

The Grammar Lab

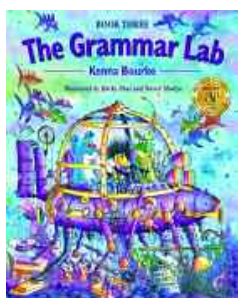
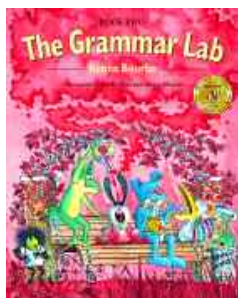
✳ **Winner** English-Speaking Union's
Duke of Edinburgh Book Competition

BEGINNER TO INTERMEDIATE
Kenna Bourke

A three-level grammar series for children aged nine to twelve, to accompany any elementary English course.

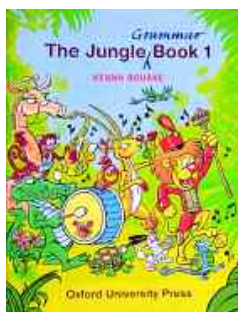
Lively characters, colour illustrations, clear and simple explanations, and varied written and spoken activities help to make grammar fun for learners.

- * Grammar rules presented in a simple, accessible style.
- * Plentiful written and spoken exercises.
- * Explanations and instructions addressed directly to the learner.
- * Endearing characters entertain both children and teachers.
- * Frequent and regular revision notes.



The Grammar Lab

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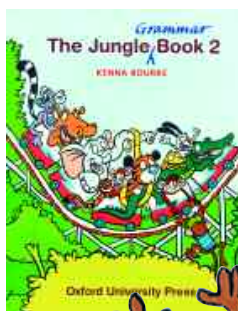


The Jungle Book

BEGINNER
Kenna Bourke

Grammar practice and fun in a series of two books for very young learners of English.

- * Simple oral and written exercises to practice basic grammar.
- * Helpful, full colour illustrations of jungle characters on every pages.
- * Gentle pace, with recycling and revision of grammar and vocabulary.
- * Suitable for use in class or at home, as a complement to any primary course.



Jungle Grammar Books

431454 5 Jungle Grammar Book One
431453 3 Jungle Grammar Book Two



Grammar

New Edition

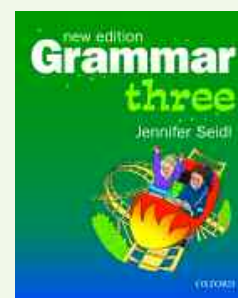
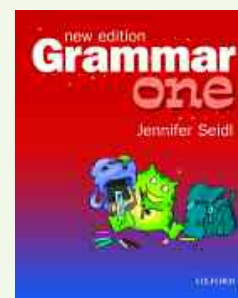
BEGINNER TO PRE-INTERMEDIATE
Jennifer Seidl

An introduction to grammar for children aged nine to twelve, which presents grammar in familiar, everyday situations. Ideal for Cambridge Young Learners English Tests preparation.

Short dialogues or stories introduce the grammar points in fun, memorable way. Clear, grammar summaries explain the rules, and plenty of written exercises check that learners have understood them.

- * New Audio CDs contain recordings of the dialogues and some listening activities to fully exploit the materials in the Student's Book.
- * Short units that can be used in any order make the books easy to use with any upper primary/lower secondary course.
- * Full-colour illustrations will appeal to young learners.
- * 'Words to learn' boxes in each unit add a vocabulary learning element, which is reinforced by wordlists in each book.
- * Revision units in each Student's Book provide additional practice and opportunities for review.

Book 4 of the original edition is still available for intermediate-level students.



17 Can you see them?
Object pronouns; like, love, hate + -ing form

Tig and Chip love fishing. Can you see them?
Where's Tig? Can you see them?
No, I can't. And where's Chip? I can't see him either. I hate looking for them.

