

BOOK THREE

The Grammar Lab

Kenna Bourke

Illustrated by Korky Paul and David Mostyn



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———— Kenna Bourke ————

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Articles



I Tick (✓) the correct boxes.

- What does Splodge think is in the pond?
A frog ☐ A monster ☐
- Tumble knows which pond Splodge is talking about because ...
it's their pond. ☐
it's got a monster in it. ☐



GRAMMAR

REMEMBER! 1

Use **a** before a consonant and **an** before a vowel when you're talking about singular nouns.

*There's **a** pond in Splodge's garden.*

*I'm going to buy **an** umbrella.*

Be careful! These are different:

<i>a useful book</i>	NOT	an useful book
<i>a uniform</i>	NOT	an uniform
<i>an hour</i>	NOT	a hour

2 Write four nouns.

► a tree
an umbrella
1 a
2 a
3 an
4 an

2 a
3 an
4 an

REMEMBER! 2

a and **an** can tell you what a person, animal or thing is.

*I'm **a** pupil. She's **an** actress.
That's **an** elephant. This is **a** house.*

3 What are these people, animals or things?

- It's got four wheels and an engine. It's **a car**.
- 1 It's got a very long neck. It's got four legs. It's
- 2 She looks after animals that are ill. She's
- 3 It's full of water and you swim in it. It's
- 4 It's got four legs and it wags its tail. It's

REMEMBER! 3

When you want to talk about musical instruments that you play, use **the**.

*I play **the** guitar. My brother plays **the** drums.*

4 Fill in the gaps. Use **the** and an instrument.

- I play **the saxophone**.
- 1 He plays
- 2 You play
- 3 She plays
- 4 They play



REMEMBER! 4

When you want to talk about sports, meals, countries and subjects you do at school, *don't* use an article.

<i>I play football.</i>	NOT	<i>I play the football.</i>
<i>I saw the monster at breakfast.</i>	NOT	<i>I saw it at the breakfast.</i>
<i>I love going to Italy.</i>	NOT	<i>I love going to the Italy.</i>
<i>I don't like Geography.</i>	NOT	<i>I don't like the Geography.</i>

5 Fill in the gaps. Choose the correct words from the list.

Science breakfast India English ✓ basketball

- I like **English**.
- 1 Today I'm having toast for
- 2 Have you ever been to?
- 3 My brother's favourite subject at school is
- 4 She can play tennis but she can't play

REMEMBER! 5

a and **an** can mean 'every'. Look at these expressions:

twice **a** week, once **an** hour, three times **a** day, four times **a** year

*I go to the dentist's once **a** year.* = one time every year

*He sees his friends twice **a** week.* = two times every week

*The bell rings three times **an** hour.* = three times every hour

6 How often do you do these things?

- brush your hair *I brush my hair three times a day.*
- 1 wash your face
- 2 have a party
- 3 telephone somebody
- 4 tidy your room

A

Use **a** or **an** the first time you talk about something.

Use **the** when you talk about it again. Look:

*There's **a** monster in my pond. **The** monster is laughing.*

*Be careful! **The** monster is getting out of **the** pond.*

7 Fill in the gaps. Use **a**, **an** or **the**. Think carefully!

I saw ► **a** monster at breakfast. (1) monster was eating (2) large slice of bread. I think (3) slice of bread had jam on it. (4) jam was red and it looked horrible!

B

Use **a** or **an** when you want to say that there are lots of things that are the same. Look:

*'What's that?' 'Oh, it's **an** elephant.'*

(There are lots of elephants. This one isn't special.)

'What are you doing?'

*'Nothing important. I'm just writing **a** book.'*

(I've written lots of books. This one isn't special.)

Use **the** when the person you're talking to knows what you're talking about. Look:

*'Yuck! What's that?' 'It's **the** cake I made this morning.'*

(You know I was making a cake this morning.)

*'Where are you?' 'I'm in **the** garden writing my book.'*

(You know which garden. It's our garden.)

8 Complete the sentences.

Use **a**, **an** or **the**.

- What's that?
I'm not sure. I think it's **a** spider.
- 1 What's that?
You know what it is! It's spider I bought at the pet shop.
- 2 Where are you?
I'm here, in kitchen.
- 3 Where's Splodge?
I don't know. I think he's gone to party. He goes to parties all the time now.
- 4 What's that thing?
It looks horrible. It's mud pie, isn't it?



PRACTICE

9 Write **a, an, the** or nothing (–) in the gaps. Think very carefully!

► Splodge hates French. He says it's too difficult for him.

1 Be careful! There's monster in your pond!

2 Splodge still tries to play violin. He's really bad at it.

3 Three times week he has music lessons but they don't help.

4 Mabel and Mildred hate the noise of his violin.

They're going to go to France for a holiday.

5 Tumble thinks he can play football. He's wrong. He can't!

6 Ruff has invented umbrella. It opens automatically when it rains.

7 Splodge wears uniform at school. He doesn't like it.

8 Ruff and Tumble are having omelettes for lunch.

9 Mabel is crying because Splodge has decided to play piano.

10 Splodge's rabbit, Sticky, has a bath once week.

10

a Splodge had a bad dream about monsters because he saw Ruff in the pond.
Read what he told Tumble in the morning. Fill in the gaps with **a, an or the**.

There was ► a monster. The monster was under (1) bed.

(2) bed was in (3) room. (4) room was in (5)

house. (6) house was in (7) garden. (8) garden was

near (9) forest. (10) forest was next to (11) castle.

In (12) castle there was (13) kitchen. In (14) kitchen

there was another monster. (15) monster was eating (16)

sandwich. (17) sandwich was full of chocolate. (18) chocolate

fell on the floor next to (19) dog. (20) dog ate the chocolate,

and then ... I woke up.

b Ask your teacher if you can play a class game. One pupil starts the game like this:

► Pupil A *Yesterday I went to a forest.*

Pupil B *In the forest there was a house.*

Pupil C *In the house there was a dinosaur.*

Pupil D *The dinosaur was talking to a man.*

Pupil E *The man lived in a town.*

Pupil F *The town was near a beach.*

I I Look at Splodge and Ruff's conversation. Fill in the gaps.
Use **a, an** or **the**.

Splodge What are you doing?

Ruff I'm reading ► **a** book.

Splodge What's (1) book about?

Ruff It's about (2) pirate. Where's Tumble?

Splodge He's in (3) kitchen. He's making (4) omelette.

Ruff What's in (5) omelette?

Splodge Eggs, stupid! And (6) onion, and some potatoes.

It's a Spanish omelette. Now what are you doing?

Ruff I'm inventing (7) new potion. (8) potion is for Mabel.

Splodge Where's Mabel?

Ruff She's in (9) lab.

Splodge What's she doing in there?

Ruff She's lying down. She's got (10) terrible headache. I gave her another potion this morning which went wrong.





Quantifiers

Are you hungry?

Why not try something from this delicious menu?

a car number plate
some fish bones
a lot of bottles
a few shoes
an umbrella
two coins
a bit of metal
some sea water

Believe it or not, all these things were found in a tiger shark's stomach.



GRAMMAR

REMEMBER! ↓

You can use these words to say how many things there are. Use them with nouns you can count.

a/an, some, a few, a lot of, not many, not any

There's **an** anchor in this tiger shark's stomach!

There are **a lot of** bottles.

There **aren't many** fish.

1 Tick (✓) the correct boxes.

• How many car number plates were there?
Ten ☐ One ☐

• Were there many bottles?
Yes ☐ No ☐

2 Write four sentences of your own.

Use **some, a lot of, not many** and **a few**.

► There are a few pens on my desk......

1
2
3
4

REMEMBER! 2

You can use these words to say how much there is of something. Use them with nouns you can't count.

some, a little, a bit of, a lot of, not much, not any

*There's **some** sea water.*

*There's **a bit of** metal.*

*There **isn't any** oil.*

3 Tick the words you can use with **a little** and **not much**.

oranges cheese ✓ water sharks
salt metal honey anchors butter
bottles milk sardines money
coins umbrellas

REMEMBER! 3

Use **any** to ask questions with nouns.

*Is there **any** water? Are there **any** coins?*

Use **some**, NOT **any**, to ask for things.

*Could I have **some** milk, please?*

Use **some**, NOT **any**, to ask somebody if they want something.

*Would you like **some** lemonade?*

4 Fill in the gaps with **any** or **some**.

- Is there **any** cheese?
- 1 Could I have orange juice?
- 2 Are there biscuits?
- 3 Would you like bread?
- 4 Is there salt?

REMEMBER! 4

Do you want to know exactly what number there are?

Use **how many** to ask questions with nouns you can count.

***How many** bottles were there in its stomach?*

Use **how much** to ask questions with nouns you can't count.

***How much** water was there?*

5 Choose **how many** or **how much**.

- **How many** bones did it swallow?
- 1 water did it drink?
- 2 umbrellas were there?
- 3 metal did it eat?
- 4 tiger sharks have you seen?

REMEMBER! 5

Use **any** in negative sentences.

*There weren't **any** sardines in its stomach.*

*Unfortunately, there wasn't **any** gold either.*

6 These things weren't found inside the tiger shark. Rewrite the sentences. Use **any**.

- There were no people.
*There weren't **any** people.*
- 1 There was no glass.
.....
- 2 There were no crabs.
.....
- 3 There was no wood.
.....
- 4 There were no lobsters.
.....



PRACTICE

7 Put these words into the correct tiger shark's mouth.



glass
bones
crabs
fish
water
oil
shoes
umbrella
an anchor
coins
metal
a clock
meat
a bottle
lobsters
wood
gold
paper
a map
salt



8

- a Imagine you're a shark expert. You're examining a shark now. What's inside its stomach? Choose ten words from Exercise 7. Use these expressions: **a** or **an**, **a few**, **some** and **a lot of**.

In the tiger shark's stomach . . .

► *There's a big bottle.*

There are a few shoes.

1
2
3
4
5
6
7
8
9
10

- b Write six questions to ask a partner what was in his or her tiger shark's stomach. Use **how much** or **how many** and the nouns below.

coins ✓ metal ✓ car number plates water ✓ octopuses ✓
salt ✓ teeth meat ✓

- How many coins did you find?
How much metal was there?

- 1
- 2
- 3
- 4
- 5
- 6

- c Now work with a partner. Take turns to ask and answer your questions. Use **how much** or **how many** for your questions. Use **some, a little, a bit, a few, not any or a lot of** for your answers.

- Partner A How many coins did you find?
Partner B I found five coins. How many coins did you find?
Partner A I found a lot of coins. How much metal was there?

9

- a Read the facts about sharks.

- Tiger sharks eat a lot of things.

- 1 There are about three hundred and fifty different kinds of shark.
- 2 Seven kinds of shark are now in danger. If we don't look after them, they'll become extinct.
- 3 Many sharks eat meat.
- 4 Lots of people think that sharks are dangerous but they only attack about fifty people in the world every year.
- 5 Tiger sharks can have up to eighty babies a year.
- 6 Hammerhead sharks like to swim in big groups. Sometimes a thousand swim together.
- 7 Millions of sharks are caught by humans every year.
- 8 Some sharks have as many as fifteen rows of teeth.
- 9 Some sharks are quite small. The pygmy shark is twenty-five centimetres long – shorter than a ruler!
- 10 Tiger sharks are called 'tiger sharks' because they've got a lot of stripes on their backs.

b Now correct the false sentences. Use **a lot of, many, a few** etc.

► Tiger sharks don't eat many things.

Tiger sharks eat a lot of things.

1 There aren't many different kinds of shark.

2 A lot of sharks are in danger of becoming extinct.

3 There aren't many sharks that eat meat.

4 Sharks attack thousands of people every year.

5 There aren't many babies in a tiger shark's family.

6 Hammerhead sharks swim with two or three friends.

10 Play a class game. You're on a desert island. Describe the island. Use **some, a lot of, a little, a bit, a few, not any, not much** and **not many**. Take turns to say a sentence each. Don't use the same expression as the person before you.

► Pupil A *There are a lot of palm trees.*

Pupil B *I can see a few sharks in the sea.*

Pupil C *There isn't much fresh water.*

Pupil D *There's a lot of sand.*

Pupil E *There are some pineapples we can eat.*



7 People don't catch many sharks.

8 Sharks haven't got many teeth.

9 All sharks are very big.

10 Tiger sharks haven't got any stripes.

REVISION I – articles; quantifiers

- 1 Some of these sentences are wrong.
Read and tick the sentences that are correct.

This is an useful book. ☐
I've been here for an hour. ☐
Tony Nelson is tiger-hunter. ☐
Splodge can't play the drums. ☐
He's bad at the Maths. ☐
Did you have lunch yesterday? ☐
I'm going to the France soon. ☐

- 2 Look at the example. Cross out the wrong words in the rule.

Look! There's an elephant. The elephant is walking into a shop. The shop is a sweet shop.

Use **a** or **an** the first / second time you talk about something. Use **the** the first / second time you talk about something.

- 3 Fill in the gaps. Use **a** or **the**.

Yesterday I saw man. man
had dog. dog was eating
bone. bone was very big.

- 4 Read the example and answer the questions.

'What's that?' 'It's a spider.'

Are there lots of spiders in the world?

Yes ☐ No ☐

If you want to say that there are lots of things
that are the same you use ...

the. ☐ **a / an.** ☐

- 5 Read the conversation. Answer the question.

Splodge There's a cat in the kitchen.

Ruff Is there? Whose is it?

Does Ruff know which kitchen Splodge is
talking about?

Yes ☐ No ☐

- 6 Read the sentences and answer the questions.

There are some bottles on the table.

There's some water, too.

Do you know how many bottles?

Yes ☐ No ☐

Do you know how much water?

Yes ☐ No ☐

- 7 Read the example. Cross out the wrong word in the rule.

*There are a few shoes and a bit of metal in the
shark's stomach.*

Use **a few** with nouns you **can** / **can't** count.

Use **a bit of** with nouns you **can** / **can't** count.

- 8 Look at the examples. Finish the rule.

There isn't any water and there aren't any apples.

Is there any cheese? Are there any bananas?

You can use **any** with all nouns in

..... sentences and

in

- 9 Read the sentences. Tick the correct boxes.

I've got a lot of apples and a lot of cheese.

He's got some biscuits and some bread.

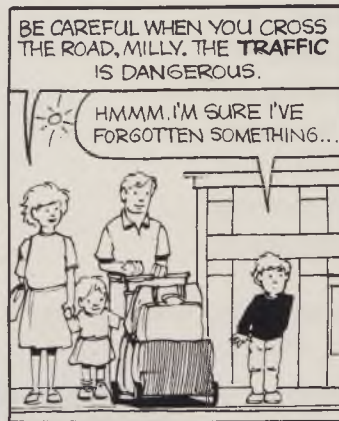
Use **a lot of** and **some** with ...

nouns you can count. ☐

nouns you can't count. ☐



Nouns



1 Tick (✓) the correct boxes.

- What's 'luggage'?
Several suitcases ☐
A kind of holiday ☐
- Is Snapper happy?
Yes ☐ No ☐



GRAMMAR

REMEMBER! !

You can count most nouns. Use a singular verb with one, and a plural verb with two or more.

One (singular)

The boy **is** naughty.

A bicycle **has got** two wheels.

Two or more (plural)

Oranges **are** nice.

Sweets **taste** good.

There are nouns you can't count. Always use a singular verb with nouns you can't count.

This cheese **is** tasty.

Milk **tastes** good.

This water **feels** cold!

2 Fill in the gaps with a singular or plural verb.

► There **is** (be) some nice cheese in the fridge.

1 I think this bread (taste) terrible!

2 The apples (be) on the table.

3 Cows (make) milk, don't they?

4 Milk (come) from cows.

REMEMBER! 2

You can use these words with singular nouns:

a, an, the

*There's **a** taxi outside the airport.*

The airport is full of people.

