** forms, such as the present continuous (*I am waiting*), and past continuous (*I was waiting*). These are normally used for something that is, was or will already be happening at a particular time.

**There are other ways of talking about the future. For example, to talk about plans or things you intend to do, you can use *going to* with the verb (as in *Tomorrow I am going to write to my parents*).**



## Showing order

To talk about several things that happened at different times, you show the order they happened in by using different tenses. For example, when you use the past simple to talk about things that happened in the past, you can use the past perfect to show an action that took place even further back in time:

**happened second**

**happened first (a while ago)**

He **walked up** to the man who **had won**, and as he **handed** him the gleaming gold medal, he **said**, "Soon you **will be** famous."

**both happened third (just after what happened second)**

**will happen fourth**

When talking about a set of events, be careful not to jump from one tense to another (unless you are talking about things that happened at different times). Look at the example below.

*She rushed downstairs, opened the door and **picks** up the parcel which the postman had delivered.*

**This should say picked.**

## like/as

You use *like* and *as* to compare things. Like goes in front of a noun or a pronoun. For example: *She is like her father.*

*As* goes in front of a clause (which has a subject and a verb). For example: *Everything was just as he had left it.*

*As* is also used in many other expressions which compare things in some way: *as if, as good as, as usual, as before.*

Make six sentences by joining a first half (on the left) with a second half (on the right), using *like*, *as* or *as if*.

It was so hot, it felt just	an old lady.
The city was just	a large black sheep.
Andy looks	it was about to explode.
Rachael's dog was	it had always been.
Her head felt	my cousin.
After her illness, she looked	summer

\*In negative sentences (ones that use *not*) and in questions, use *did* with the past simple (*Did I wait?*) and *do/does* with the present simple (*He does not wait*).



smile walked is walking will walk smiled is smiling

### Tense trippers

Louise has kept a diary of the cycling trip she went on with some friends, but she

has put twelve verbs in the wrong tense. Can you correct her mistakes?

#### Monday

Just before lunch Stuart got a puncture. No one had a puncture repair kit, so we have to walk miles to the nearest town. When we finally got there, someone directed us to a bike shop, so we go all the way there and then find it was closed.



#### Tuesday

The day went well until we get caught behind a herd of sheep on a narrow lane. It took us two hours to get past them, so by the time we got to the youth hostel, it's completely full.

#### Wednesday

Stopped for lunch in a little village. Left our bikes by the church, went to a café, and when we come out, Sheila's bike has disappeared. Then suddenly we spotted the local vicar riding the missing bike, so we flag him down and he explained everything. The poor vicar sold his own bike a year ago, but he keeps forgetting, so every time he sees a black bike he thought it's his.

#### Thursday

Arrived at the station to get the train home. We loaded our bikes on board and then go for a coffee while we are waiting. Suddenly, Stuart noticed that the train was leaving! We put our bikes on the wrong one!

### Which is which?

Copy the list of verbs below. Then decide which tenses they are in, and underline each one as shown here:

past perfect  
past simple  
present perfect  
present simple  
future

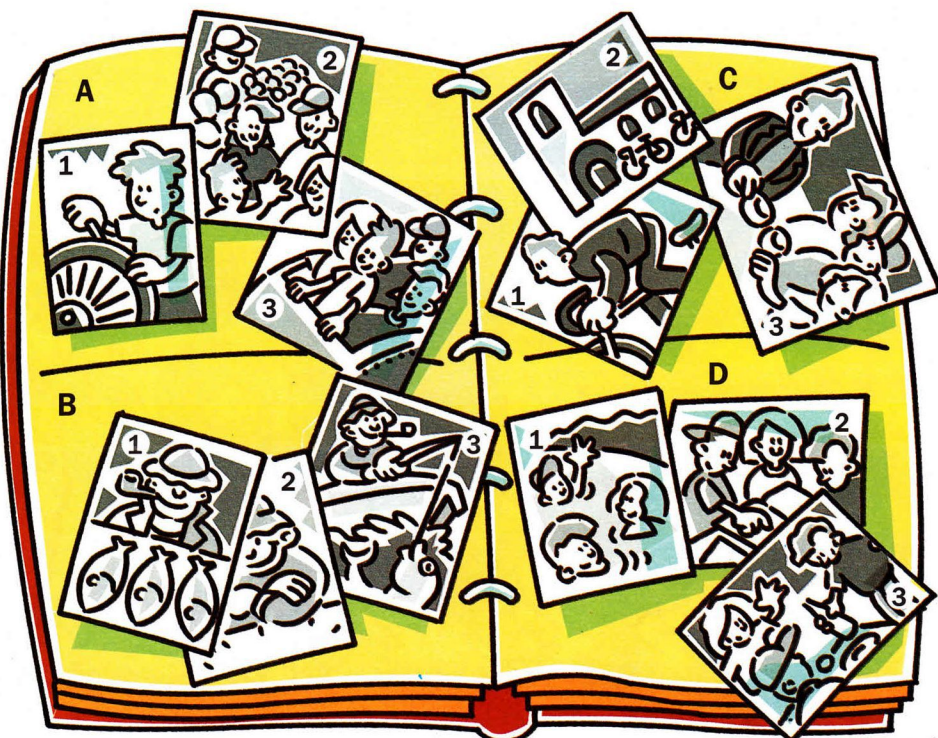
have crashed  
smiled  
had promised  
sit  
had visited  
will understand  
did not arrive  
buys  
has spotted  
will drive  
invaded  
sing  
had painted

### Getting snappy

Louise wanted to arrange her photos in the order in which they were taken, but she has muddled them up.

For each caption (A, B, C and D), write out the numbers of the photos in the order she should arrange them.

- A At a local market, we met the boy who had fixed Stuart's bike, so we all went to the funfair together.
- B Every morning, fishermen in this village sell fresh fish that they have caught from their boats. By lunchtime, they will have none left.
- C After we'd spotted the vicar riding the bike Sheila had left outside the church, we all went for a coffee together.
- D On Tuesday, we had a picnic, and then went for a swim in a little cove we'd read about the night before.





## Hints

These hints will help you decide which tenses to use in long sentences:

- 1 When the verb in the main clause is in the past tense (as in *I was cross*), the verbs in the subordinate clauses usually go into a past tense as well (*I was cross because he had not locked the door*).
- 2 When the verb in the main clause is in the future (*We will go*), or has a future meaning, verbs in the subordinate clauses usually go in to the present (*We will go when he arrives*).

## Which past tense?

You use the **past simple** to talk about something that happened at a particular time (as in *She arrived yesterday*).

You use the **present perfect** when it is not important to know exactly when something happened (*I have been to Egypt*), or when something is still going on (*I have lived here for two years*).

The present perfect is made using *has* or *have* and the **past participle**. For most verbs, the past participle is exactly like the past simple (*I called, I have called*).

The past participle is also used with *had* to form the **past perfect** (*I had called*). There is more about forming tenses on page 14.

## Irregulars

Some common verbs have past simples and past participles that are **irregular**. This means they are not formed in the usual way (by adding *ed*). Here you can see a few tricky ones:

verb	past simple	past participle
to be	was/were*	been
to begin	began	begun
to break	broke	broken
to do	did	done
to drink	drank	drunk
to eat	ate	eaten
to forget	forgot	forgotten
to give	gave	given
to go	went	gone/been**
to run	ran	run
to sing	sang	sung
to swim	swam	swum
to take	took	taken

Can you think of any more verbs that have irregular past simples or past participles? You will need to know some others to do all the puzzles on these pages.

## Lost for words

Which word from the yellow list below fits which speech bubble?

**Yellow list:** broke/broken/swum/swam/eaten/ate/sang/done/did

**Speech bubbles:**

- I have ... too much ice cream.
- I ... a lot of ice cream when I was in Italy.
- I have just ... my sister's sunglasses.
- Last week I ... Mr. Bailey's window.
- I ... in the bath this morning.
- I have just ... across the lake.
- I ... across it yesterday.
- I have ... all my homework.
- Nicky ... hers last week.

\*Use *was* with *I, he, she* and *it*, and *were* with *you, we* and *they*.