Here's Mum. Ask her.
Mum, we're looking for Tig and Chip. Do you know where they are?
No, I'm looking for them too. Look outside. Take Chip's ball with you.

Grammar lesson

Object pronouns:

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Use object pronouns after verbs and after prepositions.
I can't see **him**. I hate looking for **them**. Ask **her**. Take Chip's ball **with** you.

like, love, hate + -ing form

We often use the -ing form after like, love and hate.
Chip **likes** chasing cats.
Chip and Tig **love** fishing.
Mick **hates** doing homework.

Remember!
There's no 'e' before -ing: like - fishing.
Double the consonant after one vowel + one consonant: run - running.

Words to learn

either	too	find	sorry	downstairs
set	(the truth)	again	be	early

Chapter 17

Reduced sample page from **Grammar One Student's Book**

Grammar

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→ See also

Cambridge Young Learners English Tests

PAGE 71

Practical English Usage

Third Edition

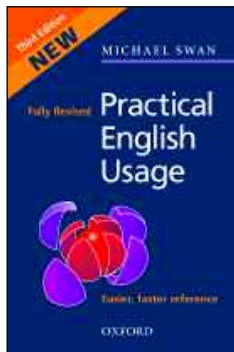
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Michael Swan

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alike 34

3 the difference between ago and for
Ago says how long before the present something happened; for (with a past tense) says how long it lasted. Compare:
He died three years ago. (= three years before now)
(NOT *He died for three years.* OR *... for three years ago.*)
He was ill for three years before he died. (= His illness lasted three years.)

4 ago and before with time expressions: counting back
We use ago with a past tense and a time expression to 'count back' from the present; to say how long before now something happened.
We can use before in the same way (with a past perfect tense) to count back from a past moment (see also 96). Compare:
I met that woman in Scotland three years ago.
(NOT *... three years before / before three years.*)
When we got talking, I found out that I had been at school with her husband ten years before. (NOT *... ten years ago.*)

ago and before
I met her three years ago. I had been at school with her husband ten years before.

For other uses of before, see 97-98.

34 alike
The adjective alike means 'like each other'. Compare:
The two boys are alike in looks, but not in personality.
He's like his brother. (NOT *He's alike his brother.*)
Alike is not often used before a noun (see 12). Compare:
His two daughters are very much alike.
He's got two very similar-looking daughters. (NOT *... alike daughters.*)

35 all (1); in
1 three or more
All refers to three or more people or things.
I'll take all.
I'll take both.

all (2); all (of) with nouns and pronouns 36

2 all (of) with nouns and pronouns
All (of) modifies nouns or pronouns.
All (of) the people were singing. *I haven't read all of it.*
Give my love to them all.
See 30 for details of word order, and the use of all of.

3 with the subject or the verb
When all modifies the subject, it can go either with the subject or with the verb.
All the people were singing. *The people were all singing.*
For more examples, see 36-37.

4 all without a noun
All can sometimes be used without a noun to mean 'everything' but only in certain structures (see 38).
All that matters is to be happy. *That's all.*

5 all with adjectives, adverbs etc
All can be used to emphasise some adjectives, prepositions and adverbs.
You're all wet. *She walked all round the town.*
I was all alone. *Tell me all about your holiday.*
It's all because of you. *I looked all round, but I couldn't see anything.*
All, both and half follow similar grammar rules. For both, see 116; for half, see 221.

36 all (2); all (of) with nouns and pronouns

1 all and all of
All (of) can modify nouns and pronouns.
Before a noun with a determiner (for example *the, my, this, all* and *all of* are both possible). *All is more common than all of.*
She's eaten all (of) the cake. *All (of) my friends like riding.*
Before a noun with no determiner, we do not normally use *of*.
All children can be difficult. (NOT *All-of-children...*)

2 all of + personal pronoun
With personal pronouns, we use *all of + us/you/them*.
All of us/you/them can be a subject or object.
All of us can come tomorrow. (NOT *All we...*)
She's invited all of you. *Mary sent all of them her love.*

3 pronoun + all
We can put all after pronouns used as objects.
She's invited you all. *Mary sent her love to them all.*
I've made us all something to eat.

page 31

Reduced sample pages from *Practical English Usage*

Oxford Learner's Grammar

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John Eastwood

A fully-integrated grammar resource with more explanations and more practice than any other learner's grammar at this level.