You can use these words with plural nouns:

the, some, any, many, a few

*There are **some** people looking for their suitcases.*

*Are there **any** taxis?*

*There are **a few** comics in Mo's suitcase.*

You can use these words with nouns you can't count:

the, some, any, much

*Look! There's **the** luggage.*

*Mo, would you like **some** milk?*

*Is there **any** juice?*

3 Complete the sentences.

Use **a, some, much or many**.

- ▶ Did you bring **a** guide book?
- 1 Mo hasn't got Spanish money.
- 2 Have you got suitcase?
- 3 Look! There are huge aeroplanes.
- 4 There aren't people I know here.

A

You already know a lot of nouns you can't count. Now learn these ones. They're important.

<i>advice</i>	NOT	a advice OR advices
<i>information</i>	NOT	an information OR informations
<i>luggage</i>	NOT	a luggage OR luggages
<i>traffic</i>	NOT	a traffic OR traffics
<i>work</i>	NOT	a work OR works
<i>music</i>	NOT	a music OR musics
<i>rain</i>	NOT	a rain OR rains
<i>weather</i>	NOT	a weather OR weathers
<i>spaghetti</i>	NOT	a spaghetti OR spaghettiis
<i>news</i>	NOT	a news OR newses

*I'd like some **advice**, please.*

*Do you like **spaghetti**?*

*He's got a lot of **luggage**.*

4 Fill in the gaps. Use the words below.

information ✓ advice spaghetti
news traffic

- ▶ I'd like some **information** about hotels, please.
- 1 Could you give me some?
I don't know what to do.
- 2 I'd like to eat some
- 3 Have you heard the?
Snapper is missing!
- 4 There's usually a lot of in
capital cities.



PRACTICE

5 Which nouns can you count? Which can't you count? Put them in the correct columns.

advice ✓ biscuit ✓ suitcase luggage
water books holiday aeroplane city
traffic milk weather ticket hotels
cheese spaghetti information airports
job news song work taxi music

Nouns you can count

Nouns you can't count

- ▶ **biscuit**
- advice**
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-
-

6 Cross out the wrong words.

► We'd like ~~an~~/some advice about the beaches, please.

- 1 Have you got any/a maps of the town?
- 2 Where can I get some/an information about restaurants?
- 3 A/The weather is fantastic here!
- 4 Mo's got a lot of/many luggage, hasn't he?
- 5 Are there much/many interesting places to visit?
- 6 How many/much luggage did Snapper bring?
- 7 I saw two people playing a/some music on the beach.
- 8 There isn't much/many traffic in this village.
- 9 Would you like some/a spaghetti for supper?
- 10 We'll take a/some taxi to the museum.

7 These sentences are wrong. Rewrite them correctly. Be careful!

► The traffics where I live aren't very heavy.

The traffic where I live isn't very heavy.

- 1 These spaghetthis taste nice!
.....
- 2 Could you give me an advice, please?
.....
- 3 These luggages are heavy!
.....
- 4 The informations you gave me are wrong!
.....
- 5 These cheese smell delicious.
.....
- 6 The works I do are very difficult.
.....
- 7 Mo's advices are always bad.
.....
- 8 The weathers in England are usually terrible.
.....
- 9 Those musics are too loud. Please turn them down.
.....
- 10 The newses don't sound good, do they?
.....

The fish with no name

The **most dangerous** fish in all the sea
 Is **bigger than** you and **fatter than** me.
 His teeth are **as sharp as** a butcher's knife
 And his tail is **as long as** a train.
 He's **hungrier than** a dinosaur
 But I cannot remember his name!



1 Tick (✓) the correct boxes.

- Are there lots of fish in the sea?
Yes ☐ No ☐
- The fish's tail is . . .
longer than a train. ☐
the same length as a train. ☐



GRAMMAR

REMEMBER! 1

Comparative adjectives are to talk about the difference between *two* people, animals or things.

*He's **bigger** than you. He's **fatter** than me.*

Superlative adjectives are to talk about the difference between *three or more* people, animals or things.

*He's **the most dangerous** fish in the sea.
 This is **the smallest** boat in the harbour.*

2 Fill in the gaps with a comparative or superlative. Think very carefully!

He's the cleverest fish on the ocean bed.

His brain is (large) than
 a giant's head.

His eyes are (yellow) than the sun

And his jaws are (wide) I've seen.

He wears the (expensive) clothes

And his shoes are always kept clean!



REMEMBER! 2

To make the comparative and superlative of most one-syllable adjectives: add **er** and **est** to the adjective.

Adjective	Comparative	Superlative
small	→ <i>smaller</i>	→ <i>the smallest</i>
great	→ <i>greater</i>	→ <i>the greatest</i>
old	→ <i>older</i>	→ <i>the oldest</i>

But be careful when you spell these:

fat	→ <i>fatter</i>	→ <i>the fattest</i>
big	→ <i>bigger</i>	→ <i>the biggest</i>
nice	→ <i>nicer</i>	→ <i>the nicest</i>
wide	→ <i>wider</i>	→ <i>the widest</i>

3 Write the comparatives and superlatives of these adjectives.

- young *younger* *the youngest*
- 1 new
 2 slow
 3 quick
 4 hot

**REMEMBER! 3**

To make the comparative and superlative of most adjectives with more than one syllable: add **more** or **most**.

Adjective	Comparative	Superlative
careful	→ <i>more careful</i>	→ <i>the most careful</i>
dangerous	→ <i>more dangerous</i>	→ <i>the most dangerous</i>
expensive	→ <i>more expensive</i>	→ <i>the most expensive</i>

4 Finish the sentences.

- These are *the most dangerous* (dangerous) fish in the sea.
- 1 An angel fish is (colourful) than a crab.
- 2 Coral is (beautiful) thing I've seen.
- 3 Lion fish are (poisonous) than jellyfish.
- 4 A tiger shark is (frightening) shark I've seen.



REMEMBER! 4

Some adjectives with more than one syllable end in **y**.
Change **y** to **i** and add **er** or **est**.

Adjective	Comparative	Superlative
easy	→ <i>easier</i>	→ <i>the easiest</i>
funny	→ <i>funnier</i>	→ <i>the funniest</i>
heavy	→ <i>heavier</i>	→ <i>the heaviest</i>

Some adjectives behave badly! You should know these ones but if you don't, learn them now.

good	→ <i>better</i>	→ <i>the best</i>
bad	→ <i>worse</i>	→ <i>the worst</i>
far	→ <i>further</i>	→ <i>the furthest</i>

5 Write the comparatives and superlatives of these adjectives.

► funny *funnier* *the funniest*

1 tasty

2 tidy

3 dirty

4 noisy

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A

Sometimes you want to say that there isn't a difference between the people, animals and things that you're talking about. They're the same. You can use **as ... as** to do this. Look:

He's as tall as I am. = We're both the same height.

His tail is as long as a train. = His tail is the same length as a train.

You can also use **not as ... as** to say that there is a difference. Look:

A jellyfish isn't as poisonous as a lion fish. = A lion fish is more poisonous.

He isn't as clever as me. = I'm cleverer than he is.

6 Rewrite the sentences. Use **as ... as** or **not as ... as**.

► We're the same age. (old)

I'm as old as you are.

1 We're the same height. (tall)

I

2 You're younger than me. (old)

You

3 We're both equally intelligent. (clever)

I

4 His writing is better than hers. (good)

Her writing



PRACTICE

7

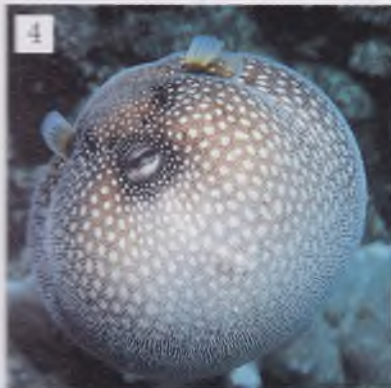
a Complete the table.

Adjective	Comparative	Superlative
easy	easier	the easiest
	harder	
colourful		
		the most dangerous
heavy		
good		
	further	
noisy		
		the tidiest
shy		
intelligent		
bad		
	wider	
fit		
		the healthiest
difficult		

b Write five comparative sentences and five superlative sentences. Use the adjectives below.

big cheap ✓ colourful
exciting funny ✓
strange old nice
interesting bad sharp
thin

- Water is cheaper than lemonade.
That's the funniest fish I've ever seen!
- 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9
 - 10



- 8 Look at the pictures of fish. Describe them using comparatives and superlatives. There are some adjectives below to help you.
- ugly stripey colourful sharp fat interesting
 spotty big dangerous thin long beautiful small
 short frightening

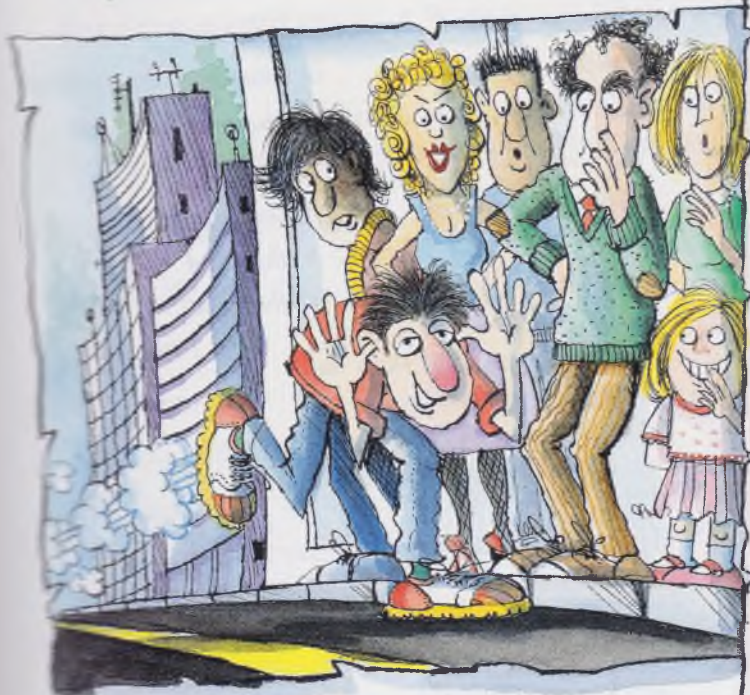
► Number 4 is the fattest.
 Number 5 is thinner than number 6.
 Number 1 is the ugliest.

1
 2
 3
 4
 5
 6
 7
 8
 9
 10





Adverbs of manner



Things to do when you're bored or fed up

Go to a busy street. Imagine you're an elephant. Run down the pavement **as fast as** you can.

Say 'Tee, Rinkle, Crinkle, Pinkle, Tee' **as loudly as** possible without moving your lips. Don't worry – it doesn't mean anything.

Find a friend. Pretend you're two tigers with toothache. Try to do it really **well**. See if you can do it **better than** your friend.

and if none of these things cheers you up ...

Walk like a penguin all the way to school.

1 Tick (✓) the correct boxes.

- How should you say 'Tee, Rinkle, Crinkle, Pinkle, Tee'?
Loudly ☐ Quietly ☐
- Do you think anybody would notice an elephant running down the street?
Yes ☐ No ☐



GRAMMAR



REMEMBER! ⚠

Adverbs of manner tell you more about verbs.
Making an adverb is easy: adjective + ly.

bad → *badly* quick → *quickly*

If the adjective ends in y, change y to i and add ly.

noisy → *noisily* easy → *easily*

Be careful! You should know these. If you don't, learn them now.

good → *well* fast → *fast* hard → *hard*

2 Turn these adjectives into adverbs.

► beautiful *beautifully*

1 slow

2 happy

3 good

4 easy

REMEMBER! 2

Be careful! Use an adjective, NOT an adverb, after these verbs:

be, look, feel, smell, taste

I'm happy.

That smells good!

You look silly.

Chocolate tastes nice.

I sometimes feel sad.

3 Complete the sentences. Choose an adjective of your own.

► I feel *happy*.

1 She looks

2 Coffee tastes

3 We're

4 This cheese smells

A

You can make the comparative and superlative of most adverbs like this:

add **more** and **the most**

Adverb	Comparative	Superlative
quickly	→ <i>more quickly</i>	→ <i>the most quickly</i>
slowly	→ <i>more slowly</i>	→ <i>the most slowly</i>
easily	→ <i>more easily</i>	→ <i>the most easily</i>

4 Make the comparative and superlative of these adverbs.

► fluently *more fluently*

the most fluently

1 loudly

2 noisily

3 correctly

4 beautifully

B

Be careful! These adverbs are different. It's a good idea to learn them.

Adverb	Comparative	Superlative
early	→ <i>earlier</i>	→ <i>the earliest</i>
late	→ <i>later</i>	→ <i>the latest</i>
hard	→ <i>harder</i>	→ <i>the hardest</i>
fast	→ <i>faster</i>	→ <i>the fastest</i>
well	→ <i>better</i>	→ <i>the best</i>
badly	→ <i>worse</i>	→ <i>the worst</i>
little	→ <i>less</i>	→ <i>the least</i>
much	→ <i>more</i>	→ <i>the most</i>

He goes to bed later than me.

I sing worse than he does.

Anything you can do, I can do better!

Of all my friends, I eat the least.

5 Fill in the gaps with a comparative or superlative.

► I think I'm the one who works *the hardest*. (hard)

1 I like Maths than I like French. (little)

2 You don't swim than I do! (fast)

3 She's always the pupil who arrives at school. (late)

4 You sing of any of us! (badly)

C

Sometimes you want to say that there isn't a difference between the people, animals and things that you're talking about. They're the same. You can use **as ... as** to do this. Look:

*He runs **as fast as** me.* = We both run equally fast.
*You get up **as early as** I do.* = We both get up at the same time.

You can also use **not as ... as** to say that there is a difference. Look:

*She **doesn't** cook **as well as** I do.* = I cook better than she does.
*I **can't** do Maths **as quickly as** he can.* = He's quicker at Maths than me.