\*\*Use *gone* when the subject is still away, and *been* when they have already returned.



ang have rung did have done swam has swum

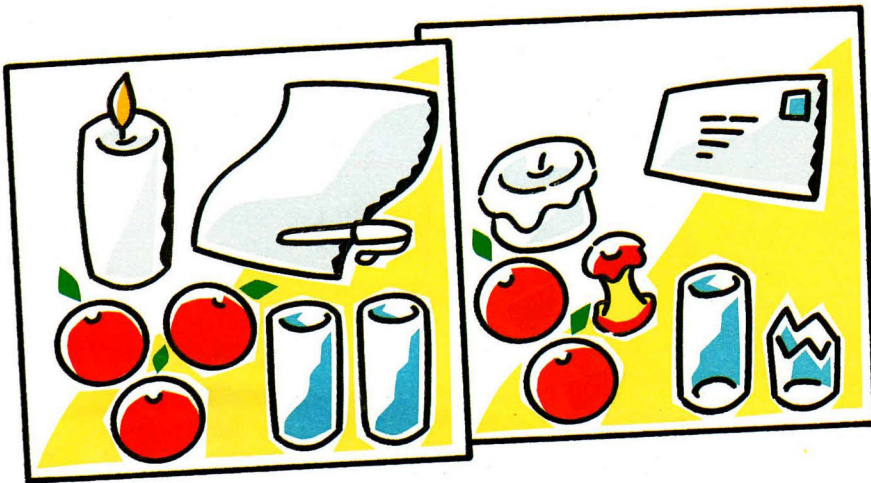
### Andrew's desk

Picture A shows what was on Andrew's desk one morning, and picture B shows what was there in the evening. Choosing verbs from the list below, write four sentences (beginning each one *He has ...*)

to show what Andrew has done at his desk during the day.

Then rewrite these sentences, using the past simple. Begin each one *In the afternoon, ...*

to blow out, to break, to eat, to write



### Tense trouble

Spot which verb is in the wrong tense in each of the sentences below.

- 1 They will have to tidy up the house before their parents will get back.
- 2 Oliver had just finished writing when the examiner tells them to put down their pens.
- 3 Lots of people visit the exhibition when it opens next month.
- 4 I was furious because the train has been late.
- 5 She has been to Hong Kong last year.
- 6 They lived in New York for six years, and have no plans to move away.



### can/may/might

Here you can see when to use *can*, *may* and *might*:

	can	may	might
1 Talking about something that is possible	use <i>can</i> to talk about something that you are able to do: <i>I can swim.</i>	use <i>may</i> for something that is possible and quite likely: <i>I may go for a swim.</i>	use <i>might</i> for something that is possible but not so likely: <i>I might go for a swim.</i>
2 Asking for permission	To ask permission or to give it, you can use <i>can</i> or <i>may</i> . <i>May</i> is more grammatically correct though, so you should use it in formal situations: <i>May I go home?</i> or <i>You may leave.</i> Use <i>can</i> in less formal situations: <i>Can I have a biro?</i> or <i>You can have two chocolates.</i>		<i>might</i> is sometimes used in very formal situations: <i>Might I ask a question?</i>
3 Giving permission			never use <i>might</i>

Decide which word, *may*, *might* or *can* should fill the gaps in these sentences:

- 1 I am very glad that Jenny ... speak French.
- 2 You ... spend as much money as you like.
- 3 ... I borrow a pencil? (talking to a friend)
- 4 ... I phone my parents? (talking to someone you don't know)
- 5 I ... go and see a film this afternoon, if it carries on raining.



\**Could* is often used instead of *can* to ask for permission. It is less direct (and more polite) than *can*.



# which that Relative pronouns who whom whose

Which, that, who, whom and whose are called **relative pronouns**. They usually introduce clauses which

tell you more about a noun. For example: *There are those awful people who live at number 6.*

## Different clauses

Relative pronouns work in different ways, depending on whether they are introducing an identifying or a non-identifying clause.

An **identifying clause** spells out who or what the noun is, as in *There is the dog which bit my rabbit.*

A **non-identifying clause** simply tells you more about a noun whose identity is already clear. Think of it as the part of the sentence that could go in brackets. For example: *Mr. Parker's dog, which bit my rabbit, has just attacked the milkman.*

When speaking, you do not often use non-identifying clauses. They are always split off from the rest of the sentence by commas, but identifying clauses are not.

## Relative pronouns

Here you can see which relative pronoun to use, depending on whether you are talking about a person or a thing\*:

### IDENTIFYING CLAUSES

for people	who (or whom)/that
for things	which/that
<p><b>1 That can often replace who or which (as in the man that stole the bananas).</b></p> <p><b>2 You can often leave out the relative pronoun altogether: <i>That is the dog (which) I rescued.</i></b></p>	

### NON-IDENTIFYING CLAUSES

for people	who (or whom)
for things	which
<p><b>1 You cannot use that instead of who or which.</b></p> <p><b>2 You cannot leave out the relative pronoun.</b></p>	

## Whom, whose

Whom can stand for a person, if that person is the object\*\* of the clause (as in *That is the doctor whom I saw*). In spoken English, it is normally replaced with *who* or *that*.

Whose stands for someone to whom something belongs (*The man whose car I had hit chased me*).

\*For an animal, depending on how you think of it, you can either follow the pattern for people or for things.

\*\*Remember, the subject does the action and the object has the action done to it.

## Prepositions

After a preposition (see page 6), you use *whom* instead of *who*, and *which* instead of *that*. For example: *the man to whom I gave my ticket*. It is often easier, though, to turn the clause around and leave out the relative pronoun: *the man I gave my ticket to*.

### Identity crisis

Rewrite the sentences below, removing any non-identifying clauses.

- The fridge is full of bacon, which I eat every day.
- The ring which he gave me was far too big.
- The policeman who drove them home was very friendly.
- My brother, who is a vet, is getting married.
- The boat, which was found by a diver, had been underwater for thirty years.



### Who or whom?

Write out these sentences, completing two with *who* and two with *whom*.

- The friend with ... I went to Egypt has sent me a letter.
- The people ... took the other path got there first.
- Valerie, ... has just come back from Mexico, speaks fluent Spanish.
- This is Jo, ... I met on the bus.

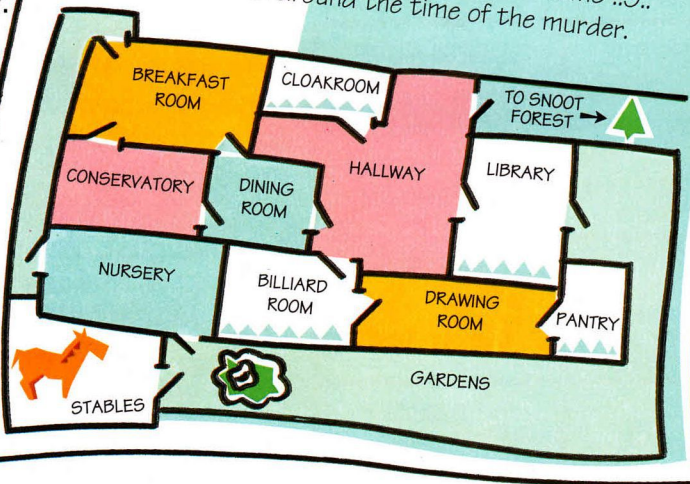


which that who whom whose which that who whom

**Murder at Snoot Towers**

Read this report on the murder of Lord Snoot, and decide which relative pronoun (below) should go in each space. Then use the plan of Snoot Towers to identify the most likely murderer.

Lord Snoot's body, ..1.. was found in the conservatory, was identified by his widow. Lady Snoot, ..2.. will inherit several million pounds from her husband, was in the drawing room with the gardener at the time of the murder, looking at designs for a sunken garden ..3.. she wanted putting in. Hugo Batty, ..4.. knew the truth about Snoot's business affairs, and to ..5.. Snoot had just given six thousand pounds, was working in the library. Will Snoot, ..6.. fiancée was lunching with his sister in the dining room (both women are eliminated from the inquiry), was shooting grouse in Snoot Forest. Lord Snoot had earlier forbidden him to marry his fiancée. The cook and the butler were in the pantry, ..7.. can only be reached from the drawing room. They said they heard Lord Snoot's cousin, Earl Toffeenose, talking in the billiard room with the nanny, ..8.. Snoot had just fired. Nobody passed through any of the rooms ..9.. anyone else was in around the time of the murder.



- that/which whom who  
 whose which  
 whom/that that who



In speech, have is often shortened to 've after should, would, may, must, might and so on. For example: You should've gone.\*

Be careful not to confuse 've with of, which sounds very similar. Never use of instead of have with the words listed above.