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437594 3Oxford Learner's Grammar Finder (Reference) & Checker (CD-ROM)
Oxford Learner's Grammar Builder (Practice)

19 Answering

B Yes/no short answers

We can sometimes answer with a simple *yes* or *no*, but English speakers use a 'short answer' like *Yes, I do* or *No, we haven't*. A short answer includes the subject and auxiliary verb of the question. A positive answer is *pronoun + auxiliary*. A negative answer is *no + pronoun + auxiliary*.

	Positive	Negative
Is it raining?	Yes, it is.	No, it isn't.
Have you finished?	Yes, I have.	No, I haven't.
Can your sister swim?	Yes, she can.	No, she can't.

In simple tenses we use the auxiliary verb *do*.

	Positive	Negative
Do you play the piano?	Yes, I do.	No, I don't.
Did we do the right thing?	No, we didn't.	Yes, we did.

In this example, the question has *be* as an ordinary verb.

	Positive	Negative
Are you in a hurry?	Yes, I am.	No, I'm not.

We can sometimes use another phrase or clause instead of *yes* or *no*.
Am I in the team? ~ *Of course (you are).*

Were you late? ~ *I'm afraid I was.*

Does the jacket go with the shirt? ~ *I think it does.*

We often add information or comment after a simple *yes* or *no* or an answer.

Were you late? ~ *Yes, I missed the bus.*

Did Carl get the job? ~ *No, he didn't, unfortunately.*

Have you read this book? ~ *Yes, I have. I really enjoyed it.*

TIP

In some situations it can seem abrupt or unhelpful to simply answer *Yes, it is*. In a friendly conversation, it is better to add something relevant to keep the conversation going.

Is this CD player new? ~ *Yes, it is. I bought it last week.*

146 May, might, can, and could

▶ Grammar 78-79

Write a second sentence so that it has a similar meaning to the previous one. Use the word in brackets.

▶ Perhaps I'll go out. (may)

- I suggest we take a taxi. (could)
- It's possible Louise is waiting for us at the airport. (may)
- It's impossible for the story to be true. (can't)
- I wish you would take off your wet shoes before you come in. (might)
- Perhaps the others are looking for us now. (could)
- Maybe Matthew forgot all about it. (might)
- Sometimes Polly is very rude. (can)
- Please fill in this form. (could)
- It's possible we won't have enough money. (might)
- I had the chance to do a parachute jump, but I was too scared. (could)

147 Could and was/were able to

▶ Grammar 80C

Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

- ▶ I was sitting at the back, and I couldn't hear the speaker.
- The car broke down, but fortunately we could get it going again.
 - There was a big fire at a warehouse. People couldn't see the smoke ten miles away.
 - I've always loved the water. I could swim when I was quite young.
 - Adam didn't have enough money for a taxi, but luckily he was able to borrow some from a friend.
 - We'd forgotten our keys, so we couldn't get in the building.

90

146 • May, might, can, and could

Reduced sample pages from *Oxford Learner's Grammar Finder* (Reference) and *Builder* (Practice)