6 Rewrite the sentences. Use **as ... as**.

- ▶ I write as well as you do. (well)
- 1 You don't work she does. (hard)
- 2 He doesn't talk me. (fast)
- 3 We sometimes walk tortoises. (slowly)
- 4 He eats a puppy! (messily)



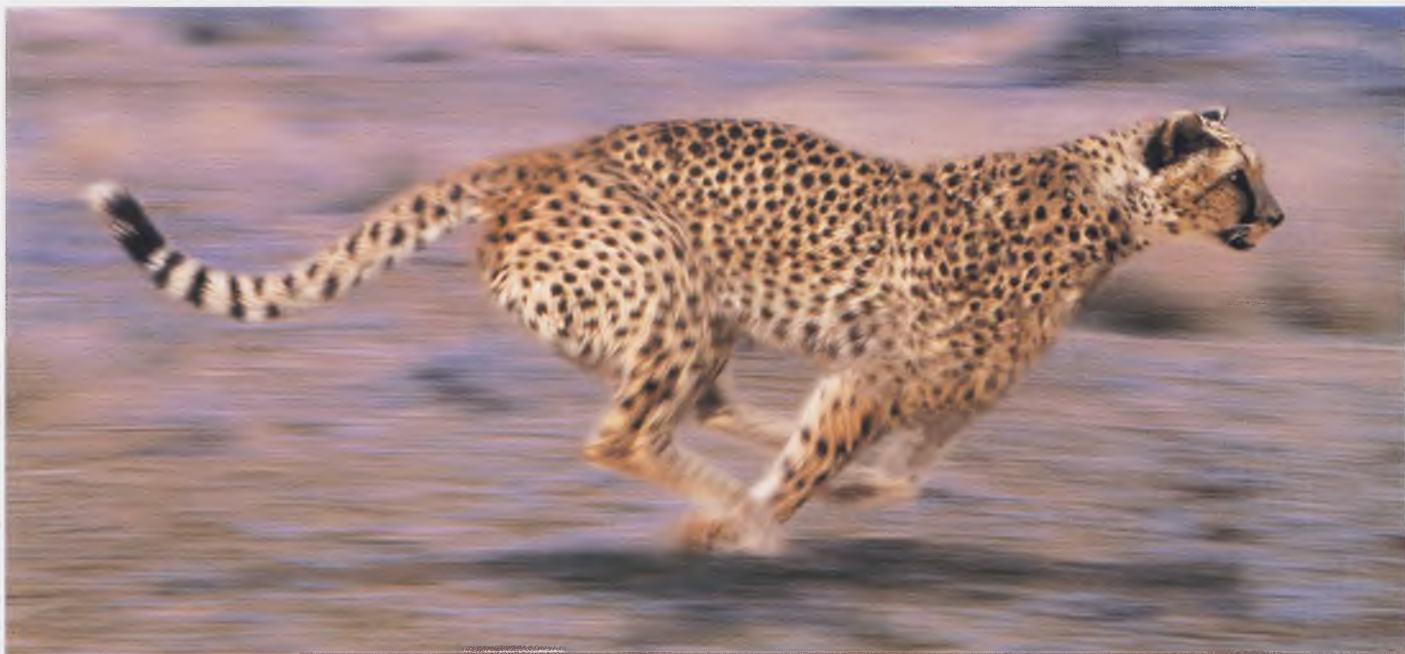
PRACTICE

7 Write the comparatives and superlatives of these adverbs.

- | | | |
|----------------|---------------------|-------------------------|
| ▶ quickly | <u>more quickly</u> | <u>the most quickly</u> |
| 1 hard | ..... | ..... |
| 2 beautifully | ..... | ..... |
| 3 neatly | ..... | ..... |
| 4 badly | ..... | ..... |
| 5 fast | ..... | ..... |
| 6 little | ..... | ..... |
| 7 noisily | ..... | ..... |
| 8 stupidly | ..... | ..... |
| 9 late | ..... | ..... |
| 10 greedily | ..... | ..... |
| 11 well | ..... | ..... |
| 12 brilliantly | ..... | ..... |
| 13 much | ..... | ..... |
| 14 early | ..... | ..... |
| 15 tidily | ..... | ..... |

8 Choose a comparative or superlative. Think very carefully!

- A baby eats **more messily** than a grown-up. (messily)
- 1 Of all the insects there are, bees work (hard)
- 2 Which of your friends tells stories than you? (well)
- 3 Do you get up than I do? (early)
- 4 Cats eat than dogs. (little)
- 5 Of all the animals, the cheetah runs (fast)
- 6 In your class, who speaks English ? (correctly)
- 7 Do snails move than worms? (slowly)
- 8 Who goes to bed in your family? (late)
- 9 He thinks he can sing than me. He's wrong! (well)
- 10 Why do some people laugh than others? (loudly)



9

- a Are you still in a bad mood? Fill in the gaps to find new ways of cheering up. Make an adverb from the adjectives.**

- Eat a chocolate and banana sandwich as **messily** as a baby. (messy)
- 1 Look in a mirror and laugh as as you can. (loud)
- 2 Ask a friend to eat a lettuce leaf as as a tortoise. (slow)
- 3 Dance as as a hippopotamus does. (good)
- 4 Go into the garden. Pretend you're a car. Drive as as possible. (bad)
- 5 Try talking to a friend as as a Martian. (fluent)

- 6** What would you like to be able to do that you can't do now? Write five things. Use an adverb and **as ... as**.

I'd like to be able to ...

fly **as fast as a rocket**.

do my homework **as quickly as possible**.

climb a tree **as easily as an orang-utan**.



- 10** Work with a partner. How many sentences can you make? Write your ideas on a piece of paper. Remember to use an adjective, not an adverb.

I feel ...

I look as ...

I'm as ...

- I feel **as happy as a clown**.
I look **as handsome as a film star**.
I'm **as tall as the Leaning Tower of Pisa**.

- 11** Ask your teacher if you can play a class game. Say a sentence. You can use a comparative adverb, or an adverb and **as ... as**. Use the verbs below if you need help.

run climb swim eat sing talk
write dance walk jump read
work get up whisper

- Pupil A *I can run as fast as a train.*
Pupil B *I write better than Shakespeare did.*
Pupil C *I sing as beautifully as an opera singer.*
Pupil D *I swim faster than a dolphin.*



Somebody, nothing, anywhere



1 Tick (✓) the correct boxes.

- Look at the first picture. Can Mo find his boots?
Yes ☐ No ☐
- Look at the second picture. Mo thinks his boots are in ...
the garden. ☐ his room. ☐

- 2 There's lemonade in the kitchen.
- 3 There aren't biscuits.
- 4 Is there cheese?

A

You can use **some**, **no** and **any** with **body**, **thing** and **where** to talk about people, things and places.

People	Things	Places
somebody	something	somewhere
nobody	nothing	nowhere
anybody	anything	anywhere

Somebody has hidden my boots!

*There's **nothing** in the cupboard.*

*I can't find my boots **anywhere**.*

REMEMBER!

some and **no** are for positive sentences.
any is for questions and negative sentences.

*There are **some** apples in the kitchen.*

*There are **no** eggs in the fridge.*

*Is there **any** milk?*

*There isn't **any** cheese.*

2 Fill in the gaps. Use **some** or **any**.

- Mo has got some comics.

- 1 Are there sweets left?

3 Circle **somebody**, **nothing**, **anywhere** etc.

- Have you lost something, Mo?

- 1 Mo thinks somebody has hidden his boots.
- 2 Is there anybody in the house?
- 3 Mo's boots must be somewhere.
- 4 Nobody wants to help Mo.

B

Use **somebody**, **something** and **somewhere** in positive sentences.

Somebody has hidden my boots!

= A person has hidden my boots, but I don't know *who*.

Snapper gave Milly **something** yesterday.

= Snapper gave a thing to Milly, but I don't know *what*.

My boots are **somewhere** in my room.

= My boots are in my room, but I don't know *where*.

4 Complete the sentences. Use somebody, something or somewhere.

► Snapper can't find his fishing rod.

It's *somewhere* in the garage.

1 I can't find my football. Can please help me?

2 Snapper put in Mo's bag yesterday. Mo hasn't seen it yet.

3 Mo is bored. He wants to go this afternoon.

4 There's in Mo's tree house. Who is it?

C

Use **nobody**, **nothing** and **nowhere** in positive sentences.

Nobody will help me.

= There isn't a person who will help me.

There's nothing in the fridge.

= The fridge is empty.

'Where are you going, Snapper?' **'Nowhere.'**

= Snapper is staying here.

5 Write the answers to the questions. Use nobody, nothing or nowhere.

► What's in that box? *Nothing*.....

1 Who's in Mo's bedroom?

2 What's in the cupboard?

3 Where are you going?

4 Who are you talking to?

D

Use **anybody**, **anything** and **anywhere** in questions and negative sentences.

Is there anybody in the house?

= Is there a person in the house?

There isn't anything in the cupboard.

= There's nothing in the cupboard.

Mo can't find his boots anywhere.

= He's looked in a lot of places, but he can't find them.

6 Rewrite the sentences. Use anybody or anything.

► There's nothing in Mo's schoolbag.

There isn't anything in Mo's schoolbag.

1 There's nothing in the fridge.
..... in the fridge.

2 There's nobody in Mo's tree house.
..... in Mo's tree house.

3 There's nobody upstairs.
..... upstairs.

4 There's nothing in the toybox.
..... in the toybox.



PRACTICE

7 Fill in the gaps. Use **somebody**, **nobody** or **anybody**.

Mo Is there ► anybody downstairs?

Snapper No, everybody is in bed.

Mo Listen! I can hear (1) 's voice.

There's (2) downstairs.

Snapper I can't hear (3) 's voice. Go to sleep.

You're imagining it.

Mo No, I'm not. (4) is talking ...

Snapper, where are you going?

Snapper Downstairs. Then I might be able to sleep.

(5) is talking down there.



8 Fill in the gaps. Use **something**, **nothing** or **anything**.

Mo Snapper, I'm hungry. I want (1) to eat.

I've looked in the fridge, but there's (2) there.

Please go and buy me (3) from the shop.

Snapper Why me? Why don't you go? Isn't there

(4) in the cupboard?

Mo No, there's (5) I've looked twice.



9 Fill in the gaps. Use **somewhere**, **nowhere** and **anywhere**.

Mo Snapper, have you seen Milly (1)?

I've looked in the house and in the garden, but I can't find her

(2) I must find her. She's got my sweets.

Snapper Perhaps she's gone out (3)

Mo But there's (4) to go. Everything in the town is closed now.

Snapper She's probably hiding (5) and eating your sweets.



10 Finish the sentences. Use somebody, nothing, anywhere etc.

▶ **Somebody** is hiding in Mo's garden. Mo can see him.

1 Has seen Mo's football boots? He can't find them.

2 Mo says he's ill, but there's wrong with him. He looks fine.

3 Pad gave Snapper this morning, but I don't know what.

4 likes Spike. He's horrible to everybody.

5 There's at school today because it's a holiday.

6 Where are Snapper's chocolates? I can't find them
.....

7 Mo is talking to on the telephone.

8 There isn't good to watch on television today. All the programmes are boring.

9 Mo's dog is burying in the garden. Perhaps it's a bone.

10 Mo is bored. He says there's to do.

11 Mo is bored on Sundays because there's to go.

12 Mo has left his sweets, but he can't remember where.

13 Snapper is hungry. He hasn't eaten since yesterday.

14 Milly saw she knew on television last night.

15 There's in the fridge! Mo and his friends have eaten everything.

REVISION 2 – nouns; adjectives; adverbs

1 Tick the nouns you can't count.

traffic	<input type="checkbox"/>	advice	<input type="checkbox"/>
newspaper	<input type="checkbox"/>	sugar	<input type="checkbox"/>
information	<input type="checkbox"/>	tomato	<input type="checkbox"/>
suitcase	<input type="checkbox"/>	spaghetti	<input type="checkbox"/>
luggage	<input type="checkbox"/>	news	<input type="checkbox"/>

2 Fill in the gaps. Use the words below.

luggage weather advice traffic

I'd like some, please.

Oh, no! I've lost my

The is usually better in summer.

There's a lot of in London.

3 Cross out the wrong words.

I'd like a / **some** information.

Would you like a / **some** spaghetti?

The news **is** / **are** good!

Let me give you **an** / **some** advice.

The weather **is** / **are** nice today.

The **traffics** / **traffic** is bad in my town.

4 Write the comparatives and superlatives of these adjectives.

good

bad

dangerous

big

5 Read the sentences and answer the questions.

Splodge is as thin as his friend.

Is Splodge thinner than his friend?

Yes ☐ No ☐

He isn't as clever as Ruff.

Who's the more intelligent?

Splodge ☐ Ruff ☐

6 Read the example and tick the correct answer.

I eat as slowly as a tortoise.

'Slowly' is ...

an adjective. ☐ an adverb. ☐

7 Write the comparatives and superlatives of these adverbs.

messily

much

badly

little

8 Fill in the gaps. Use **as ... as**.

I can run fast a train.

I can write neatly you.

My friend walks slowly a snail.

Look! He's eating messily a puppy.



Present simple and continuous



1 Tick (✓) the correct boxes.

- What are the people in the picture doing?
Cooking tomatoes ☐ Throwing tomatoes ☐
- How often does the Tomatina happen?
Once a year ☐ Every day ☐



GRAMMAR



REMEMBER! 1

The present simple is to talk about things that you do again and again.

The Tomatina **happens** every year.
The clock **strikes** twelve twice a day.

Use the present simple, not the present continuous, with these verbs:

like, love, hate, think, understand, believe, know, want.

They **like** throwing tomatoes.

NOT They're **liking** throwing tomatoes.

I **don't believe** you. NOT I'm **not believing** you.

2 Use the verbs below in the present simple to complete the sentences.

help enjoy finish take place ✓ start

► The Tomatina **takes place** on the last Wednesday in August.

- 1 It at twelve o'clock.
- 2 It an hour later at one o'clock.
- 3 Everybody the tomato fight.
- 4 Everybody to clean up afterwards.

REMEMBER! 2

The present continuous is to talk about things that are happening *now*.

*They're **throwing** tomatoes at each other.*

*Lots of people **are watching** the Tomatina.*

3 Finish the sentences. Use the present continuous.

► People *are picking* (pick) tons of tomatoes for the fight.

1 They (talk) about the Tomatina.

2 They (think) about what to wear.

3 The mayor of Buñol (sit) in a café.

4 Lots of children (wait) in the town square.

REMEMBER! 3

Present simple = *again and again*. Present continuous = *now*.

*People **pick** the tomatoes.*

= Every year people pick the tomatoes.

*People **are picking** the tomatoes.*

= People are picking the tomatoes now.

Be careful!

*People **love** the Tomatina.* NOT ~~People are loving the Tomatina.~~

4 Complete the sentences. Use the present continuous or present simple. Use the verbs below.

write think ✓ book come like

► Everybody in Buñol *thinks* the Tomatina is great fun.

1 Every year, tourists to Buñol to watch the Tomatina.

2 This week thousand of tourists rooms in hotels in Buñol.

3 Today the mayor his speech.

4 Nobody clearing up after the tomato fight!





PRACTICE

5

- a Look at the list of things that happen every year on Tomatina Day. Read the passage and fill in the gaps. Use the present simple. There's a list of verbs to help you. They're in the correct order.

go ✓ pick load drive cover
decorate play carry strike
explode start drop last

Before Wednesday the people of Buñol

► go to the tomato fields.

They (1) fifty tons of
tomatoes and they (2) the
tomatoes onto lorries.

On the day of the Tomatina farmers

(3) the lorries to Buñol.

In the town a lot of preparations are made.

People (4) their windows
and doors with plastic to stop the tomato juice
getting in. Café owners (5)
their cafés with flags and pictures and a band
(6) music all morning. The
tomato lorries start to arrive.

Next, one of the organisers

(7) a case full of
gunpowder to the town hall. When the
clock (8) twelve, the
gunpowder (9) and the
Tomatina (10) The lorries
(11) tomatoes on the ground
and the people start the enormous tomato
fight. It (12) for exactly one
hour.

- b Write six questions about the Tomatina to ask a friend.

► How many tomatoes do the people pick?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- c Now work with a partner. Take turns to ask and answer the questions you wrote in 5b.

► Partner A How many tomatoes do the people pick?
Partner B They pick fifty tons of tomatoes.
Partner B What do they do with the tomatoes?
Partner A They load them onto lorries.

- 6 It's the day of the Tomatina. Imagine you're a journalist. You're reporting what's happening. Write what you can see. Use the present continuous.



COUNTDOWN TO TWELVE O'CLOCK

Six o'clock to nine o'clock

- People / pick / tomatoes / in the fields
People are picking tomatoes in the field.
- 1 Farmers / drive / big lorries / from the tomato fields

- 2 The lorries / carry / tomatoes into Buñol

- 3 People / decorate / the town square

Nine o'clock to eleven o'clock

- 4 Some ladies / cover / the windows of their houses
- 5 Children / put / cardboard / in front of their doors
- 6 Cafés / sell / coffee and ice cream
- 7 A band / play / music in the square

Eleven o'clock to twelve o'clock

- 8 The first lorry / drop / tomatoes in the main street
- 9 The crowd / shout and laugh
- 10 The clock / strike / twelve o'clock



7 Choose the present simple or continuous. Think carefully!

Juan usually ► *stays* (stay) in his house during the Tomatina but today he (1) (be) at a friend's house. Usually they (2) (play) computer games but they (3) (not / do) that today. Today they (4) (join) in the tomato fight. Juan's friend, David, usually wears smart trousers and shirts but today he (5) (wear) very old jeans and a T-shirt. He (6) (know) he's going to be covered in tomato juice!