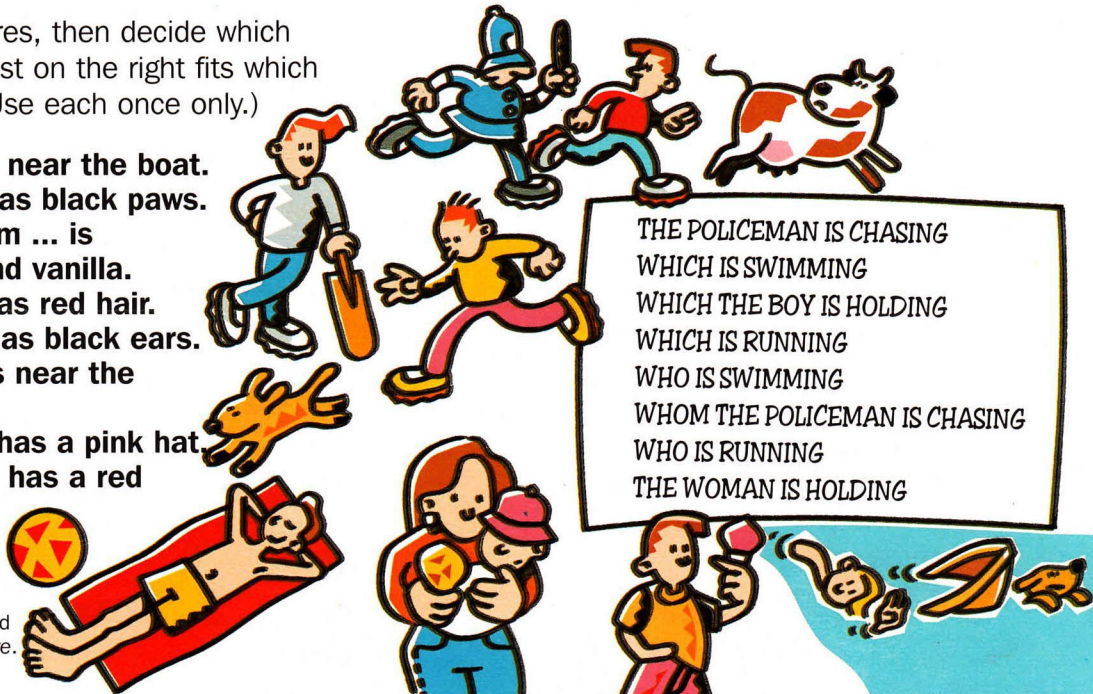
Complete these pieces of conversation with should've, would've, could've and must've. (Use each once only.)

- 1 "She ... decided not to take her car, because I saw it parked in our street this morning."
- 2 "You really ... gone to the party: it was great fun."
- 3 "We ... driven a bit faster, but not much, as the roads are very wet."
- 4 "If it hadn't been raining, I ... come."

**Who's who and what's what?**

Look at the pictures, then decide which clause from the list on the right fits which sentence best. (Use each once only.)

- 1 The girl ... is near the boat.
- 2 The dog ... has black paws.
- 3 The ice cream ... is chocolate and vanilla.
- 4 The boy ... has red hair.
- 5 The cow ... has black ears.
- 6 The dog ... is near the boat.
- 7 The baby ... has a pink hat.
- 8 The man ... has a red sweater.



- THE POLICEMAN IS CHASING WHICH IS SWIMMING WHICH THE BOY IS HOLDING WHICH IS RUNNING WHO IS SWIMMING WHOM THE POLICEMAN IS CHASING WHO IS RUNNING THE WOMAN IS HOLDING

\*When writing, you should normally use have, not 've.



## Comparatives and superlatives

Comparatives and superlatives are special forms of adjective that are used for comparing things.

You use a **comparative** (such as *taller, more intelligent*) to compare people or things with each other.

For example: *Simon is taller than Andrew and Tim.*

You use a **superlative** (such as *the tallest, the most intelligent*) to show that one thing stands out above all the rest. For example: *Simon is the tallest in the class.*

## Different forms

Most comparatives are made either by adding *er* to the adjective, or putting *more* in front of it. Most superlatives are made by adding *est* or putting *the most* in front.

The form you use depends on how many syllables the adjective has. A **syllable** is part of a word that contains a vowel sound. For example, *lazy* has two syllables containing the vowel sounds "ay" and "ee".

Here are some general rules on which form to use. Examples are shown in blue:

ADJECTIVE	COMPARATIVE	SUPERLATIVE
one-syllable adjective* <i>hard</i>	<i>-er</i> <i>harder</i>	<i>the -est</i> <i>the hardest</i>
one-syllable adjective ending in e <i>white</i>	<i>-r</i> <i>whiter</i>	<i>the -st</i> <i>the whitest</i>
adjective with two or more syllables <i>careful</i>	<i>more ...</i> <i>more careful</i>	<i>the most ...</i> <i>the most careful</i>
two-syllable adjective ending in y <i>funny</i>	<i>-er (and change y to i)</i> <i>funnier</i>	<i>the -est (and change y to i)</i> <i>the funniest</i>

The important thing to remember is that you either add *er* (or *est*) OR use *more* (or *the most*). Never do both.

**Irregulars** Here are some common adjectives which have irregular comparatives and superlatives:

ADJECTIVE	COMPARATIVE	SUPERLATIVE
<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>much/many</i>	<i>more</i>	<i>the most</i>
<i>little</i>	<i>less</i>	<i>the least</i>

\*For adjectives ending in *y* (such as *dry*), you change *y* to *i* (*drier, the driest*). For those ending in one vowel and one consonant (such as *hot*), you double the consonant (*hotter, the hottest*).

## Adverbs, I/me

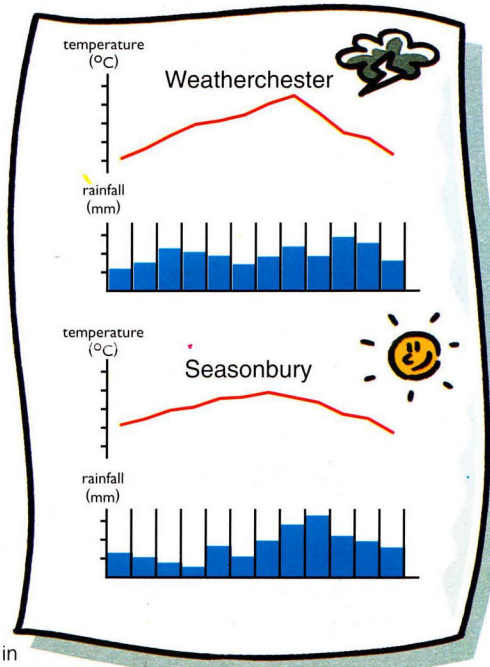
Adverbs also have comparative and superlative forms. These work just as for adjectives, except that for most long adverbs ending in *y*, you use *more/the most* instead of adding *er/est*.

It is common to use *me, him, her, us* and *them* after a comparative with *than* (as in *He is older than me*). In formal situations, though, people sometimes use *I, he, she, we* and *they* (*He is older than I*).

## Comparing climates

Look at these charts of the temperature and total rainfall for two cities through the year. Then write out the sentences below, adding comparatives of *hot, cold* (for 1 and 2), *wet and dry* (for 3 and 4).

- In August, Weatherchester is ... than Seasonbury.**
- In January, Weatherchester is ... than Seasonbury.**
- In March, Seasonbury is ... than Weatherchester.**
- In September, Seasonbury is ... than Weatherchester.**





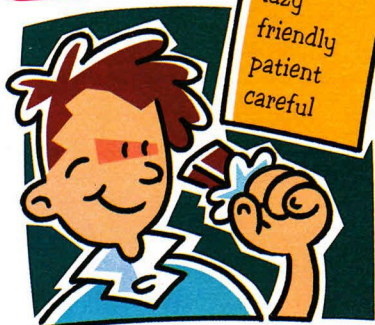
*the strongest better wider than the strongest better*

### Character questionnaire

Jon and Tessa have done a magazine quiz, each of them putting their initial by the answer they have chosen. Based on their answers, and

making comparatives from the adjectives on the list, write six sentences comparing Jon and Tessa. For example: *Jon is taller than Tessa.*

#### Quiz



**1** You have been waiting for a bus for half an hour. You:

- a) wait patiently, feeling glad you are not in a hurry. **J**
- b) pace up and down, looking at your watch. **T**
- c) decide to walk - the exercise will do you good.

**2** Arriving home, you realize you have forgotten to post an urgent letter for your mother. You:

- a) pretend to have forgotten all about it until it is too late. **J**
- b) ask your brother to post it on his way to football practice.
- c) go straight out to post it before you forget again. **T**

**3** There is a new girl in your class, and at lunchtime you notice her sitting on her own. You:

- a) ask her to come and join you and your mates. **T**
- b) make a point of talking to her later on.
- c) ignore her. **J**

**4** You are walking a friend's dog in the countryside. You:

- a) put it on the lead every time you see a road ahead. **J**
- b) keep an eye on it whenever you are on a road.
- c) let it wander ahead - after all, the roads are very quiet. **T**

**5** You hear your sister on the phone and she is clearly upset. You:

- a) strain your ears to listen in. **T**
- b) hum loudly, so you can't hear anything. **J**
- c) listen in, then ask her later on what was wrong.