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Michael Swan

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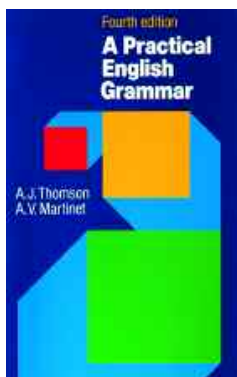
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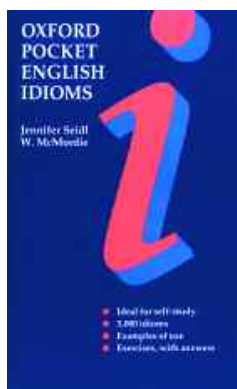
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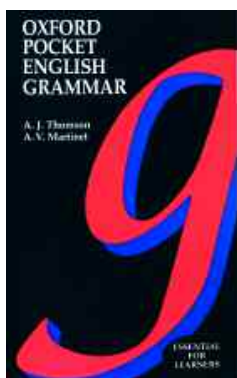


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Word for Word

INTERMEDIATE TO ADVANCED

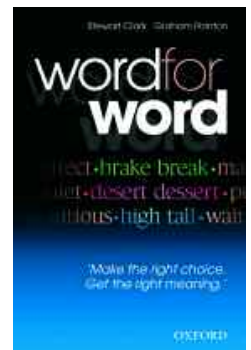
Stewart Clark and Graham Pointon

Compares and defines about 3,000 of the most commonly confused words in English.

Easily confusable words can cause problems for learners. *Word for Word* explains the differences between them, presenting them in pairs or groups for ease of reference. Complete definitions contain example sentences and guidance on general usage, cultural variation, pronunciation, and spelling.

- * Carefully selected range of problem words.
- * Presentation of words in pairs or groups, making it easier to see differences in meaning.
- * Example sentences that show how a word is used in context.
- * 'Reference boxes' containing extra guidance on language issues and cultural variations.
- * Clear alphabetical format supported by cross-referencing and index.
- * Use of humour to highlight typical errors.

432755 08 Word for Word



EVERYTHING – EXCLAMATION MARK

two words and both words are stressed. Note that 'every body' always takes a singular verb, because it refers to 'every single body', and 'body' is the subject.

EVERYTHING'S, EVERY THING'S

everything /'evriθɪŋ/ *noun*, means the entire situation, as a whole: 'Everything in the house was destroyed'. Note that 'everything' always takes a singular verb.

every thing /'evri 'θɪŋ/ *noun*, means each item in a given situation: 'Every single thing in her wardrobe was destroyed'. This is written as two words and both words are stressed. As in the example given here, the two words may be separated by an adjective. Note that 'every thing' always takes a singular verb.

EVERYWHERE, EVERYPLACE

everywhere /'evrihwɛər/ *adverb*, means in all places: 'They looked for the cat everywhere'.

everyplace /'evripleɪs/ *adverb*, means the same as 'everywhere', but this word is only used in AE.

EVIDENCE, TESTIMONY

evidence /'eɪdɪns/ *noun*, means a fact or object that reveals the truth of a matter: 'There's no evidence to suggest that he's the best student in the class'. 'Evidence' also means the information presented to the court during a legal investigation: 'Since he was not considered a reliable witness, his evidence was disregarded by the jury'.

testimony /'testɪməni/ *noun*, is a written or spoken statement by a witness in a court of law: 'The expert testimony produced proved to be contradictory and thus worthless'.

EXCELLENT, EXCELLENCE, EXCELLENCE

excellent /'eksələnt/ *adjective*, means outstanding and extremely good. There should be no qualifying adverb of degree if something is 'excellent'. Things can be 'almost excellent', 'nearly excellent' or 'quite excellent'. But 'more excellent' and 'very excellent' are not recommended in formal English. See **ABSOLUTES AND FUZZY ABSOLUTES**.

excellence /'eksələns/ *noun*, is the quality of being outstanding and extremely good: 'This restaurant is renowned for its excellence and warm hospitality'.

Excellency /'eksələnsi/ *noun*, is a title given to high officials of a state, particularly ambassadors. 'Your Excellency' is the formally correct salutation in letters to such a person.