There are a lot of tourists in Buñol this year so the streets (7) (be) very crowded. Everybody (8) (throw) tomatoes and laughing. Juan usually hates tomatoes but today he (9) (want) as many tomatoes as he can find. It's a very sunny day and everybody (10) (enjoy) the Tomatina.



Past simple and continuous



1 Tick (✓) the correct boxes.

- What's a hurricane?
A very small mouse ☐
A very strong wind ☐
- What happened first?
The hurricane hit Wibble. ☐
Splodge started reading. ☐



GRAMMAR

REMEMBER! 1

The past simple is to talk about yourself, other people, animals or things *before now*. It's for things that are finished.

*There **was** a big storm yesterday.*

*People **didn't like** going out in it.*

***Did** the storm **start** in the morning?*

2 Circle the verbs that are in the past simple.

Yesterday Splodge went to school. He saw some of his friends. They played a game of basketball in the playground. Splodge's team lost the game. Splodge didn't like losing. He looked very angry afterwards.

REMEMBER! 2

The past continuous is to say that somebody was *in the middle of* doing something. It's for a time *before now*, e.g. at six o'clock yesterday, at three o'clock last night, on Saturday last week.

*I **was talking** to Lionel at six o'clock yesterday.*

*He **wasn't working** very hard last weekend.*

***Were** they **visiting** friends last Monday?*

3 Circle the verbs in the past continuous.

At a quarter to four in the morning Splodge was learning a poem. He was bored with it because it was very long. At four o'clock he was reading the poem aloud. He was making a lot of noise. He was walking up and down the corridor outside Ruff's bedroom. Ruff was trying to sleep but he couldn't because of Splodge.

REMEMBER! 3

Often when you're in the middle of doing something, another thing happens. Look at which action starts first:

First action

Splodge was reading a poem when ...

Ruff was making a potion when ...

Second action

the hurricane hit the town.

the chimney fell off the house.

4 Read the sentences. Which action started first? Tick the correct boxes.

- Splodge's teacher was marking homework when the hurricane came.

The teacher was marking. ☒ The hurricane came. ☐

- 1 Tumble was doing a crossword when the lights went off.

Tumble was doing a crossword. ☐ The lights went off. ☐

- 2 Mabel was driving her car when a tree fell in front of it.

Mabel was driving her car. ☐ The tree fell. ☐

REMEMBER! 4

Use the past continuous for things you were in the middle of doing (first action).

Use the past simple when another thing happens (second action).

First action: past continuous

Mildred was watching television when ...

Dr Bertie was talking to a patient when ...

Second action: past simple

she heard a loud crash.

the nurse came in.

5 Complete the sentences. Use the past continuous and the past simple.

- The mayor was listening (listen) to the news when

a tree fell (fall) on the town hall.

- 1 Mrs Rafbat (have) lunch when she

(hear) a loud bang.

- 2 The shopkeepers (chat) when the wind

..... (begin) to blow.

- 3 Mr Catmonger (feed) his birds when his

fence (fall) down.

- 4 Splodge's French teacher (ride) her bicycle when the wind

..... (knock) her over.



PRACTICE

- 6 What were people doing when the hurricane hit Wibble? What happened to them? Read the words and write sentences.

► *Dr Bertie*

bandage patient's leg / rain / start

Dr Bertie was bandaging a patient's leg when the rain started.

1 *Mrs Sweetfix*

make ice cream / the lights / go out

2 *Mr and Mrs Rafbat*

have a dinner party / their cat / run into the room

3 *Professor Wild*

test his new invention / lightning / strike his laboratory

4 *The policeman*

read a book / Professor Wild / telephone

5 *The newsagent*

open his shop / hear / a thunderclap





7 The hurricane went on for six days. What else was happening in Wibble when it reached its top speed? Look at the pictures. Use the verbs below if you need help.

swim deliver / the post serve / a meal walk / their dogs
 conduct / an orchestra ✓ make / notes ride / a skateboard
 fly / kites fill / teeth sunbathe post / a letter

When the hurricane reached its top speed ...

- A Conductor was conducting an orchestra.
- 1 A dentist
- 2 Two ladies
- 3 A boy
- 4 Some children
- 5 A waiter
- 6 A postman
- 7 Two people
- 8 Mildred
- 9 A journalist
- 10 Splodge and Sticky

- 8 Professor Wild lives high up on a hill in Wibble. Fill in the gaps to find out what happened to his house during the hurricane. Choose the past continuous or the past simple. Think carefully.

I ► *was having* (have) my supper when the hurricane
(1) (start). A little later I (2) (watch)
television when I (3) (hear) a loud crash. The garage had
collapsed on top of my lovely car! I (4) (explain) this to the
car mechanic when suddenly my garden wall (5) (fall) over.
It was terrible! The next day I (6) (talk) to my friend on the
telephone when the telephone line (7) (snap) in half.

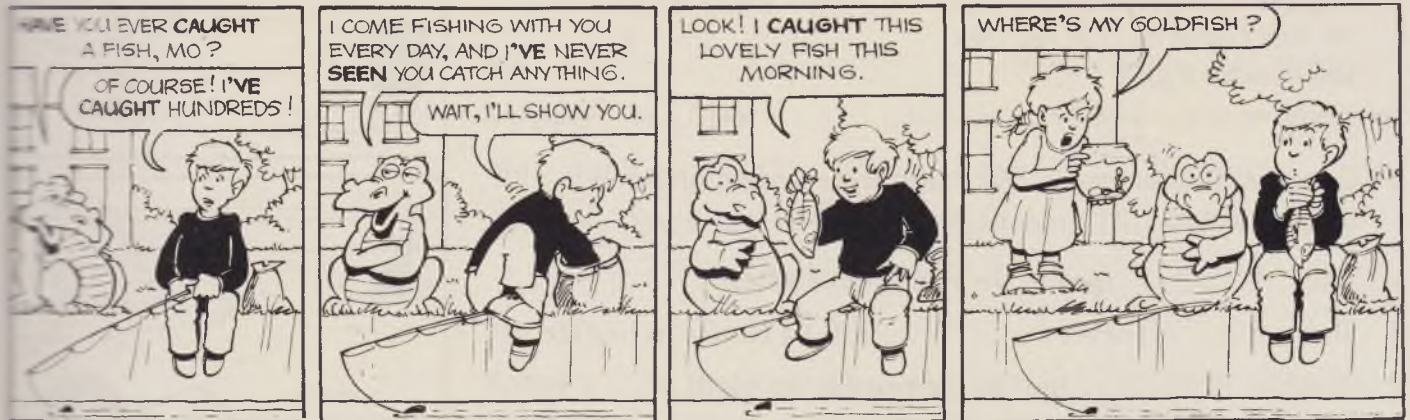
The following night I (8) (try) to sleep when five windows
(9) (smash) to the ground. I (10) (mend)
the windows when suddenly I (11) (see) my dog flying
through the air. The hurricane carried it all the way to Wibble Square!
Later I (12) (mix) some very dangerous chemicals when
a big test tube (13) (spill) onto the carpet.
An hour later I (14) (clear) up the mess when
I (15) (realise) that my television and cooker had exploded.

- 9 Ask your teacher if you can play this game. Play in two teams. Team A, say the beginning of a sentence. Use I and the past continuous. Team B, finish the sentence. Use the past simple.

- Team A *I was talking to a friend when ...*
Team B *... I realised he was an alien.*
- Team B *I was riding my bike when ...*
Team A *... I bumped into a hippo.*



Present perfect simple and past simple 1



1 Tick (✓) the correct boxes.

- Mo says he's caught hundreds of fish. Do you know when he caught them?
Yes ☐ No ☐
- Whose fish did Mo catch this morning?
Snapper's ☐ Milly's ☐



GRAMMAR

A

Use the present perfect simple, NOT the past simple, when you want to talk about things that have happened in your life *up to now*. It isn't important exactly when the things happened. Look:

*Mo **has caught** hundreds of fish.*

(In his life Mo has caught hundreds of fish. It isn't important when he caught the fish.)

Use the past simple, not the present perfect simple, to talk about things that are finished.

*Mo **caught** a fish this morning.*

(This is a fact about the past. It's finished but you know when it happened.)

2 Read the sentences and answer the questions.

- 1 Mo has been to France on holiday many times.
Is it important *when* Mo went to France?
Yes ☐ No ☐
- 2 Mo went away on holiday yesterday.
Is it important *when* Mo went away?
Yes ☐ No ☐

REMEMBER! 1

This is the present perfect simple:

I've caught hundreds of fish.
He hasn't caught any fish.
Have you ever caught a fish?

This is the past simple:

I caught a fish yesterday.
He didn't catch any fish last week.
Did he catch a fish?

See pages 216 and 217.

3 Complete the sentences. Use the present perfect simple or the past simple.

- They *ve been* (go) to the river lots of times.
- 1 She never (ride) a bicycle in her life.
- 2 Snapper (go) to the cinema last night.
- 3 Mo ever (catch) a fish?
- 4 They (read) a lot of comics last weekend.

REMEMBER! 2

There's one verb that behaves badly! It's got two past participles. Be careful when you use it in the present perfect simple.

Base verb	Past simple	Past participle
go	went	gone OR been

Look at the difference:

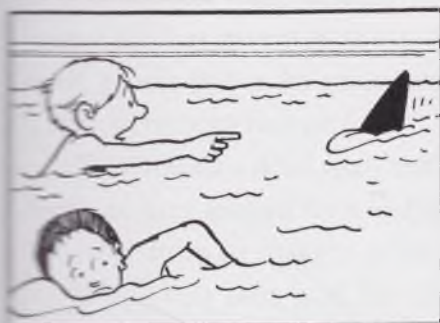
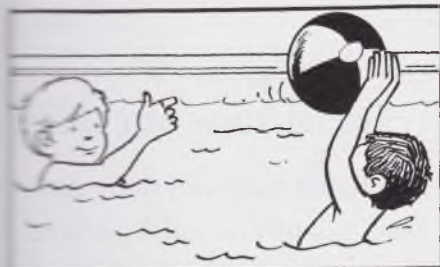
Mo has gone fishing. = Mo isn't here now, he's out fishing.
Mo has been fishing. = Mo went out fishing, but he's back now.

4 Tick the correct boxes.

- Mo **has been** to Spain. This means:
- Mo is in Spain now. ☐
- Mo went to Spain and now he's come back. ☒
- 1 Snapper **has gone** to the shop. This means:
- Snapper is at the shop now. ☐
- Snapper went to the shop and he's back now. ☐
- 2 Mo **has been** to see Pad. This means:
- Mo is with Pad now. ☐
- Mo was with Pad but now he's back. ☐



PRACTICE



5

a Read the conversation. Fill in the gaps. Use the present perfect simple and the past simple. Think very carefully!

Mo ▶ Have you ever seen (see) the film *Jaws*, Snapper?

Snapper Yes, I (1) (see) it on television a year ago.

Mo Was it good? I (2) never (see) it.

Snapper Yes, it was. It was quite frightening. (3) you ever (read) the book?

Mo No.

Snapper Oh, that's good because I (4) (buy) it for you yesterday.

Mo Great! Where (5) you (find) it?

Snapper In the bookshop in the High Street. It was very cheap. The last chapter is missing.

b Now answer these questions. Write whole sentences.

▶ Has Mo ever seen *Jaws*?

No, Mo has never seen Jaws.

1 Has Snapper ever seen *Jaws*?

2 When did Snapper see it?

3 Did he see it at the cinema?

4 Has Mo ever read the book?

5 What did Snapper buy for Mo yesterday?

6 Where did he buy it?

6 Answer these questions. Choose the present perfect simple or the past simple.

- Have you ever seen a film you didn't like?

Yes, I have. OR No, I haven't.

If you have, what was it? It was a film about space.

- 1 Have you ever cooked anything?

If you have, what did you cook?

- 2 When did you last see a wild animal?

What was it and where did you see it?

- 3 Have you ever collected anything?

If you have, what did you collect?

- 4 What was the last book you read?

When did you finish it?

- 5 Have you ever been to another country?

If you have, when and where did you go?

7

- a** Write five questions to ask a friend. Use the present perfect simple.

Ask about the things he or she has done up to now.

- Have you ever used e-mail?

Have you ever been to a rock concert?

1

2

3

4

5

- b** Now swap books with your partner. Write answers to your friend's questions in the space below. Use the present perfect simple or the past simple. Be careful!

- Yes, I have. I've used it lots of times.

No, I've never been to a rock concert.

1

2

3

4

5

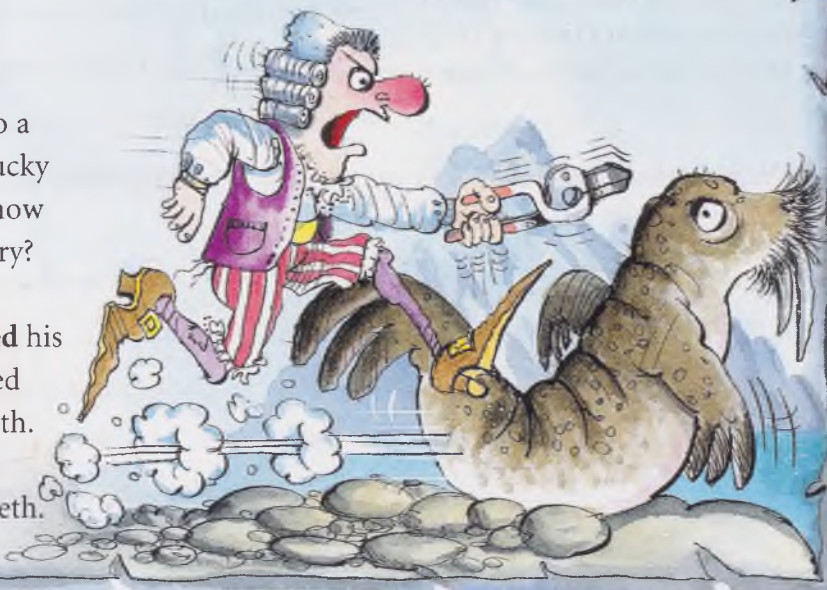
Present perfect simple and past simple 2

Give me your teeth!

Your teeth **have just fallen** out. You look terrible. What do you do? Easy! You go to a dentist and get some false teeth. You're lucky somebody **has invented** them. Do you know what people did in the seventeenth century? There were two choices:

They **found** a dead man and **borrowed** his teeth, or they **looked** for a walrus and used the ivory from its tusks to make some teeth.

It isn't very nice, is it? But that's what **happened** before the invention of false teeth.



1 Tick (✓) the correct boxes.

■ In the seventeenth century, did false teeth exist?

Yes ☐ No ☐

■ Has somebody invented false teeth?

Yes ☐ No ☐



GRAMMAR

A

Use the present perfect simple, NOT the past simple, to talk about things that happened a short time before now but that are still important now.

*My teeth **have just fallen** out!*

(It's important now. I haven't got any teeth.)

Use the past simple to talk about things that are finished.

*My baby teeth **fell** out when I was three.*

(This is a fact about the past. It isn't important now.)

2 Present perfect simple or past simple?
Read the sentences and tick the boxes.

	Present perfect	Past simple
--	-----------------	-------------

► That man has found a walrus.