**6** For your birthday you are given a small box of chocolates. You:

- a) guzzle them in your room rather than share them around. **J**
- b) offer them around once, then eat the rest yourself.
- c) offer them to all your mates, leaving none for yourself. **T**

### Quite/quiet

People often confuse these words. *Quite* is an adverb that either means "fairly" (as in *I'm quite tired*), or "completely" (*I'm quite lost*). *Quiet* is an adjective that means the opposite of "noisy"/"loud".

*Passed* and *past* are also confusing. *Passed* can only be used as a verb (as in *He passed the salt*). *Past* can be used as an adjective (*the past year*), a noun (*He lives in the past*), a preposition (*She ran past me*) or an adverb (*A gull flew past*).

Write these sentences out, adding *quite*, *quiet*, *passed* or *past*.

- 1 You look ... washed out.
- 2 As Stefan walked ..., he noticed the man's gun.
- 3 It is very ... without Diane and Vicky.
- 4 Veronica was so happy when she ... her exams.
- 5 In the ... week, I have lost two umbrellas.
- 6 I have always found maths ... hard.

### Moped mania

Sally is not sure which moped to buy. Using the table on the right, and the adjectives *wide*, *long*, *expensive*, *fast* and *heavy*, write five sentences to compare the Superwhizz and the Pipsqueak.

Then do the same for the Stumbly and the Featherzoom, and for the Pipsqueak and the Thriftyshift.

Sally can only spend £2000, and her garage is 0.5 x 2

metres. Which is the fastest moped she can buy?

Moped	Width (metres)	Length (metres)	Price (£)	Top speed (miles per hour)	Weight (kilos)
Superwhizz	0.5	1.9	2500	65	592
Pipsqueak	0.3	1.5	1800	50	520
Stumbly	0.6	1.9	1500	40	565
Featherzoom	0.5	2.1	1700	60	495
Thriftyshift	0.4	2	950	45	510



# if I had Conditional sentences I would know

**Conditional sentences** are used to talk about things that can only happen under certain conditions\*. For example: *If he said he was sorry, I would forgive him.*

There are three main types. They are made up of two clauses, each in a different tense, one of which is introduced by *if*. Most contain a verb in the **conditional** (such as *would go*) or **conditional perfect** (*would have gone*).

## Type 1



if clause  
in present  
tense

other clause in future tense

*"If I win an Olympic medal, I will give all the prize money to charity."*

This type is used to talk about something that is likely to happen. In the example, the person speaking has a good chance of winning an Olympic medal.

## Type 3



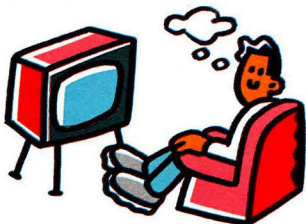
if clause  
in past  
perfect

other clause in  
conditional perfect

*"If I had won an Olympic medal, I would have given all the prize money to charity."*

This type is used to imagine what would have been possible if things had turned out differently. In the example, the person speaking entered the Olympics, but did not win a medal.

## Type 2



if clause  
in past  
tense

other clause in conditional

*"If I won an Olympic medal, I would give all the prize money to charity."*

This type is used to talk about something that is unlikely to happen. In the example, the person speaking is just imagining what it would be like to win an Olympic medal.

Always remember that the conditional perfect does not go in the *if* clause. This means it is wrong to say things like *if I'd have had*.

**Was/were, should** In formal situations, you should use *were\*\** instead of *was\*\** after *if*. This is especially true when you are giving advice. For example: *If I were you, I wouldn't do that.*

You can use *should* instead of *would* when the subject is *I* or *we*. For example: *If I were you, I should stay at home.*



To show that something moves from one place to another, use *into*, especially after the verbs *go*, *come*, *walk* and *run*. For example: *Ellie ran into the room.*

To show that something stays in the same place, use *in* (*It is in the corner*).

Lots of verbs can be used with either *in* or *into*, but stick to the rules given above and you will always be right.

Add *in* or *into* to each of these sentences:

- 1 He could see a girl diving ... the pool.
- 2 Elaine hurried ... her bedroom.
- 3 The train had been waiting ... the tunnel for more than half an hour.
- 4 We went ... the garden to look for worms.
- 5 I lay ... the bath for forty minutes today.

\*When you talk about facts, rather than conditions, you don't need the conditional tense. For example: *If you heat ice, it melts.*

\*\*These are forms of the verb to be.



he would leave if I had I would know he would leave

Split conditionals

Here you can see six sentences which have each been split in two. Put them

back together again and match each sentence with the correct picture.

Dear Maisie

A wobbly welcome

Look at this magazine problem page. Can you replace each number with the correct form of one of the verbs shown here?

Barry, the Boppa Breaks holiday rep, has written a welcome note for tourists arriving in Costa Boppa. He has circled a few mistakes that he has made, but is not sure how to correct them. Can you make the necessary corrections?

to think/to pass/to stop/to be/  
to have to/to speak/to eat



HELP!

Dear Maisie,  
I failed all my exams again this year, and my teacher says that if I don't work harder, I ..1.. leave the school. But I just can't concentrate.  
Switch the TV off and put those magazines away. If you ..2.. your exams the first time, you wouldn't have had these problems.

Dear Maisie,  
I want to become a vegetarian, but my mother says if I ..3.. eating meat I will be ill.  
Your mother is right to be concerned, but if you ..4.. lots of protein foods you will not be ill.

Dear Maisie,  
I have an enormous spot on the end of my nose. I've tried everything, but I just can't get rid of it.  
If I ..5.. you, I would try some Wondersqueeze cream. It never fails!

Dear Maisie,  
I want to join a tennis club, but I'm very shy. If anyone ..6.. to me, I would turn bright red and start shaking.  
In that case, you should definitely join a tennis club. If you do turn red and start shaking, no one ..7.. it is odd: lots of people are very shy.

Hi folks! Welcome to Costa Boppa! This is the world's most remote island: if you came by boat it would have taken you thirty nine hours to get here. But it's also the world's most happening hotspot: if you went to the Costa Brava you will not find wilder nightlife.

Costa Boppa is simply gorgeous. If you got up at four o'clock, you would have seen some amazing sunrises. If you wanted to explore the island a bit, your Boppa Breaks rep will be happy to arrange a bus tour and cultural extravaganza.

If you come on down to the Boppa Breaks karaoke evening tonight, we would tell you more about all the great entertainment lined up for you this week.

Well, that's it, folks. If you will have any questions, just buzz Larry, Carrie or me, Barry, at the Paradise Club.



To show what someone said, you can either use direct or reported speech. **Direct speech** is when you put the person's exact words in quotation marks ("..."). For example: *Lee said, "I am feeling very tired."*

## Reporting

To put something like *Ann said, "I cooked this yesterday"* into reported speech, you drop the quotation marks\* and make these changes:

You usually add that.\*\*

I and you often change to he or she.

Ann said *that she had cooked that the day before*

The tense of the verbs changes.

Some expressions change.

**Reported speech** is when you describe what someone said. When you do this, you change the verb into the past tense, even if the information is still true. For example: *Lee said that he was feeling very tired.*

## Expressions

Here you can see how some common expressions can change when they go into reported speech:

today	that day
yesterday	the day before
tomorrow	the next day
next (week)	the following (week)
last (week)/ a (week) ago	the (week) before
this (week)	that (week)
here	there
this/these	that/those

## Tenses

In reported speech, you move the tense of the verbs back into the past and change time expressions.

For example, Vicky says to Alice, "*Ian is taking his exams today.*" If Alice wants to report to Debbie what Vicky has said, she should say: "*Vicky said that Ian was taking his exams today.*" This applies even if Ian has not actually taken his exams yet.

Here is a summary of how tenses change when verbs go into reported speech:

she ...	I said that she ...
<i>smiles</i> (present simple)	<i>smiled</i> (past simple)
<i>is smiling</i> (present continuous)	<i>was smiling</i> (past continuous)
<i>has smiled, smiled, had smiled</i> (present perfect, past simple, past perfect)	<i>had smiled</i> (past perfect)
<i>will/would smile</i> (future, conditional)	<i>would smile</i> (conditional)

In informal situations it is sometimes acceptable not to change the tense, when you report something that is still true (as in *Melissa said Canada is a great place to live.*)

## Questions and orders

To report a question (such as *Kate asked, "What are you doing?"*), you take the verb out of its question form, as well as making the usual changes. So you say *Kate asked what I was doing*, not *what was I doing*.