EXCEPTIONAL, EXTRAORDINARY

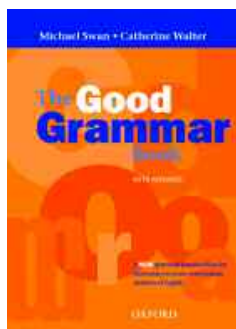
exceptional /ɪk'sepʃənəl/ *adjective*, means outstanding or extremely good: 'The standard of the dancing at the school play was quite exceptional'. It also means 'special' when referring to a situation in which certain conditions apply: 'These regulations can only be waived in exceptional circumstances'.

extraordinary /ɪk'strɔːdnəri/ *adjective*, means out of the ordinary or unexpectedly extreme: 'Thunderstorms one day and sun the next: what extraordinary weather for July in Madrid'. See **SELDOM ⇄ RARE**.

exclamation mark, exclamation point (!)

There is a tendency by some writers to overuse the *exclamation mark* (*exclamation point* in AE) in English. When correctly used, an exclamation mark is there to stress a forceful utterance that gives a warning or indicates astonishment and surprise: *Note that cyanide gas can cause severe poisoning. Always avoid inhaling the gas!*

All English style guides agree that exclamation marks should be used sparingly. Emails starting with *H!* are likely to cause irritation in business life. See **LETTERS AND EMAILS**.



The Good Grammar Book

✦ **Highly Commended** English-Speaking Union's Duke of Edinburgh Book Competition

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Michael Swan and Catherine Walter

The first choice for studying English grammar in class and at home.

The Good Grammar Book teaches all the grammar needed for speaking and writing in English. It explains the rules, shows how the language works, and gives plenty of practice. It can be used either with the coursebook in class, or as extra practice at home.

- * Explanations are clear, simple, and above all easy to remember.
- * Real examples show how rules work and how to avoid common mistakes.
- * Colour diagrams and illustrations help students understand difficult grammar points.
- * Practice activities show how to use the grammar correctly.
- * Grammar and vocabulary are practised together in special exercises.
- * Tests at the beginning of each section show learners what they need to practise.
- * Tests at the end of each section show progress.

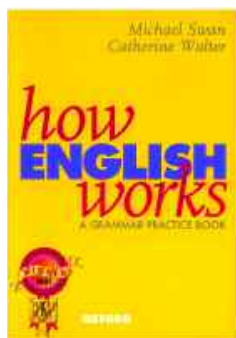
"Easy to navigate . . . lovely, clear contextualized examples . . . an extremely versatile and lively resource book."

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www.oup.com/elt/goodgrammarbook

The *Good Grammar Book* website gives an insight into the thinking behind the book, and provides ideas for exploiting exercises for pairwork and groupwork. The student section of the site contains a range of additional activities and interactive resources.



How English Works

A grammar practice book

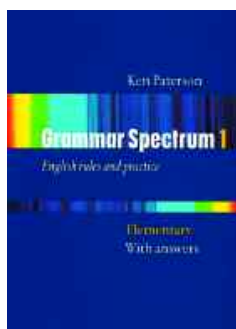
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Michael Swan and Catherine Walter

A fresh approach to grammar practice.

This imaginative book makes grammar study exciting and entertaining. Short presentations are brought to life with full-colour illustrations, cartoons, and witty practice sentences.

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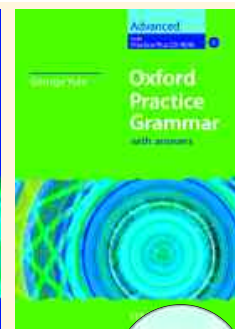
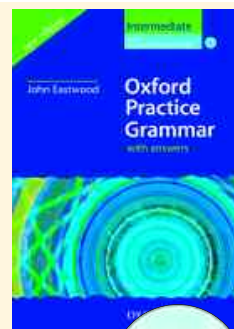
Grammar Spectrum

ELEMENTARY, PRE-INTERMEDIATE, AND INTERMEDIATE

K Paterson, M Harrison, and N Coe

Three study books which offer short explanations and extensive practice of grammar topics.

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