1 He's made some false teeth!



2 When did they invent false teeth?



3 In 1675, false teeth didn't exist.



4 Luckily somebody has invented them now.



REMEMBER! 1

This is the present perfect simple:

*This is terrible! I've just **lost** all my teeth.
Nobody **has invented** false noses yet, have they?
Have you already **read** that book?*

This is the past simple:

*My teeth **fell** out when I was five.
False teeth **didn't exist** in 1675.
Did you **see** a walrus at the zoo yesterday?*

See pages 216 and 217.

3 Write two sentences of your own in the present perfect simple and two in the past simple.

► *Oh, no! My front tooth has just fallen out.*
I read a good book yesterday.

- 1
- 2
- 3
- 4

REMEMBER! 2

You can use these words with the present perfect simple:

just, already, not yet, yet

*Oh, no! My teeth have **just** fallen out.
I'm only twenty and I've **already** lost my teeth!
Inventors haven't made flying cars **yet**.
Has anybody invented unbreakable glasses **yet**?*

4 Read the sentences. Tick the correct boxes.

► I've just dropped a glass.

Did I drop the glass ...

last week? ☐ a few seconds ago? ☒

1 My friend has already read this book.

Has he read the book?

Yes ☐ No ☐

2 Nobody has seen a real alien yet.

Has anybody seen a real alien up to now?

Yes ☐ No ☐





PRACTICE

5 Choose the present perfect simple or the past simple.

Think very carefully!

- Dentists haven't developed (develop) a way of saving bad teeth yet.
- 1 In 1675, nobody (know) about electricity.
- 2 Televisions and radios (not / exist) then either.
- 3 Luckily for us, inventors already (make) a lot of clever things.
- 4 your baby teeth (fall) out yet?
- 5 Mine (fall) out a long time ago.
- 6 Two hundred years ago people (steal) ivory from walruses!
- 7 They (make) false teeth out of the ivory.
- 8 Somebody just (discover)
a way of drilling teeth with a laser. It's great! It doesn't hurt.
- 9 When I was younger I (hate) going to the dentist.
- 10 I just (go) to the dentist and
he said my teeth were perfect.



6 Read the diary. Fill in the gaps. Use the present perfect simple and the past simple. Think carefully!

It's the 26th of October. This is the worst day of my life.

My teeth ► **have** just **fallen** (fall) out.

They (1) (fall) out an hour ago.

Some of my hair (2) (come) out too.

I (3) just (look) in the mirror. I look very ugly! Nobody (4) (advise) me what to do yet. My hairdresser (5) (leave) the town last year and I don't know any dentists.

My friend Hamish (6) just (tell) me that you can make false teeth from walrus tusks. He says people used to do it a long time ago.

I wonder if it's true. I (7) already (go) to the beach to look for a walrus.

Ten minutes ago, I (8) (notice) one on the rocks, but when it saw me, it (9) (swim) into the sea.

I don't think any of my neighbours (10) (see) me yet. I'm going to hide away forever. No teeth, not much hair, what a terrible day this is!



7 Work with a partner. Play this game. Partner A, say a sentence in the present perfect simple. Partner B, you're a show-off. You can do everything better than your friend. Say a sentence in the past simple. When you've each said five sentences, swap. Play the game like this:

- Partner A *I've just found some dinosaur bones.*
- Partner B *I found some dinosaur bones last week.*
- Partner A *I've discovered a new planet.*
- Partner B *I discovered a new planet three years ago.*
- Partner A *I've just met an alien.*
- Partner B *I met an alien when I was two.*



Present perfect simple and past simple 3

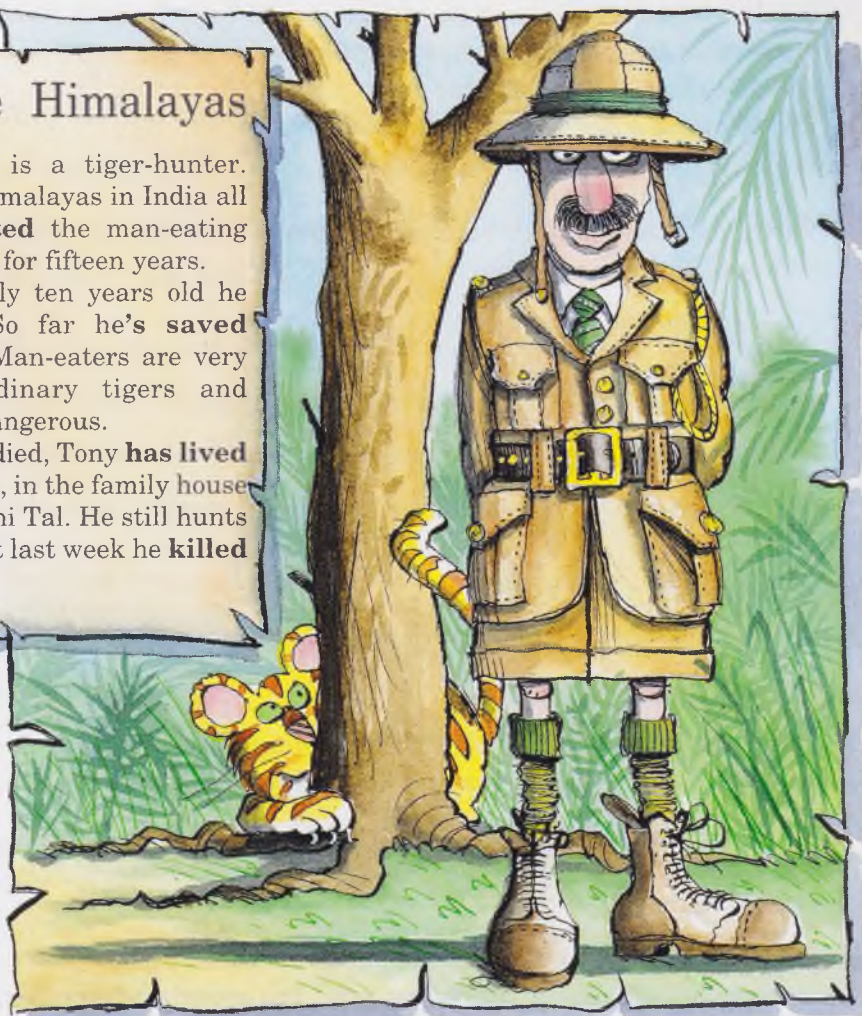


Hero of the Himalayas

TONY NELSON is a tiger-hunter. He's **lived** in the Himalayas in India all his life. He's **hunted** the man-eating tigers of the jungles for fifteen years.

When he was only ten years old he **shot** a leopard. So far he's **saved** hundreds of lives. Man-eaters are very different from ordinary tigers and they're extremely dangerous.

Since his mother died, Tony **has lived** with his sister, Josie, in the family house in the village of Naini Tal. He still hunts the man-eaters. Just last week he **killed** his seventh tiger.



1 Tick (✓) the correct boxes.

- Tony Nelson has hunted tigers ...
all his life. ☐ for fifteen years. ☐
- He's lived in the Himalayas ...
all his life. ☐ for fifteen years. ☐



GRAMMAR

A

Use the present perfect simple, NOT the past simple, to talk about things that started in the past and that are still happening *now*.

He's lived in the Himalayas all his life.

= He was born in the Himalayas and he still lives there now.

Use the past simple to talk about things that are finished.

I lived in Rome when I was two years old. (This is a fact about the past. I don't live there now.)

2 Read the sentences. Tick the correct boxes.

- ▶ Tony Nelson has hunted tigers for fifteen years.
Does he hunt tigers now? Yes ☒ No ☐
- ▶ We lived in Belgium fifteen years ago.
Do we live in Belgium now? Yes ☐ No ☒
- 1 He has had a dog for six years.
Has he got a dog now? Yes ☐ No ☐
- 2 I had a cat six years ago.
Have I got a cat now? Yes ☐ No ☐

REMEMBER! 1

This is the present perfect simple:

*He's **lived** here since he was born.*

*You **haven't lived** here for long, have you?*

*Have you **had** that dog since you were a child?*

This is the past simple:

*We **lived** in Italy when I was younger.*

*He **didn't live** in Rome, did he?*

*Did you **have** a dog when you were a child?*

See pages 216 and 217.

3 Write two sentences of your own in the present perfect simple and two in the past simple.

► *I've lived in this town for five years.*

I liked my last school.

- 1
- 2
- 3
- 4

REMEMBER! 2

You can use **for** with the present perfect simple to talk about a length of time, e.g. **fifteen years, a week, three days, an hour.**

*I've had a dog **for** six years.*

= Six years is the length of time I've had a dog, and I've still got a dog.

You can use **since** with the present perfect simple to say when something started, e.g. **1999, last year, last month, September, Monday, ten o'clock.**

*He's lived there **since** 1999.*

= He started to live there in 1999.

4 Fill in the gaps. Use **for** or **since**.

► The tiger has been asleep **for** half an hour.

- 1 Tony Nelson has hunted the man-eaters fifteen years.
- 2 He's hunted the man-eaters he was a boy.
- 3 He's lived in the hills a very long time.
- 4 He hasn't shot a tiger September.





PRACTICE

5

- a Read about Tony Nelson and the man-eaters. Underline all the verbs that are in the present perfect simple and the past simple.

Tony Nelson has always been a brave person. He has hunted man-eating tigers and leopards all his life. When he was eight years old, his friend John gave him his first gun. Jim has kept the gun since that day.

Tony has studied the wildlife of the hills since he was a very small child. He taught himself to recognise the noises birds made when they were in danger. His study of jungle life has helped him to survive some very dangerous experiences.

Tony has written a book about the man-eaters. The book is called *The Man-eaters*. Thousands of people have read it. It's a terrifying story!

- b Now write answers to these questions. Write whole sentences. Use the present perfect simple or the past simple.

- ▶ What's Tony Nelson always been?

He's always been a brave person.

- 1 What's he done all his life?

.....

- 2 What did his friend John give him?

.....

- 3 How old was Tony when he got his first gun?

.....

- 4 Has Tony got the gun John gave him now?

.....

- 5 What's Tony done since he was a child?

.....

- 6 What did he teach himself?

.....

- 7 What's Tony written a book about?

.....

- 8 Have many people read the book?

.....

**6 Answer these questions about yourself. Write whole sentences.
Use the present perfect simple or the past simple.**

► How long have you lived in your town?

I've lived here for eight years. OR I've lived here since 1998.

- 1 Did you live in your town when you were a baby?
- 2 How long have you been a pupil at your school?
- 3 Were you at school last Saturday?
- 4 How long have you studied English for?
- 5 Did you do any homework last night?
- 6 How long have you known your English teacher?
- 7 Did he or she teach you last year?
- 8 What have you done since yesterday? (Write one thing.)
- 9 What did you do last weekend? (Write one thing.)
- 10 How long have you spent at school today?

**7 Fill in the gaps with the present perfect simple or the past simple.
Be careful!**

► Tony *has hunted* (hunt) tigers all his life.

- 1 When he was only ten years old, Tony (shot) a leopard.
- 2 He (spend) his whole life in the jungle.
He still loves the jungle now.
- 3 He loves dogs. He (have) dogs for years.
- 4 A dog called Jill (be) with Tony when he shot
the first leopard.
- 5 Tony shot a tiger, then he (run) all the way
home to tell his brother, Tom.
- 6 There always (be) man-eating tigers
in these hills, and they've always frightened the local people.
- 7 There's a new man-eater. It's called the Kasha tiger.
Tony (know) about it for a month.
- 8 Last week he (decide) to look for the tiger.
- 9 The Kasha tiger (eat) three people since Monday!
- 10 Tony (leave) his house on Saturday morning.
All he took was his gun.



1 Tick (✓) the correct boxes.

- Splodge started running ...
a short time ago. ☐
a long time ago. ☐

- Look at the picture.
Is Splodge still running?
Yes ☐ No ☐



GRAMMAR

A

You can use the present perfect continuous to say that you started doing something in the past and you're still doing it now. Look:

*It's ten o'clock. He's **been running** round the garden since five o'clock.*

= He started running at five, it's ten now and he's still running.

*I've **been writing** letters for half an hour.*

= I started writing letters half an hour ago and I'm still writing them now.

- 2 Read what Splodge has been doing. Underline the verbs that are in the present perfect continuous.

Splodge has been lifting weights for a week. He's been running and he's been jumping since the beginning of last week. He's been practising throwing the javelin for over an hour. He's been standing on his head and he's been swimming.

B

Use **for** with the present perfect continuous to talk about *a length of time*, e.g. **five years, two months, a week, three days, an hour**.

*He's been running **for** a month.*

= One month is the length of time he's been running, and he's still running.

Use **since** with the present perfect continuous to say *when something started*, e.g. **1999, last year, last month, September, Monday, ten o'clock**.

*He's been swimming **since** ten o'clock.*

= He started swimming at ten o'clock, and he's still swimming.

3 Answer the questions.

- Splodge has been running for an hour.

How long has he been running?

An hour.

- 1 Tumble has been watching Splodge for ten minutes.

How long has he been watching him?

.....

- 2 He's been throwing the javelin since yesterday evening.

When did he start throwing the javelin?

.....



C

You can also use the present perfect continuous to say that you started doing something in the past and you've just stopped. Look:

*Why does Splodge look so tired? Because he's **been running**.*

= He looks tired because he's just stopped running.

*Why are you wet? Because I've **been swimming**.*

= I was swimming a short time ago but now I've stopped.

4 Match the questions and answers.

- | | |
|------------------------|----------------------------------|
| ► Why are you smiling? | I've been lying in the sun. |
| 1 Why are you tired? | I've been standing in the snow. |
| 2 Why are you hot? | I've been watching a funny film. |
| 3 Why are you cold? | I've been swimming. |
| 4 Why are you wet? | I've been working hard. |

This is how you make the present perfect continuous:

Positive or negative of **have** or **has** + **been** + base verb + **ing**

Positive +

I've been working
you've been working
he's been working
she's been working
it's been working
we've been working
you've been working
they've been working

Negative –

I haven't been working
you haven't been working
he hasn't been working
she hasn't been working
it hasn't been working
we haven't been working
you haven't been working
they haven't been working

5 Fill in the gaps with the correct form of the verbs.

- He hasn't been running (not / run) all day, has he?
- 1 We (swim).
- 2 She (read) all morning.
- 3 I (not / watch) television.
- 4 You (eat) sweets, haven't you?

Question

Short answer

Have I been working?	Yes, I have . OR No, I haven't .
Have you been working?	Yes, you have . OR No, you haven't .
Has he been working?	Yes, he has . OR No, he hasn't .
Has she been working?	Yes, she has . OR No, she hasn't .
Has it been working?	Yes, it has . OR No, it hasn't .
Have we been working?	Yes, we have . OR No, we haven't .
Have you been working?	Yes, you have . OR No, you haven't .
Have they been working?	Yes, they have . OR No, they haven't .

6 Fill in the gaps.

- Have you been doing (do) your exercises?
- 1 he (run)?
- 2 they (dance)?
- 3 she (swim)?
- 4 you (practise)?



PRACTICE

7 Splodge started training for the Olympic Games two months ago. Read all the things he's been doing since then. Make sentences. Use the present perfect continuous with **for** or **since**.

► two months ago → started jogging

He *'s been jogging for* two months.

1 a month ago → started lifting weights

He weights
a month.

2 last Saturday → started drinking milk

He milk last
Saturday.

3 two weeks ago → started practising the high
jump

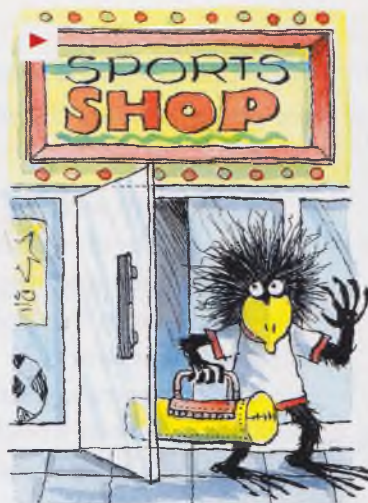
He the high jump
..... two weeks.