For questions that do not start with words like *what, where, when* or *why*, you add *if* or *whether*: *He asked if I was ill.*

When you report an order or piece of advice, you normally use the infinitive: *He told me to go home.*

As shown with these examples, with reported questions and orders, you cannot use *said* as the introducing verb. You normally use *asked* in front of a question, and *told, advised, commanded* or *warned* in front of an order.

## On the record

Put these sentences into reported speech, following the guidelines given on this page.

- 1 Liz said, "I ate Jo's chocolates yesterday."
- 2 Bobby said to us, "What did you do today?"
- 3 Carol said, "I am playing squash with my sister today."
- 4 Neil said, "Has Mandy borrowed my bike?"
- 5 The teacher said to us, "Never run across the road without looking both ways."

\*You also drop the colon (:), or comma (,) that comes in front of what is said.

\*\*After common verbs like *say* and *tell*, you can leave *that* out: *Jo said he had cooked that the week before.*



*told her we asked I said Jo told her we asked I said*



**To** is normally a preposition. You use it to talk about movement from one place to another (as in *I am going to the shops*) and time (*It is five to three*). You use it after certain adjectives (*I am responsible to the manager*) and verbs (*He looks forward to Mondays*). **To** also makes up the infinitive of a verb, as in *to dream*.

**Too** is an adverb. You use it with other adverbs or adjectives to talk about something that is excessive (more than needed). For example: *He drives too fast*. **Too** is often used with *much* or *many* (*There are too many people*). It can also mean "as well" (*Bob is a teacher, and Shirley is too*).

Write this postcard out, filling the gaps with **to** or **too**.

... Ellie,  
 Having a great time here in India. Yesterday we went ... the Taj Mahal, and tomorrow we are planning ... go on a pony-trek and visit some palaces ... We are getting used ... the heat now, but at first it just seemed ... hot ... do anything. Eating far ... many curries and spending ... much money. Anyway, it's ten ... ten and time for me ... go ... bed. Looking forward ... seeing you next week.  
 Much love,  
 Rob



## The Noah C. Parker Interview

Read Noah C. Parker's interview with the soap opera star, I. MacOoldood. Then use it to write down (in full sentences) the star's replies to the questions he was asked.



### Noah's natter

Mac told me that he had first decided to be a soap opera star at the age of three. He also told me that he was working on a new soap opera called *Suds and Scandal*, all about life at a launderette. He said that in his spare time he did a lot of yoga and also knitted his own sweaters. And his real personality? He said he was like all celebrities - the life and soul of parties and lots of fun. Is it true, though, that his best friend is his pet rat? Mac said he had hundreds of friends, but Reginald the rat was great because he never answered back. As for travel, Mac said that he hated foreign food and having to shout to make himself understood. And his ambitions? Mac said that one day he would be the most famous person in the world.

- 1 When did you decide you wanted to be a soap opera star?
- 2 What are you working on at the moment?
- 3 What do you do in your spare time?
- 4 How would you describe your personality?
- 5 Is it true that your best friend is your pet rat?
- 6 Do you like travelling?
- 7 What are your ambitions?

## Drama in Drabsby

Look at this report from the *Drabsby News*, and the reporter's notes on three interviews he has done. Then decide

how to fill the gaps in the report. (Follow the rules on reported speech on page 24.)

### Drama in Drabsby

The world-famous painting *Los Forreva* has been snatched from Drabsby Museum by a gang of cunning crooks. Last week's theft was discovered by curator Ivor Topjob. He said that he ..1.. at the museum at quarter past nine, and that he ..2.. at once that *Los Forreva* ..3.. . Extraordinarily, there appears to be no sign of any break-in. Detective B. Wildered, investigating this mysterious case, said he ..4.. so baffled by a crime, but stressed that he ..5.. into every possibility. Caretaker Luke Safteritt, who said that he ..6.. the museum as usual at half past six ..7.., insists that it was all locked up. He said that he ..8.. a door or window of the museum unlocked in all his time ..9.. . However, Ivor Topjob said that he ..10.. a few questions to ask the caretaker ..11..



Caretaker: I left the museum at half past six yesterday, as usual, and the whole place was locked and bolted. In the thirty years that I have worked here, I have never left a single door or window unlocked.

Detective B. Wildered: I have never been so baffled by a crime. When I arrived at the museum there was no sign of a break-in, yet the caretaker swears that all the doors and windows were locked. I am looking into every possibility.

Curator: I arrived at the museum at about quarter past nine, opened up, and realized at once that *Los Forreva* had gone. There were no broken windows or doors, though: I will have a few questions to ask the caretaker today.



# not I/me those Tricky things not I/me those

## Negative niggles

A **negative sentence** contains a negative word such as *not*, *nobody*, *nothing* or *never*. Be careful not to use two negative words, as this makes a sentence positive. For example: *Nobody did nothing* means everybody did something. The correct negative sentence is *Nobody did anything*.

When you use *not* with the infinitive of a verb (such as *to run*), it must go in front of *to*. (Otherwise you would be splitting the infinitive, see page 10.) For example: *Try not to run*.

## Pronoun problems

The pronouns *it* and *you* can be subjects or objects. The others are more tricky: you use *I*, *he*, *she*, *we* and *they* as subjects (as in *I smiled at Jo*), but *me*, *him*, *her*, *us* and *them* as objects (*Jo smiled at me*). These hints will help you know which to use:

- 1 Use object pronouns after a preposition: *Tom is working with me* today.
- 2 Use subject pronouns after *as* and *than* if they are followed by a verb. For example: *I am older than he is*. When there is no verb, it is common to use object pronouns: *I am older than him*, although in formal situations people might say: *I am older than he*.
- 3 When the subject or object is two words joined by *and*, make sure you use the correct pronoun. For example: *Maria and I* (subject) *are visiting Paul*, but *Paul is visiting Maria and me* (object).

## Bothers with "be"

People often use the wrong form of *to be*. For example, they say *you was* instead of *you were*. Here are the right forms:

Present simple	Past simple
I am you/we/they are he/she/it is	I was* you/we/they were he/she/it was

## Trouble with "them"

Never use *them* instead of *those* in front of a noun. You should say *Pass me those keys*, NOT *Pass me them keys*.

## The Supertone chair

Get rid of the mistakes in this advertisement by replacing eight words with the ones listed on the yellow note (use each once only).

# Supertone!

**Ever wanted to look really great?  
But not had no idea how to lose weight?  
Sick of them diets and talk of fresh air?  
Well, do it at home: buy a Supertone chair!**

- You don't need to get out no jogging suit.
- You don't need to eat no salads or fruit.
- Just sit in your Supertone chair twice a day, and watch all them surplus pounds slip away.
- You won't never have looked quite so good, that's for sure.
- Nothing don't work like the Supertone cure.
- Enjoy yourself, eat ice cream and curries.
- With the Supertone chair, no one has no worries.



ever - any - your - any -  
 those - any - those - can

## Pronoun puzzler

Write out these sentences, adding one of the pronouns given in brackets.

- 1 **Someone has invited ... and his cousin to go to Japan. (he/him)**
- 2 **You know more about it than ... do. (I/me)**
- 3 **I hope Gary will dance with ... . (we/us)**
- 4 **Paula and ... are going out for lunch. (I/me)**
- 5 **Her brother is almost as tall as ... . (she/her)**

## A letter home

Write out Lucy's letter, correcting the seven mistakes she has made.

Dear Ben,

Thanks very much for the comics you sent me: they was really funny. My Dad and me went ice-skating last week, and he kept falling over. I was desperately trying to not burst out laughing. My exams start next week, but I'm trying to not think about them. Otherwise I haven't really got nothing to tell you. Don't forget to send me them photos you took when we was at the fair last week.

Lots of love,  
Lucy

\*After *if*, it is sometimes correct to say *I were*. For example: *If I were you, I would not do that*. There is more about this on page 22.



**Jumbled nouns**

The unscrambled nouns are:

- 1 Paris (**Pisar**)                      6 van (**nav**)
- 2 cleaners (**ranclees**)              7 dogs (**sodg**)
- 3 painting (**gnapinit**)              8 prison (**rosnip**)
- 4 policeman (**clamponie**)        9 tourists (**russitot**)
- 5 doors (**rodos**)

**Give and take**

- A They had bought the **rusty** old car in **Bangkok**.
- B Where is **Sarah** today?
- C Outside the house stood a shiny **black bicycle**.
- D I'm too **busy** to take the **dog** for a walk today.

**Pronoun fillers**

- 1 it            3 I            5 them        7 she        9 her
- 2 he           4 we           6 us           8 me

**Identity parade**

Verbs:	Nouns:	Words that can be either:
follow,	window,	scream,
undo,	desk,	study,
add,	shirt,	hope,
wander,	drawer,	fly,
write	girl	climb

- 1 My sister is hoping to **study** law at university.
- 2 We managed to **climb** up onto the ridge of the mountain.
- 3 Her only **hope** now is that the train is running late.
- 4 When the man jumped out from behind the door, she let out a loud **scream**.
- 5 Mark swatted the **fly** that kept buzzing around the room

**Sentence spinner**

The five sentences you can find are:

I have won a bronze medal.

It was following the young girl.

We are catching an early plane.

They bought a black dog.

She knows the tall man.

*It was following the young girl* still makes sense when the object and subject are swapped over: *The young girl was following it.*

**A sack of words**

- Nouns: postcard, song, Louise, computer, beauty
- Verbs: will buy, to cry, is working, to dream, waited
- Adjectives: unhappy, sunny, loud
- Pronouns: she, we, they, you
- Articles: an, the, a

**affect/effect**

*Affect* is a verb. *Effect* is usually a noun.

- 1 What is the **effect** of adding flour to water?
- 2 That film was really good. There were lots of special **effects**.
- 3 I had a cold, but it didn't really **affect** me very badly.
- 4 Her illness had a very bad **effect** on her exam results.
- 5 The weather can **affect** the way you feel.

**Scrambled - after, between, across, into, under**

My car was parked **between** the truck and the motorbike.  
 They walked home **after** the party.  
 The dog jumped **into** the lake.  
 The prisoner ran as fast as he could **across** the bridge.  
 The money was hidden **under** the bed.

**Sentence building**

He couldn't remember her name, **although** he had met her before.  
 He forced the door open **and** crept quietly into the house.  
 Michelle rushed to the window and looked for the car, **but** it had already gone.  
 I can't play tennis today **because** my knee hurts.  
 She listened to music on her headphones **while** she was jogging.

**Sentence parts**

- 1 **The** / **dog** / **ran** / **into** / **the** / **road** / **and** / **the** / **car** / **just** / **missed** / **it**.
- 2 **We** / **are having** / **a** / **big** / **party** / **so** / **you** / **must come**.
- 3 **The** / **big** / **bear** / **escaped** / **from** / **the** / **zoo** / **and** / **was** / **never** / **seen** / **again**.
- 4 **The** / **dancers** / **were** / **so** / **shocked** / **they** / **had to stop** / **the** / **show**.

**borrow/lend; teach/learn**



**Fill the gap**

- 1 muddy                      6 creaky                      11 cheerful
- 2 loud                        7 lightly                      12 merrily
- 3 quietly                     8 faint                        13 thankfully
- 4 empty                      9 deeply
- 5 heavily                     10 suddenly

**Sentence-splitting**

Here you can see where you should have broken up the sentences (losing *but* and *and*):  
 ... for the past three **weeks**. **She** refused to ...  
 ... with crisps and fizzy **drinks**. **They** don't get ...



### Clause spotting

**Main clauses:** She phoned the police/They arrived/my friend kept a stick insect/One day he let it out

**Subordinate clauses:** which squashed the poor stick insect/which had incredibly long legs/while Mrs. Kettani was in her garden/because she was terrified of large insects

**Phrases:** in a fast car/In the house next door/in a panic/in the street

In the house next door my friend kept a stick insect which had incredibly long legs. One day he let it out in the street while Mrs. Kettani was in her garden. She phoned the police in a panic because she was terrified of large insects. They arrived in a fast car which squashed the poor stick insect.

### Sentence stretch

Here are some examples of the most likely extended sentences.

- 1 The **hungry** monkey **greedily** ate six bananas **when the zookeeper had gone**.
- 2 She **often** eats at the **Chinese** restaurant **where her brother is a waiter**.
- 3 He **stupidly** drove the **new** car into a ditch, **because he was fiddling with the radio**.
- 4 Joanna **slowly** walked up to the **young** horse **which had thrown her off its back**.

### an/a

- 1 He gave me **a** used railway ticket.
- 2 Jill said she had seen **a** UFO.
- 3 They gave her **an** X-ray and said she'd be fine.
- 4 From his window he has **an** incredible view over New York.
- 5 This is **a** one-way street.
- 6 Sometimes, a friend can turn into **an** enemy.
- 7 It was such **a** hot day.
- 8 It was **an** honest answer.
- 9 He has **an** older brother.

## Pages 10-11

### Splitting up

You can finish all the food in the freezer, except for the chocolate cake I made for Dad's birthday, and the leg of lamb, which I'd like you **to take out on Saturday, please**. Also, before Mr. Hopkins drops by on Wednesday, I'd like you **to Hoover the sitting room thoroughly**.

Could you remember **to water the tomatoes regularly**? By the way, I told Mary you'd try **to drop in on her quickly**.

**Before** you go out, remember **to double-lock the door carefully**.

Please don't forget to put Bingo out before you go to bed. You need **to feed my goldfish every night**.

See you on Saturday - we're going **to try to get the afternoon train if possible**. Perhaps you could pick us up from the station if we give you a ring?

### Picture puzzlers

The sentences that match the left-hand pictures are:

- 1 The girl with the dog gave the envelope to the man.
- 2 The man who was wearing blue beat his rival.
- 3 The plant was in the corner of the room with the yellow flowers.
- 4 Jane rested her foot, which was shaking, on the top rung of the ladder.

The sentences that match the right-hand pictures are:

- 1 The girl gave the envelope to the man with the dog.
- 2 The man beat his rival, who was wearing blue.
- 3 The plant with the yellow flowers was in the corner of the room.
- 4 Jane rested her foot on the top rung of the ladder, which was shaking.

### Adverb adding

1A He's **just** told me I will have to take it easy for a few days.

1B He's told me I will **just** have to take it easy for a few days.

1C He's told me I will have to take it easy **just** for a few days or for **just** a few days.

2A There were **only** a few chocolates left, but Sue ate two.

2B There were a few chocolates left, but Sue **only** ate two.

2C There were a few chocolates left, but **only** Sue ate two.

### their/they're/there

1 There **are seven people** in a netball team.

2 Their **dog is** outside.

3 They're **still** in the swimming pool.

4 Their **lawyer is on his** way.

5 Isn't she there **any more**?

6 They're **away** on holiday.

## Pages 12-13

### Island mission

HERE YOU CAN SEE WHAT IVOR CUNNINGPLAN'S INSTRUCTIONS SAY WHEN THEY ARE PIECED TOGETHER:

YOUR MISSION IS TO DELIVER THE SILICON DOCUMENTS TO THE LEADER OF THE SNEAK STREET GANG.

FIRST GO TO THE ISLANDS OF SKEE-MING, WHICH LIE IN THE WYLIN OCEAN. THEN HEAD FOR THE CITY OF SKA-LEE-WAGS, WHICH IS ON THE NORTHERNMOST ISLAND. ONCE THERE, YOU WILL EASILY LOCATE SNEAK STREET.

ON FRIDAY NIGHT, FIVE MEMBERS OF THE GANG ARE MEETING ON THE CORNER OF SNEAK STREET. EACH MEMBER KNOWS THAT THE DOCUMENTS ARE BEING DELIVERED BY A MAN WITH A LIMP. WALK UP TO THE GANG. IF SOMEONE SAYS: "HERE COME ART FULFOX AND HIS DOG," THEN IT IS NOT SAFE TO DELIVER THE DOCUMENTS. IF SOMEONE SAYS: "HERE COMES ART FULFOX," YOU CAN DROP THEM OFF AND RETURN TO HQ.



**Beach breaks**

You will take exit C.  
 The matched-up sentences you will make are:  
 The sausages and chicken are on the barbecue.  
 A few of the gang were playing volleyball.  
 Everyone was enjoying themselves.  
 A box of sandwiches was lying in the sand.  
 One of our comics was blowing into the sea.  
 My shorts were covered in chocolate.  
 Each of them has bought a different ice cream.  
 Catherine and her sister are here.  
 Many people are in the sea.

**off/of**

Sentences 1, 3, 4 and 6 are missing *of*.  
 Sentences 2, 5 and 7 are missing *off*.

**Fill the gaps**


- 1 There **were/are** layers of dust on the piano.
- 2 "Here **are** Ann and Graham!" she shrieked, pointing across the street.
- 3 A little bit of money **goes** a long way.
- 4 When we got back, there **was** a bucketful of tomatoes on the doorstep.
- 5 Most motorbikes are cheaper than cars and **go/are** much faster.
- 6 Success **is/was** more important to him than happiness.

**Pages 14-15**

**like/as**

It was so hot, it felt just **like** summer.  
 The city was just **as** it had always been.  
 Andy looks **like** my cousin.  
 Rachael's dog was **like** a large black sheep.  
 Her head felt **as if** it was about to explode.  
 After her illness, she looked **like** an old lady.