4 ten o'clock today → started throwing the
discus

He the discus
..... ten o'clock.

5 three hours ago → swimming in Wibble pool

He in Wibble
pool three hours.



8 Look at the pictures. What do you think Splodge has been doing? Write whole sentences in the present perfect continuous. Use the words below if you need help.

have / a shower
swim
run
buy / clothes ✓
read

skip
talking / on the telephone
lift / weights
do / the high jump
drinking / fruit juice

► *He's been buying clothes.*

1
.....
.....

2
.....
.....

3
.....
.....



9 Work with a partner. Think of two reasons for each of the facts about Splodge. Use the present perfect continuous.

► Splodge is hot.

He's been running.

He's been sitting in the sun.

1 Splodge is dirty.

2 Splodge is getting thinner.

3 Splodge is getting big muscles in his arms.

4 Splodge is wet.

5 Splodge's feet hurt.

10 Play a class game. Pupil A says a sentence, the other pupils try to guess what he or she has been doing. The pupil who guesses correctly continues the game. Play the game like this:

► Pupil A *I've got butter and sugar on my hands.
What have I been doing?*

Pupil B *Have you been eating a sandwich?*

Pupil A *No, I haven't.*

Pupil C *Have you been making a cake?*

Pupil A *Yes, I have.*

Pupil C *My hair is wet.*

Pupil D *Have you been washing your hair?*

Pupil C *No, I haven't.*

Pupil E *Have you been standing in the rain?*

Pupil C *Yes, I have.*

Used to



I Tick (✓) the correct boxes.

- Has Mabel got long hair now?
Yes ☐ No ☐
- Did she have long hair in the past?
Yes ☐ No ☐



GRAMMAR

A

used to is to say what you did in the past.
You don't do it now.

*Mabel **used to** have long hair.*

= In the past she had long hair but she hasn't got long hair now.

*I **used to** go to the beach every week.*

= In the past I went to the beach every week but I don't now.

2 Read the sentences. Answer the questions.

- 1 When Mabel and Mildred were young, they used to wear jeans and T-shirts.
Do they wear jeans and T-shirts now?
Yes ☐ No ☐
- 2 When Splodge was a baby, he used to cry a lot.
Does Splodge cry a lot now?
Yes ☐ No ☐

B

used to is easy! It's the same for everybody.

I **used to**
you **used to**
he **used to**
she **used to**
it **used to**
we **used to**
you **used to**
they **used to**

3 Fill in the gaps. Use **used to**.

- Splodge **used to** go to the zoo every Saturday.
- 1 Ruff wear silly hats.
- 2 Ruff and Tumble go to Wibble School.
- 3 They get bad marks at school.
- 4 Mildred have a cat.



PRACTICE

- 4 Look at the picture of Mabel and Mildred. They looked very different ten years ago!

Write ten sentences about their lives then.

Use **used to**.

- Mabel used to wear jeans.

1
2
3
4
5
6
7
8
9
10



- 5 Splodge is writing about the changes in Mabel and Mildred's lives.

Finish his sentences. Use **used to** and the right words from the list below.

rock music dogs a van coffee a bank spaghetti
Fiddletown early her mother ✓ jogging jeans

- Mildred lives with Mabel. *She used to live with her mother.*

1 She likes classical music.

2 She lives in Wibble.

3 Mabel works in a library.

4 She likes cats.

5 She gets up late.

6 Mabel and Mildred wear skirts.

7 They go swimming every week.

8 They drive a car.

9 They drink tea.

10 They eat fish and chips on Saturdays.



Tick (✓) the correct boxes.

Was Mo's teacher at school when Mo arrived?

Yes ☐ No ☐

Which happened first?

Mo arrived. ☐

The teacher left. ☐



GRAMMAR

A

The past perfect simple is to say that one thing happened *before* another thing happened.

*When Mo got to school the teacher **had gone**.*

= First the teacher left, then Mo arrived at school.

The teacher left *before* Mo arrived.

*When Snapper arrived at the football field the match **had started**.*

= First the match started, then Snapper arrived at the field.

The match started *before* Snapper arrived.

2 Read the sentences. Answer the questions.

- Milly went home because she'd forgotten her books.
What happened first?

Milly forgot her books. ☒ Milly went home. ☐

- 1 After she'd seen her friend, Mo's mum went shopping.
What happened first?

Mo's mum went shopping. ☐ She saw her friend. ☐

- 2 Mo's teacher was angry because Mo had arrived late.
What happened first?

The teacher was angry. ☐ Mo arrived late. ☐

REMEMBER!

There are words called past participles. You need them to make the past perfect simple.

Base verb	Past simple	Past participle
work	worked	worked
smile	smiled	smiled

Be careful! Some past participles are not so easy.

eat	ate	eaten
sing	sang	sung

There's a list of these on page 218. You know most of them. Learn the ones you don't know.

3 Fill in the table.

	Base verb	Past simple	Past participle
▶	walk	walked	walked
1	see	saw	
2	meet	met	
3	open		opened
4	speak	spoke	
5	drink	drank	

B

The past perfect simple is easy to make. It's the same for everybody.

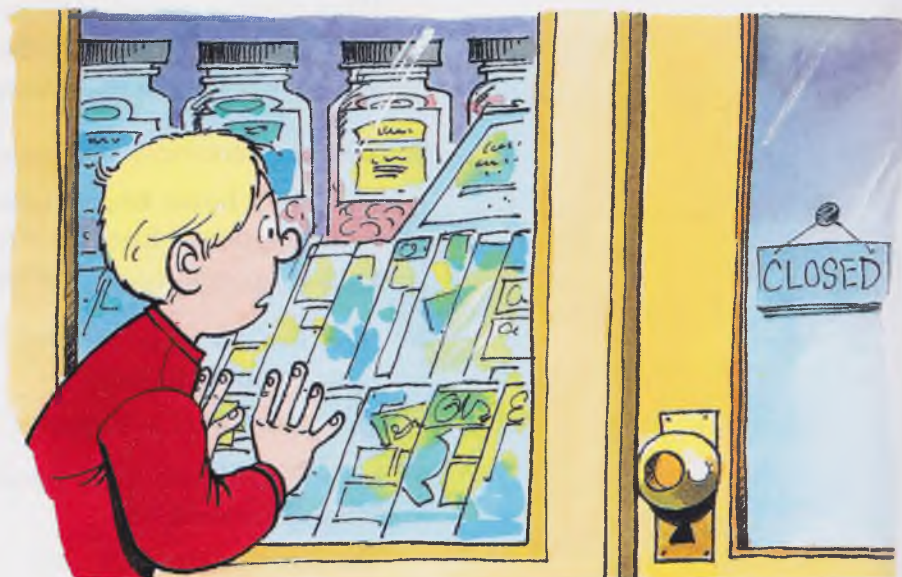
Use 'd (had) or hadn't + past participle.

Positive +	Negative –
I'd seen	I hadn't seen
you'd seen	you hadn't seen
he'd seen	he hadn't seen
she'd seen	she hadn't seen
it'd seen	it hadn't seen
we'd seen	we hadn't seen
you'd seen	you hadn't seen
they'd seen	they hadn't seen

See page 217.

4 Complete the sentences in the past perfect simple.

- ▶ When Snapper came home,
Mo hadn't done (not / do) his homework.
- Mo couldn't buy a comic because the shop (shut).
 - When Snapper woke up, Mo (go) to school.
 - After he (eat) some toast, Snapper had a shower.
 - Mo's dad went to work after he (take) Milly to school.



Question	Short answer
Had I seen?	Yes, I had . OR No, I hadn't .
Had you seen?	Yes, you had . OR No, you hadn't .
Had he seen?	Yes, he had . OR No, he hadn't .
Had she seen?	Yes, she had . OR No, she hadn't .
Had it seen?	Yes, it had . OR No, it hadn't .
Had we seen?	Yes, we had . OR No, we hadn't .
Had you seen?	Yes, you had . OR No, you hadn't .
Had they seen?	Yes, they had . OR No, they hadn't .

5 Complete these questions.

- ▶ Had the teacher **gone** (go) when Mo arrived?
- 1 Mo (tidy) his room when Pad came to see him?
- 2 they (find) Mo's dog when he came back?
- 3 you (revise) before you did the test?
- 4 he (make) the cake when his friends arrived?



PRACTICE

6 Read the sentences and answer the questions.

- ▶ Mo was angry because Snapper had forgotten to buy his comic.

Which happened first?

Snapper forgot to buy Mo's comic. ☒

Mo was angry. ☐

- 1 After they'd been to the cinema, Mo and Snapper bought some burgers.

Which happened first?

They bought some burgers. ☐

They went to the cinema. ☐

- 2 Mo and Pad gave Snapper some sweets because they'd upset him.

Which happened first?

They upset Snapper. ☐

They gave him some sweets. ☐

- 3 After they'd been shopping, Mo and Milly decided to watch television.

Which happened first?

They watched television. ☐

They went shopping. ☐

- 4 Mo's friends bought him a present because he hadn't been very well.

Which happened first?

Mo wasn't well. ☐

His friends bought him a present. ☐

- 5 Mo went to see his grandparents because they'd been away on holiday.

Which happened first?

Mo saw his grandparents. ☐

His grandparents went on holiday. ☐

7 Join the two halves of each sentence with **because**. Use the past perfect simple in the second half of the sentences.

► Pad won a prize → write a good story

Pad won a prize because he'd written a good story.

1 Snapper didn't enjoy the film → see it before

2 Mo got bad marks in his test → not revise

3 Milly caught a cold → go out in the snow

4 Mo's mum didn't go to work → car break down

5 Snapper wanted a computer game → see it on television

6 Billy changed schools → his parents moved house

7 Mo went to the police station → lose his wallet

8 Snapper couldn't buy any sweets → spend all his money

9 The teacher punished Spike → cheat in a test

10 Mo didn't recognise his cousin → not see him for a long time



8

a Work with a partner. Can you think of reasons why Mo and Snapper did the things below? Use the past perfect simple. Be as imaginative as you can. Write your ideas on a piece of paper.

► They went to an airfield.

1 They went to a police station.

2 They went into the garden at midnight.

3 They bought ten eggs and some lemonade.

4 They telephoned somebody they didn't know.

5 They hid behind the sofa for three hours.

► They went to an airfield because they'd booked some flying lessons.

They went to an airfield because they'd left their bicycles there.

They went to an airfield because they hadn't been to one before.

They went to an airfield because there was an air display there.

b Now read your ideas to the class.

9

a Read what Mo did last Monday.

After Mo had got out of bed, he ate a boiled egg. After he'd eaten the boiled egg, he had a bath. After he'd had a bath, he went to school. After he'd been to school, he bought a computer magazine. After he'd bought a computer magazine, he played football. After he'd played football, he watched television. After he'd watched television, he telephoned Pad. After he'd telephoned Pad, he did some homework. After he'd done some homework, he read a comic.

b Now read what Snapper did. Fill in the gaps with the past perfect simple.

After Snapper ► *had got* (get) out of bed, he had a shower.
After he (1) (have) a shower, he brushed his teeth.
After he (2) (brush) his teeth, he ate some sardine sandwiches. After he (3) (eat) the sardine sandwiches, he watched television. After he (4) (watch) television, he listened to some music. After he (5) (listen) to some music, he went to the shop. After he (6) (go) to the shop, he read a comic. After he (7) (read) a comic, he made lunch. After he (8) (have) lunch, he went to the cinema. After he (9) (go) to the cinema, he visited a friend. After he (10) (visit) a friend, he went home.

c Now work with a partner. Take turns to tell each other what you did yesterday. Use the past simple and the past perfect simple.

- Partner A *After I'd got up, I got dressed. After I'd got dressed, I packed my schoolbag. After I'd packed my schoolbag, I had breakfast. After I'd had breakfast ...*

Going to, will and present continuous



1 Tick (✓) the correct boxes.

- What have Ruff and Tumble decided to do?
Buy an aeroplane ☐
Go on holiday ☐
- What does Splodge suddenly decide to do?
Buy a T-shirt ☐
Go to India ☐



GRAMMAR

REMEMBER!

going to is for things that you have decided to do in the future.

*I'm going to go on holiday next week.
He's going to book a ticket this afternoon.
We're going to buy some travel books.*

2 Write sentences. Use **going to**.

► Tumble / see Mabel / tomorrow

He 's going to see Mabel tomorrow.

1 Ruff / buy sunglasses / this afternoon

He

2 Splodge / read about India / this evening

He

3 I / pack a suitcase / tonight

I

4 Mabel / take / them / to the airport / on Monday

She

REMEMBER! 2

will + base verb is for things that you suddenly decide to do.
You decide to do them when you speak.

'We're going to go to India.' *'Great! I'll come with you.'*
'It's very cold in here.' *'I'll shut the window.'*

3 Finish these sentences. Use I'll and the verbs below.

make help open get ✓ answer

- ▶ I've got a headache. I'll get you an aspirin.
- 1 I'm thirsty. you a drink.
- 2 The telephone is ringing. it.
- 3 Somebody is knocking at the door. it.
- 4 I've lost my guide book. you find it.

REMEMBER! 3

going to and **will** are both to talk about things in the future.
But be careful! Look at the difference:

'I'm going to buy a newspaper. Do you want anything?' (decided earlier)

'Yes, please. I'll have a Mo and Snapper comic.' (decides now)

'I'm going to pack the suitcases tomorrow.' (decided earlier)

'I'll help you.' (decides now)

4 Fill in the gaps. Use going to or will.

- ▶ Ruff We're going to go to India.
- Splodge I'll come with you.
- Tumble I take my camera.
- Splodge Good idea! I take mine, too.
- Ruff I buy a travel book.
- Tumble I come to the bookshop with you.

REMEMBER! 4

You can use the present continuous to
talk about things you've arranged to do
in the future.

We're flying to India on Monday.
Splodge is visiting a friend this evening.
We're leaving home at four o'clock.

5 Read and circle the verbs that are about the future.

Soon Ruff, Tumble and Splodge are going to India on holiday. Mabel and Mildred are helping them tomorrow. Mabel is driving them to the airport in the afternoon. They're leaving home at four. Then Mildred is looking after their house for a month. She's baby-sitting Splodge's rabbit for him, too.



PRACTICE

- 6 What are Ruff, Tumble and Splodge going to do?
Look at their list. Write sentences. Use **going to**.

► They're **going to** buy some film for their cameras.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- buy some film for cameras
- 1 choose some new T-shirts
- 2 pack the suitcases
- 3 find the passports
- 4 get the visas
- 5 go to the doctor for vaccines
- 6 read some travel books
- 7 look at some maps
- 8 decide which towns to visit
- 9 tidy the house
- 10 write instructions for Mabel and Mildred

- 7 Splodge isn't very good at getting ready to go on holiday.
He's beginning to panic. Mabel and Mildred are helping him.
Read what he says. Write suitable answers. Use **we'll**.
There are some verbs below if you need help.

lend put in feed wash look for shut show ✓
go iron buy mend

Splodge

► I don't know where New Delhi is.

- 1 I can't find my passport.
- 2 I can't shut my suitcase.
- 3 I'm scared of the doctor.
- 4 All my T-shirts are dirty.
- 5 I haven't got a sun hat.
- 6 I can't put the film in my camera.
- 7 My safari suit needs ironing.
- 8 My sunglasses are bent.
- 9 I haven't got any swimming trunks.
- 10 Sticky is hungry.