**Tense trippers**

<p><b>Monday</b>                  Just before lunch Stuart got a puncture. No one had a puncture repair kit, so we <b>had</b> to walk miles to the nearest town. When we finally got there, someone directed us to a bike shop, so we <b>went</b> all the way there and then <b>found</b> it was closed.</p>  <p><b>Tuesday</b>                  The day went well until we <b>got</b> caught behind a herd of sheep on a narrow lane. It took us two hours to get past them, so by the time we got to the youth hostel, it <b>was</b> completely full.</p>	<p><b>Wednesday</b>                  Stopped for lunch in a little village. Left our bikes by the church, went to a café, and when we <b>came</b> out, Sheila's bike <b>had</b> disappeared. Then suddenly we spotted the local vicar riding the missing bike, so we <b>flagged</b> him down and he explained everything. The poor vicar sold his own bike a year ago, but he keeps forgetting, so every time he sees a black bike he <b>thinks</b> it's his.</p> <p><b>Thursday</b>                  Arrived at the station to get the train home. We loaded our bikes on board and then <b>went</b> for a coffee while we <b>were</b> waiting. Suddenly, Stuart noticed that the train was leaving! We <b>had put</b> OR We <b>didn't put</b> our bikes on the wrong one!</p>
--	---

**Which is which?**

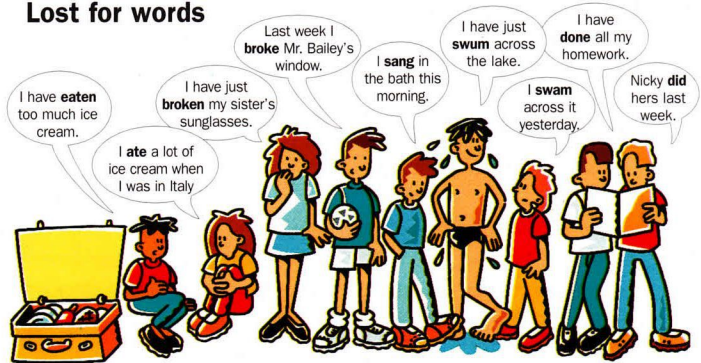
- |                     |                        |                    |
|---------------------|------------------------|--------------------|
| <u>have crashed</u> | <u>will understand</u> | <u>invaded</u>     |
| <u>smiled</u>       | <u>did not arrive</u>  | <u>sing</u>        |
| <u>had promised</u> | <u>buys</u>            | <u>had painted</u> |
| <u>sit</u>          | <u>has spotted</u>     |                    |
| <u>had visited</u>  | <u>will drive</u>      |                    |

**Getting snappy**

The photos should be arranged in this order:  
 Caption A: 1, 2, 3  
 Caption B: 3, 1, 2  
 Caption C: 2, 1, 3  
 Caption D: 2, 3, 1

**Pages 16-17**

**Lost for words**



**Andrew's desk**

He has blown out the candle.  
 He has broken a glass.  
 He has eaten an apple.  
 He has written a letter.  
 In the afternoon, he blew out the candle.  
 In the afternoon, he broke a glass.  
 In the afternoon, he ate an apple.  
 In the afternoon, he wrote a letter.

**Tense trouble**

- 1 They will have to tidy up the house before their parents **get back**.
- 2 Oliver had just finished writing when the examiner **told** them to put down their pens.
- 3 Lots of people **will visit** the exhibition when it opens next month.
- 4 I was furious because the train **was** late.
- 5 She **went** to Hong Kong last year.
- 6 They **have lived** in New York for two years, and have no plans to move away.

**can/may/might**

- 1 I am very glad that Jenny **can** speak French.
- 2 You **can** spend as much money as you like OR You **may** spend as much money as you like.
- 3 **Can** I borrow a pencil? OR **May** I borrow a pencil?
- 4 **May** I phone my parents? OR **Might** I phone my parents?
- 5 I **might** go and see a film this afternoon, if it carries on raining OR I **may** go and see a film this afternoon, if it carries on raining.



Pages 18-19

**Identity crisis**

- 1 The fridge is full of bacon. (**which I eat everyday**)
- 2 The ring which he gave me was far too big.
- 3 The policeman who drove them home was very friendly.
- 4 My brother is getting married. (**who is a vet**)
- 5 The boat had been underwater for thirty years. (**which was found by a diver**)

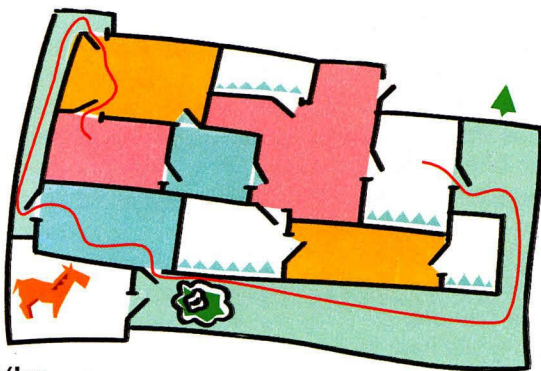
**Who or whom?**

- 1 The friend with **whom** I went to Egypt has sent me a letter.
- 2 The people **who** took the other path got there first.
- 3 Valerie, **who** has just come back from Mexico, speaks fluent Spanish.
- 4 This is Jo, **whom** I met on the bus OR **who** I met on the bus.

**Murder at Snoot Towers**

- |              |         |             |
|--------------|---------|-------------|
| 1 which      | 4 who   | 7 which     |
| 2 who        | 5 whom  | 8 whom/that |
| 3 that/which | 6 whose | 9 that      |

Hugo Batty murdered Lord Snoot, whom he was blackmailing. Here you can see how he managed to slip unnoticed from the library to the conservatory, by going through the gardens, the nursery and the breakfast room:



**Of/'ve**

- 1 "She **must've** decided not to take her car, because I saw it parked in our street this morning."
- 2 "You really **should've** gone to the party: it was great fun."
- 3 "We **could've** driven a bit faster, but not much, as the roads are very wet."
- 4 "If it hadn't been raining, I **would've** come."

**Who's who and what's what?**

- 1 The girl **who is swimming** is near the boat.
- 2 The dog **which is running** has black paws.
- 3 The ice cream **which the boy is holding** is chocolate and vanilla.
- 4 The boy **who is running** has red hair.
- 5 The cow **the policeman is chasing** has black ears.
- 6 The dog **which is swimming** is near the boat.
- 7 The baby **the woman is holding** has a pink hat.
- 8 The man **whom the policeman is chasing** has a red sweater.

Pages 20-21

**Comparing climates**

- 1 In August, Weatherchester is **hotter** than Seasonbury.
- 2 In January, Weatherchester is **colder** than Seasonbury.
- 3 In March, Seasonbury is **drier** than Weatherchester.
- 4 In September, Seasonbury is **wetter** than Weatherchester.

**Character questionnaire**

- Jon is more patient than Tessa.  
 Jon is lazier than Tessa.  
 Tessa is friendlier than Jon.  
 Jon is more careful than Tessa.  
 Tessa is nosier than Jon.  
 Jon is more selfish than Tessa.

**Quite/quiet**

- 1 You look **quite** washed out.
- 2 As Stefan walked **past**, he noticed the man's gun.
- 3 It is very **quiet** without Diane and Vicky.
- 4 Veronica was so happy when she **passed** her exams.
- 5 In the **past** week, I have lost two umbrellas.
- 6 I have always found maths **quite** hard.

**Moped mania**

- The Superwhizz is wider than the Pipsqueak.  
 The Superwhizz is longer than the Pipsqueak.  
 The Superwhizz is more expensive than the Pipsqueak.  
 The Superwhizz is faster than the Pipsqueak.  
 The Superwhizz is heavier than the Pipsqueak.  
 The Stumbly is wider than the Featherzooom.  
 The Featherzooom is longer than the Stumbly.  
 The Featherzooom is more expensive than the Stumbly.  
 The Featherzooom is faster than the Stumbly.  
 The Stumbly is heavier than the Featherzooom.  
 The Thriftyshift is wider than the Pipsqueak.  
 The Thriftyshift is longer than the Pipsqueak.  
 The Pipsqueak is more expensive than the Thriftyshift.  
 The Pipsqueak is faster than the Thriftyshift.  
 The Pipsqueak is heavier than the Thriftyshift.  
 The fastest moped Sally can buy is a Pipsqueak.

Of the two faster mopeds, the Superwhizz is too expensive, and the Featherzooom is too long.

Pages 22-23

**in/into**

- 1 He could see a girl diving **into** the pool.
- 2 Elaine hurried **into** her bedroom.
- 3 The train had been waiting **in** the tunnel for more than half an hour.
- 4 We went **into** the garden to look for worms.
- 5 I lay **in** the bath for forty minutes today.



### Split conditionals

- 1 If I had watered the plants, they would not have died.
- 2 If I water the plants, they will not die.
- 3 If she pulls my ear, I will bite her.
- 4 If she had pulled my ear, I would have bitten her.
- 5 If I had run faster, I would have won.
- 6 If I run faster, I will win.

### Dear Maisie

- |                |              |
|----------------|--------------|
| 1 will have to | 5 were       |
| 2 had passed   | 6 spoke      |
| 3 stop         | 7 will think |
| 4 eat          |              |

### A wobbly welcome

Hi folks! Welcome to Costa Boppa! This is the world's most remote island: if you **had come** by boat it would have taken you thirty-nine hours to get here. But it's also the world's most happening hotspot: if you went to the Costa Brava you **would not find** wilder nightlife.

Costa Boppa is simply gorgeous. If you got up at four o'clock, you **would see** some amazing sunrises.

If you **want** to explore the island a bit, your Boppa Breaks rep will be happy to arrange a bus tour and cultural extravaganza.

If you come on down to the Boppa Breaks karaoke evening tonight, we **will tell** you more about all the great entertainment lined up for you this week.

Well, that's it, folks. If you **have** any questions, just buzz Larry, Carrie or me, Barry, at the Paradise Club.

## Pages 24-25

### On the record

- 1 Liz said (that) she had eaten Jo's chocolates the day before yesterday.
- 2 Bobby asked us what we had done that day.
- 3 Carol said (that) she was playing squash with her sister that day.
- 4 Neil asked whether Mandy had borrowed his bike OR Neil asked if Mandy had borrowed his bike.
- 5 The teacher warned us never to run across the road without looking both ways.

### to/too

To Ellie,

Having a great time here in India. Yesterday we went to the Taj Mahal, and tomorrow

we are planning **to** go on a pony-trek and visit some palaces **too**. We are getting used **to** the heat now, but at first it just seemed **too** hot **to** do anything. Eating far **too** many curries and spending **too** much money. Anyway, it's ten **to** ten and time for me **to** go **to** bed. Looking forward **to** seeing you next week.

Much love,  
Rob



### The Noah C. Parker interview

- 1 I first decided to be a soap opera star at the age of three.
- 2 I am working on a new soap opera called Suds and Scandal, all about life at a launderette.
- 3 In my spare time I do a lot of yoga and also knit my own sweaters.
- 4 I am like all celebrities - the life and soul of parties and lots of fun.
- 5 I have hundreds of friends, but Reginald the rat is great because he never answers back.
- 6 I hate foreign food and having to shout to make myself understood.
- 7 One day I will be the most famous person in the world.

### Drama in Drabsby

- |                  |                  |
|------------------|------------------|
| 1 had arrived    | 7 the day before |
| 2 had realized   | 8 had never left |
| 3 had gone       | 9 there          |
| 4 had never been | 10 would have    |
| 5 was looking    | 11 that day      |
| 6 had left       |                  |

## Page 26

### The Supertone chair

Ever wanted to look really great?  
But not had **any** idea how to lose weight?  
Sick of **those** diets and talk of fresh air?  
Well, do it at home: buy a Supertone chair!  
You don't need to get out **your** jogging suit.  
You don't need to eat **any** salads or fruit.  
Just sit in your Supertone chair twice a day,  
and watch all **those** surplus pounds slip away.  
You won't **ever** have looked quite so good, that's for sure.

Nothing **can** work like the Supertone cure.  
Enjoy yourself, eat ice cream and curries.  
With the Supertone chair, no one has **any** worries.

### Pronoun puzzler

- 1 Someone has invited **him** and his cousin to go to Japan.
- 2 You know more about it than **I** do.
- 3 I hope Gary will dance with **us**.
- 4 Paula and **I** are going out for lunch.
- 5 Her brother is almost as tall as **her** (OR **she** - very formal).

### A letter home

Dear Ben,  
Thanks very much for the comics you sent me: they **were** really funny. My Dad and **I** went ice-skating last week, and he kept falling over. I was desperately trying **not to** burst out laughing. My exams start next week, but I'm trying **not to** think about them. Otherwise I haven't really got **anything** OR **much** to tell you. Don't forget to send me **those** photos you took when we **were** at the fair last week.  
Lots of love,  
Lucy



**a**  
a 3, 9  
adjectives 3, 5, 6, 7, 9, 20, 21  
adverbs 6, 7, 9, 10, 11, 20,  
21, 25  
affect 5  
agreement 12, 13  
an 3, 9  
articles 3, 5, 7  
as 14, 26

**b**  
be 16, 22, 26  
borrow 7

**c**  
can 17  
capital letters 8  
clauses 8, 9, 11  
  identifying 18  
  main 8, 9  
  non-identifying 18  
  subordinate 8, 9, 10  
comparatives 20, 21  
conditional 22, 23, 24  
  perfect 22  
  sentences 22, 23  
conjunctions 6, 7  
consonants 9  
could 17

**d**  
direct speech 24

**e/f**  
effect 5  
future 4, 14, 15, 16, 22, 24

**g/h**  
going to 14  
have/ve 19

**i**  
if 22  
in 6, 22  
infinitives 10, 24, 25, 26  
  split 10  
into 6, 22  
irregular past tenses 14

**j**  
just 10, 11

**l**  
learn 7  
lend 7  
like 14

**m**  
may 17  
might 17

**n**  
negatives 26  
not 26  
nouns 3, 4, 6, 7, 14, 18  
  plural 3  
  singular 3

**o**  
object 4, 5, 7, 18, 26  
  direct 4  
  indirect 4  
of 13, 19  
off 13  
only 10, 11  
order (of words) 2, 10, 11, 14

**p**  
past 4, 14, 15, 16, 24  
past continuous 14, 24  
past participle 16  
past perfect 14, 15, 16, 22,  
24  
past simple 14, 15, 16, 17,  
24, 26  
phrases 8, 9, 10, 11  
plural 3, 12  
prepositions 6, 7, 13, 18, 21,  
25, 26  
present 4, 14, 15, 16, 22  
present continuous 14, 24  
present perfect 14, 15, 16, 24  
present simple 14, 15, 24, 26  
pronouns 4, 5, 6, 7, 14, 26

**q**  
question 8, 24  
quiet 21

quite 21

**r**  
relative pronouns 18, 19  
reported orders 24  
reported questions 24  
reported speech 24, 25

**s**  
sentences 2, 3, 4, 5, 6, 7, 8,  
9, 10, 11, 13, 17, 23  
  compound 8  
  simple 8  
should 19, 22  
singular 3, 12  
subject 4, 5, 7, 8, 10, 12, 18,  
26  
superlatives 20  
syllables 20


**t**  
teach 7  
tenses 4, 14, 15, 16, 17, 22,  
24  
that 8, 18, 19, 24  
the 3  
them 4, 26  
there/there's/their/theirs/  
they're 11  
those 26  
to 6, 25, 26  
too 25

**v**  
verbs 4, 5, 6, 7, 8, 9, 10, 11,  
13, 14, 15, 16, 22, 23, 24,  
25, 26  
vowels 9, 20

**w**  
was 16, 22, 26  
were 16, 22, 26  
when 8  
where 8  
which 8, 18, 19  
who 8, 18, 19  
whom 18, 19  
whose 18, 19  
would 19, 22, 23

#### Acknowledgements

Editor: Nicole Irving  
Series editor: Jane Chisholm  
Series designer: Diane Thistlethwaite  
Cover designer: Nicola Butler  
Editorial assistance: Fiona Patchett

This edition first published in 2004 by Usborne Publishing Ltd, 83-85 Saffron Hill, London EC1N 8RT, England. www.usborne.com  
Copyright © 2004, 2000, 1997, 1995, 1994 Usborne Publishing Ltd. The name Usborne and the devices  are Trade Marks of Usborne Publishing Ltd. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher.

Printed in India





USBORNE BETTER ENGLISH

# Improve your Grammar

How good is your grammar? If you confuse adjectives with adverbs, and the simple past with the past perfect, this is the book for you. Clear and simple explanations unravel the rules and regulations of the English language - as well as all those frustrating exceptions - with special emphasis given to tricky language problems that people often find difficult.

Entertaining puzzles and quizzes enable you to test yourself on what you have learned, and to check your progress.



Also available in this series:

*Improve Your Spelling*

*Improve Your Punctuation*

[www.usborne.com](http://www.usborne.com)

£5.99

JFM MJJASOND/13 00239/02

ISBN 978-0-7460-4240-3



9 780746 042403

Printed in Chennai, Tamil Nadu, India