Mabel and Mildred

We'll show you a map of India.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- 8 Work with a partner. Take turns to say and answer the things below. Partner A, say sentences 1–5. Partner B, say sentences 6–10.

- I've got toothache.
- I can't add $563 + 47$.
- I'm cold.
- I don't know where Rome is.
- I'm hungry.
- I can't find my pen.
- The telephone is ringing.
- I'm thirsty.
- I can't spell 'dinosaur'.
- I'm going to the cinema.
- It's too hot in this room.
- I feel ill.

➤ Partner A *I've got toothache.*
 Partner B *I'll ring the dentist.*
OR I'll get you an aspirin.

Partner B *I can't add*
563 + 47.

Partner A *I'll do it for you.*
OR I'll get a calculator.

- 9 Ruff, Tumble and Splodge have got the programme for their holiday in India. What have they arranged to do and see? Read the programme and write sentences. Use the present continuous.

Monday	(➤) fly to New Delhi
Tuesday	(1) board an express train to the town of Dehra Dun
Wednesday	(2) Ruff explores the Himalayan mountains (3) Tumble and Splodge visit Corbett National Park (famous for tigers)
Thursday	(4) drive to a town called Varanasi (5) see the Ganges river
Friday	(6) fly to the town of Agra (7) visit the famous Taj Mahal
Sunday	(8) go to Jaipur and see the Pink City (9) climb up to the Amber Fort (10) feed the monkeys

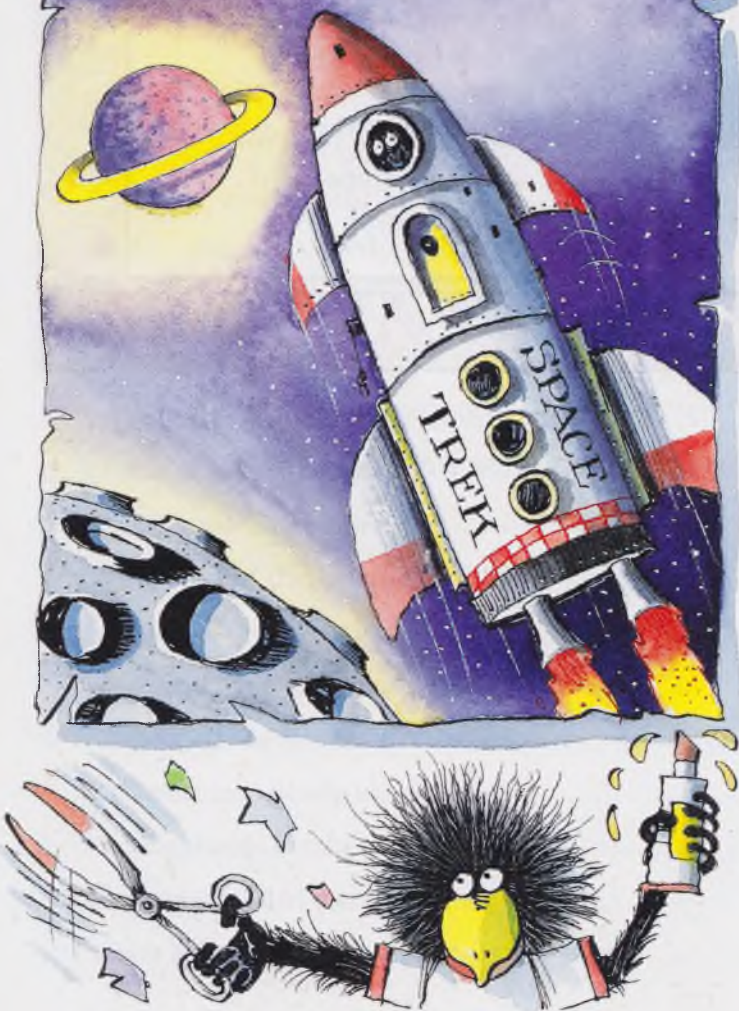
➤ On Monday they're flying to New Delhi.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Footprints on the moon

What do you usually think if you see a friend packing a suitcase? In the suitcase there are sunglasses, travel books and sun cream. You think they're **going to** go on holiday. It isn't unusual. Lots of people do it every year.

But did you know that in thirty years' time you **won't** go on holiday to Spain, or Italy, or even the Caribbean. Why not? Because you'll go on holiday to the moon. Scientists think you'll need space suits, not bathing suits!



1 Tick (✓) the correct boxes.

- If you see somebody packing a suitcase, you think ...
they're staying at home. ☐
they're going to go on holiday. ☐
- Where do scientists say people will go to on holiday in the future?
Alaska ☐ The moon ☐



GRAMMAR

REMEMBER! 1

going to is to talk about the future when you *know* what will happen next. You *know* what will happen next because of what you can see happening now.

*You're **going to** go on holiday.*

(I can see that you're packing a suitcase.)

*It's **going to** be a hot day.*

(I can see that the sun is shining.)

2 Fill in the gaps. Use **going to**.

- The astronaut is getting into the rocket.
He's **going to** go to the moon.
- 1 He's riding his bicycle too fast.
He's fall off.
- 2 You haven't done your homework.
You're get a bad mark.
- 3 They're going to the petrol station.
They're fill the car with petrol.
- 4 I've been awake all night.
I'm be tired.

REMEMBER! 2

will and **won't** are to tell people about things in the future.

I'll be on holiday next week.

I won't be in England.

We'll see our friends next month.

3 Circle **will** ('ll) and **won't**.

- ▶ We'll go to London by train.
- 1 I'll go and see my friends next week.
- 2 I won't go on holiday next year.
- 3 He'll help me mend my bicycle tomorrow.
- 4 I won't write this letter today.

REMEMBER! 3

will and **won't** are also to say what you *think* or *guess* will happen in the future.

Tourists will stay in hotels on the moon.

= I think they'll stay in hotels but I'm not sure.

Some people won't like the moon.

= I don't think everybody will like the moon but I'm not sure.

4 Read the sentences. Tick the correct boxes.

- ▶ People will ride in space cars.
Do I *know* that people will ride in space cars?
Yes ☐ No ☒
- 1 They'll spend several months in space.
Do I *know* that they'll spend several months in space?
Yes ☐ No ☐
- 2 They won't take their pets into space with them.
Do I *know* that they won't take their pets with them?
Yes ☐ No ☐

REMEMBER! 4

This is how you make **going to**:

He's going to go skiing.

You're going to be tired tomorrow.

It isn't going to be cold today.

They aren't going to go to Mars.

This is how you make **will**:

I'll be in China next week.

We'll travel into space in the future.

I won't be at school on Friday.

They won't send rockets to Venus.

5 Complete the sentences. Choose **going to** or **will**.

- ▶ My friend is carrying a suitcase. She's at the airport. She *'s going to* catch a plane.
- 1 In the future we won't travel by plane.
We travel by rocket.
- 2 It's raining outside so we get wet.
- 3 Great! The sun is shining.
It be a nice day.
- 4 When we go into space, we see the earth from the moon.





PRACTICE

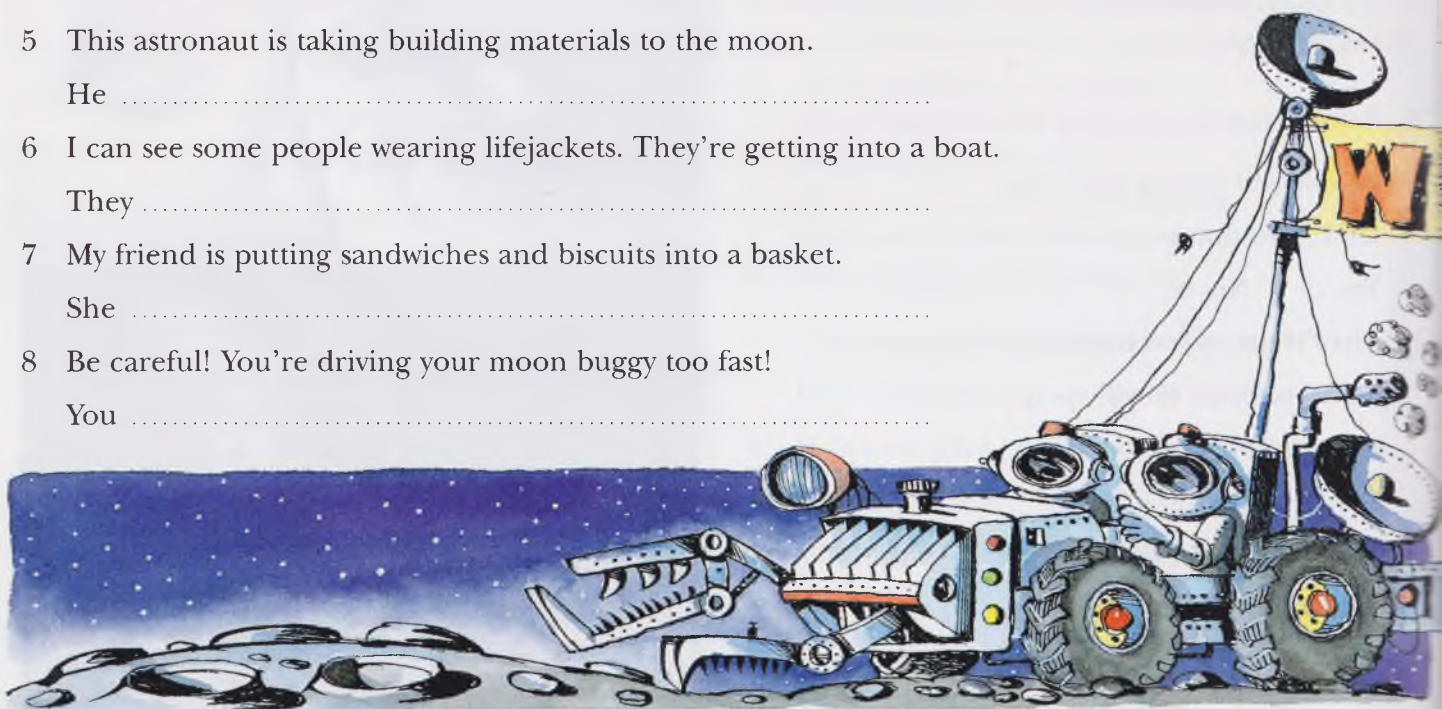
- 6 Read the sentences. Write what's going to happen next.
Use the words below if you can't think of an answer.

get wet break go to the moon rain ✓
build a hotel on the moon be a hot day book a holiday
crash be late have a picnic go sailing

- There are big black clouds in the sky.

It 's going to rain.

- 1 The wind is very strong. It's bending the branches of the trees.
The branches
- 2 There are some people in the travel agency. They've got some money.
They
- 3 You're learning how to move in a space suit.
You
- 4 It's only eight in the morning and the temperature is already 27 degrees!
It
- 5 This astronaut is taking building materials to the moon.
He
- 6 I can see some people wearing lifejackets. They're getting into a boat.
They
- 7 My friend is putting sandwiches and biscuits into a basket.
She
- 8 Be careful! You're driving your moon buggy too fast!
You



- 9 It's 8.45 am. My lesson starts at 8.50 am but I'm still at home.
I
- 10 It's raining very hard. We aren't wearing jackets.
We

7

- a What will happen to holidays and travel in the future?
Make sentences. Use **will** or **won't**.

► Cars / faster / smaller

1 Aeroplanes / quieter / carry more people

2 Buses not / use petrol or diesel / use electricity

3 People / not stay at home / visit other countries more often

4 We / book travel tickets / by computer

5 People / stay / in hotels on the moon

► Cars will be faster. They'll be smaller.

1

2

3

4

5

- b Work with a partner. Write six more sentences to say
what will happen in the future.

► Almost everybody will use the Internet.

People won't use typewriters any more.

1

2

3

4

5

6

8

- a What things do you know you or your friends and family will do next year? Write five sentences. Use **will**.

► My sister will go to a new school.

I'll be thirteen.

1

2

3

4

5

- b Now think about all the things you know you or your friends and family won't do next year. Write five more sentences. Use **won't**.

► My sister won't stay at the same school.

I won't learn a new instrument.

1

2

3

4

5

- 9 Imagine life in thirty years' time. What will it be like? Work with a partner. Write down all the things you think or guess will happen. Use **will** or **won't**.

► Rockets will go to the moon once a day.

Scientists will find life on other planets.

We won't travel to Mars.

1

2

3

4

5

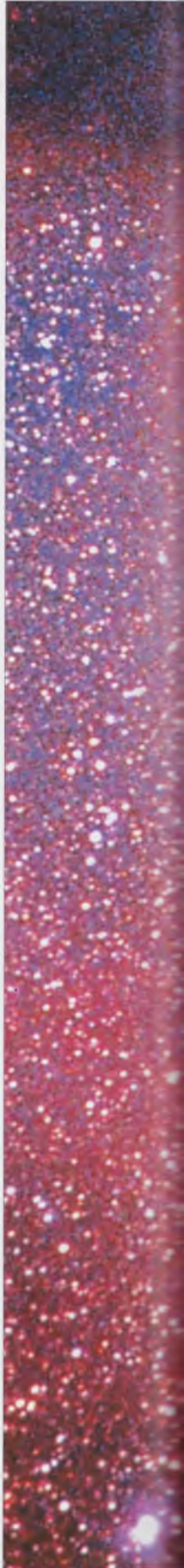
6

7

8

9

10



10 Fill in the gaps. Choose the correct form of **going to** or **will**.
Be careful! You need to think hard.

- ▶ Scientists already know that the planet Venus is too hot for people to exist on. People **won't** travel there in the future.
- 1 Look! That buggy has lost control. It crash.
- 2 Space travel be expensive. Rockets can travel without fuel for thousands of miles when they've left the earth.
- 3 You're going into the Space Travel Agency. You buy a ticket for the first moon flight, aren't you?
- 4 The space shuttles that exist now are half rockets and half planes. In the future we probably go on our holidays in them.
- 5 There's enough gas on the planet Titan to supply people on the earth for millions of years. Unfortunately we never get it on the earth because it's dangerous and it pollutes.
- 6 Astronomers can see meteorites. They're travelling straight towards our planet. They land here.
- 7 The footprints that astronauts left on the moon be there for ever because there's no air or wind on the moon to take them away.
- 8 Look at that space engineer. He's taking fuel to the space shuttle. He fill the rocket with fuel.
- 9 Scientists know that one day the sun get so hot that all the seas on the earth will boil away.
- 10 I love travelling and I love space. I enjoy going to the moon.



1 Tick (✓) the correct boxes.

- Who invented the Underwater Motorbike?
Ruff ☐
Dr Quixit ☐
- Splodge can't have the Electric Mouse-Catcher because ...
somebody has broken it. ☐
somebody has bought it. ☐



GRAMMAR

REMEMBER! ⚠

You can use the passive if you don't know who does something or it isn't important who does it.

*Ruff **invented** the Dog-Walking Machine.* = Active
(I know that Ruff invented the Dog-Walking Machine.)

*The Dog-Walking Machine **was invented** in 1999.* = Passive
(I don't know who invented the machine, or it isn't important who invented it.)

2 Read the sentences. Put A (Active) or P (Passive) in the correct boxes.

- The Storytelling Machine was sold last year. P
- 1 Ruff invented a Bath-Filling Machine, didn't he?
- 2 The conference is organised every year.
- 3 Sticky has broken the Hot Rain Machine.
- 4 Great! An Unbreakable Egg has been invented.

REMEMBER! 2

These are past participles. You need them to make the passive.
You know most past participles but check the list on page 218 and learn any you don't know.

eaten, sold, found, invented, seen, shown

3 Circle all the past participles you can see.

Every year there is an international inventors' conference. It was first organised in 1995 by Professor Rattlebag. Machines are brought from all over the world. Many new machines and potions are invented specially for the conference. Famous inventors come to see other people's work. Many new inventions are sold. This year, twenty-five machines have been bought.

REMEMBER! 3

The passive is quite easy to make. Use the correct tense of be + past participle.

This is the present simple passive:

*Lots of machines **are sold** at the conference every year.*

This is the past simple passive:

*Lots of machines **were sold** at the conference last year.*

This is the present perfect passive:

*Lots of machines **have been sold** at the conference this year.*

This is the future simple passive:

*Lots of machines **will be sold** at the conference next year.*

4 Fill in the gaps. Use the correct tense of the verbs in brackets in the passive.

- ▶ Yesterday two new machines were sold (sell).
- 1 Every year people (show) new inventions.
- 2 Last year, Ruff's Dream Potion (buy) by a doctor.
- 3 the Hot Rain Machine (test) yet?
- 4 Tomorrow a speech (give) by Ruff.

A

Sometimes when you use the passive, you want to give more information.
If you want to say who does the action, you can use **by** + person. Look:

*The conference is organised **by the Inventors' Society**.*

*The Underwater Motorbike was invented **by Dr Quixit**.*

*The Electric Mouse-Catcher has been bought **by the Inventors' Club**.*

5 Make these sentences passive. Use **by** + person.

- Professor Thunderhead gave the prize for 'Best Invention'.

The prize *for 'Best Invention' was given by Professor Thunderhead.*

- 1 The Inventors' Club bought the Electric Mouse-Catcher.

The Electric Mouse-Catcher

- 2 Ruff gave the best speech.

The best speech

- 3 Dr Quixit will sign Splodge's autograph book.

Splodge's autograph book

- 4 Tumble has bought the Unbreakable Egg.

The Unbreakable Egg



PRACTICE

6 Read what happens at the International Inventors' Conference every year.

Fill in the gaps. Use the present simple passive.

A few months before the conference, the invitations ► *are written* (write).

Faxes and e-mails (1) (send) to inventors all over the world.

The date of the conference (2) (announce) in the

newspapers. Then inventors (3) (ask) to send details of their inventions to the Inventors' Society.

On the first day of the conference, all the inventions (4)

(exhibit) in a big room. Potions (5) (test) and each machine

(6) (check) to make sure it's safe. During the week a lot of

ideas (7) (discuss) by the inventors; speeches

(8) (give) and young inventors

(9) (teach) how to improve their designs.

At the end of the week machines and potions (10) (buy) and sold. A lot of money (11) (pay) for the best inventions of the year. Two prizes (12) (award). There's a prize for 'Best Invention' and one for the most imaginative inventor.

7 What happened at last year's conference? Make the sentences passive. Use the past simple passive.

► People swapped ideas.

Ideas were swapped.

1 People tested Ruff's Dog-Walking Machine.

2 Somebody bought Ruff's Tiny Talking Clock on the first day.

3 People gave some interesting speeches.

4 Somebody broke the Star-Catcher Telescope.

5 People discussed Physics and Chemistry.

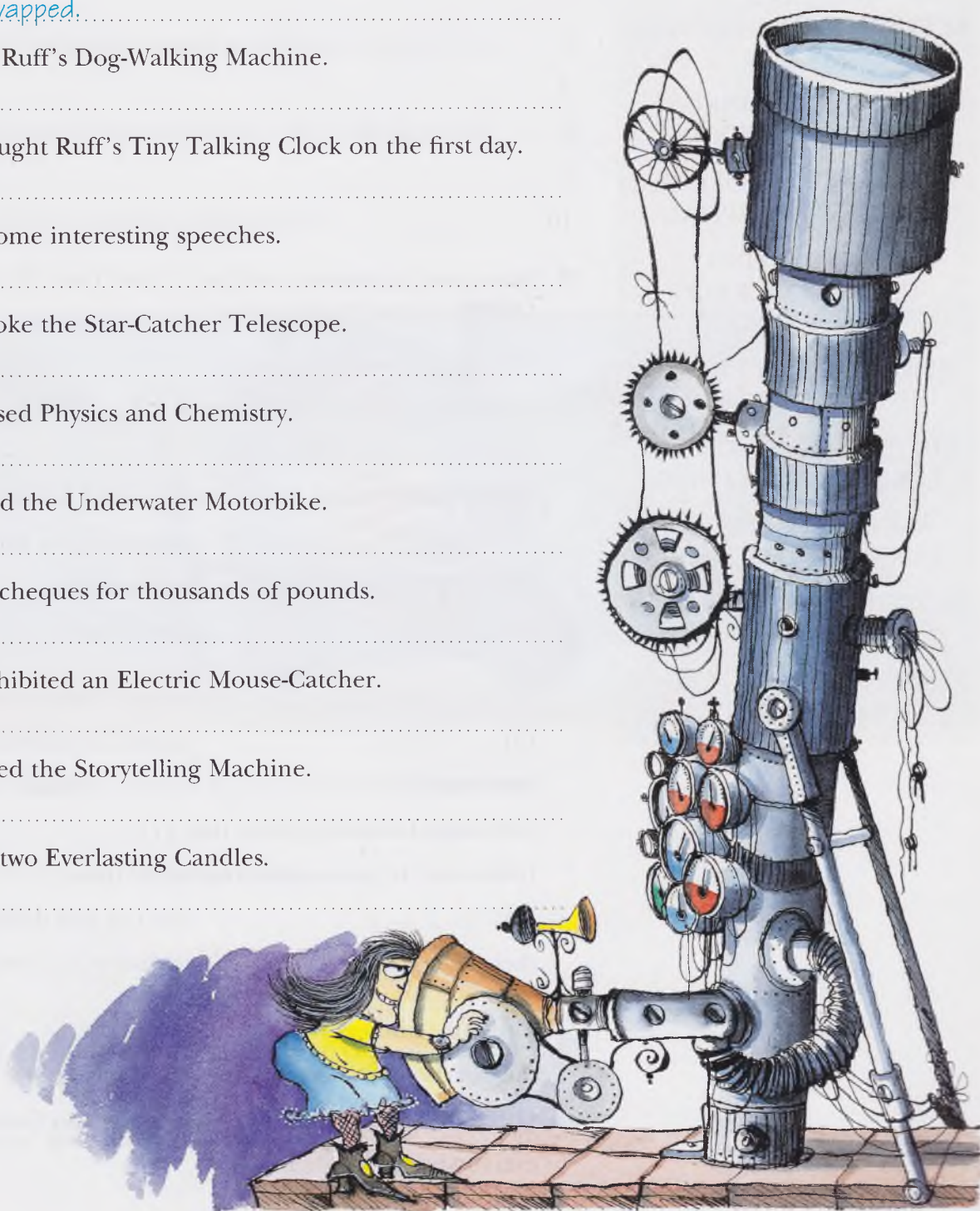
6 Somebody sold the Underwater Motorbike.

7 People wrote cheques for thousands of pounds.

8 Somebody exhibited an Electric Mouse-Catcher.

9 People admired the Storytelling Machine.

10 Somebody lit two Everlasting Candles.



International Inventors' Conference Newsletter

Headlines:

TWELVE NEW INVENTORS' CONTRACTS SIGNED

TWO PRIZES AWARDED TO MRS VANDERCLASH

DR QUIXIT'S LETTER-WRITING MACHINE STOLEN

THE QUICK-THINKING POTION TESTED

PROFESSOR THUNDERHEAD TAKEN TO HOSPITAL

THE AMAZING UNBREAKABLE EGG INVENTED

NEW PRESIDENT CHOSEN FOR THE SOCIETY

RUFF'S WONDERBOOK OF MACHINES PUBLISHED

ANCIENT CHEMICALS DISCOVERED IN EGYPT

DR FIXIT'S LAB EQUIPMENT RETURNED

THE TINY TALKING CLOCK SOLD TO AMERICA

- 8 Look at the headlines from the Inventors' Society Newsletter. Write what's happened. Use the present perfect simple passive.

► Twelve new inventors' contracts have been signed.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- 9 Next year's conference will be in New York. Fill in the gaps. Use the future simple passive.

Next year's conference ► will be held (hold) in New York. Two thousand people (1) (invite). A special lecture (2) (give) by Mrs Vanderclash. On the first evening a party (3) (organise) for the inventors. During the party a list of the new inventions (4) (read) out.

On the second day of the conference, all the new machines (5) (show) on television. The inventors (6) (film) by the New York Television Company. Next, they (7) (interview) by journalists, and finally they (8) (ask) to give demonstrations of their machines.

The prize winners (9) (announce) on the last day of the conference. Their inventions (10) (exhibit) in Central Park so that everybody can see them.

10 Rewrite these sentences. Use **by** + person.
Be careful to use the right tense!

► Mrs Vanderclash will give a lecture.

A lecture will be given by Mrs Vanderclash.

1 Professor Thunderhead invented the Unbreakable Egg.

2 World-famous scientists teach the young inventors.

3 The New York Television Company will film the inventors.

4 An American physicist has bought the Tiny Talking Clock.

5 Dr Quixit rode the Underwater Motorbike.



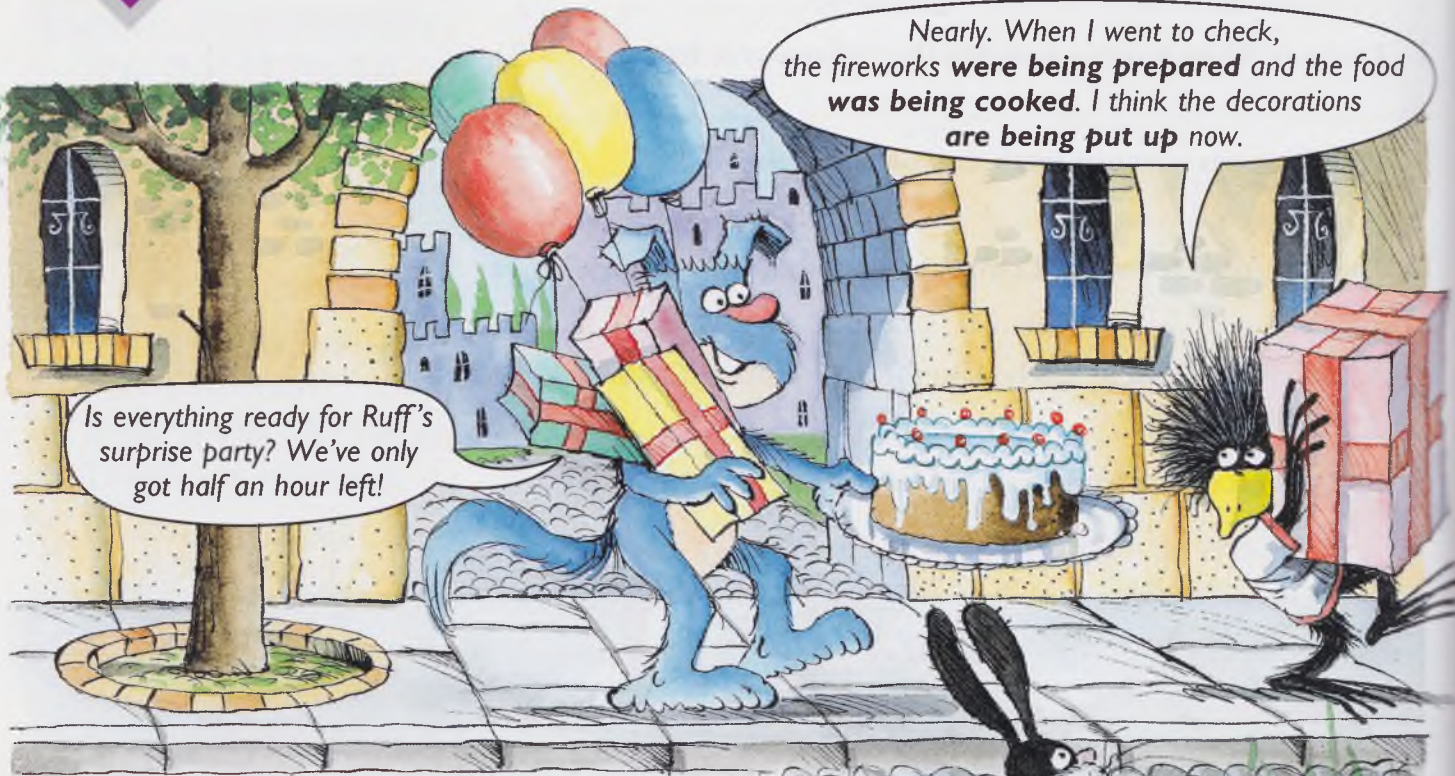
6 The Inventors' Club in Moscow buys a lot of new inventions.

7 Ruff will test the Quick-Thinking Potion.

8 Mrs Vanderclash has already sold three machines.

9 Every year the inventors drink thousands of cups of coffee.

10 The President of the Society will award a new prize next year.



1 Tick (✓) the correct boxes.

- Is somebody putting up the decorations now?
Yes ☐ No ☐
- Do you know who's putting up the decorations?
Yes ☐ No ☐



GRAMMAR

REMEMBER!

You can use the passive if you don't know who does something or it isn't important who does it.

*Splodge and Tumble often **organise** parties.* = Active
(I know that Splodge and Tumble often organise parties.)

*Parties **are** often **organised**.* = Passive
(I don't know who organises the parties, or it isn't important who organises them.)

2 Rewrite the sentences in the passive.

► People cook special food.

Special food is cooked.

1 People buy presents.

2 People decorate the town.

3 People play music.

4 People light fireworks.

A

Sometimes when you use the passive, you want to give more information. If you want to say who does the action, you can use **by** + person. Look:

*Ruff's party is organised **by Splodge**.*

*The fireworks are provided **by the Wibble Firework Company**.*

*The food is prepared **by the Mud Pie Café**.*

3 Read the sentences. Answer the questions.

- 1 All the music for the party is recorded by Mabel.

Who records the music for the party?

.....

- 2 The cakes and biscuits are paid for by Wibble Sweet Factory.

Who pays for the cakes and biscuits?

.....

B

Make the present continuous passive with the present continuous of **be** + past participle.

*The surprise party **is being arranged**.*

*Presents **are being wrapped**.*

*The music **is being recorded**.*

4 Finish the sentences. Use the present continuous passive.

- People are taking children to watch the preparations.
Children *are being taken* to watch the preparations.
- 1 Buses are bringing Ruff's friends to Wibble.
Ruff's friends by bus to Wibble.
- 2 The café owners are preparing ice cream and drinks.
Ice cream and drinks by the café owners.
- 3 People are taking photos of the decorations.
Photos of the decorations.

C

Make the past continuous passive with the past continuous of **be** + past participle.

*At six o'clock yesterday, the cake **was being decorated**.*

*The presents **were being wrapped**.*

*The streets of Wibble **were being cleaned**.*

5 Complete the sentences. Use the past continuous passive.

- When Splodge arrived, a bonfire *was being built* (build) in the town square.
- 1 Music (play).
- 2 Flags (hang).
- 3 A huge fruit salad (make).
- 4 Songs (sing).



PRACTICE

- 6 What was happening when Splodge went to check the arrangements for Ruff's surprise party? Rewrite the sentences. Use the past continuous passive.

- Children were drawing pictures.

Pictures were being drawn.

- 1 Parents were dressing their children in fancy dress costumes.

Children

- 2 People were pouring bubble bath into Wibble fountain.

Bubble bath

- 3 People were bringing boxes full of food to the square.

Boxes full of food

- 4 Somebody was blowing up balloons.

Balloons

- 5 A band was playing some jazz.

Some jazz

- 6 The mayor was lighting the bonfire.

The bonfire

- 7 People were cooking chicken on a barbecue.

Chicken

- 8 Children were wrapping presents.

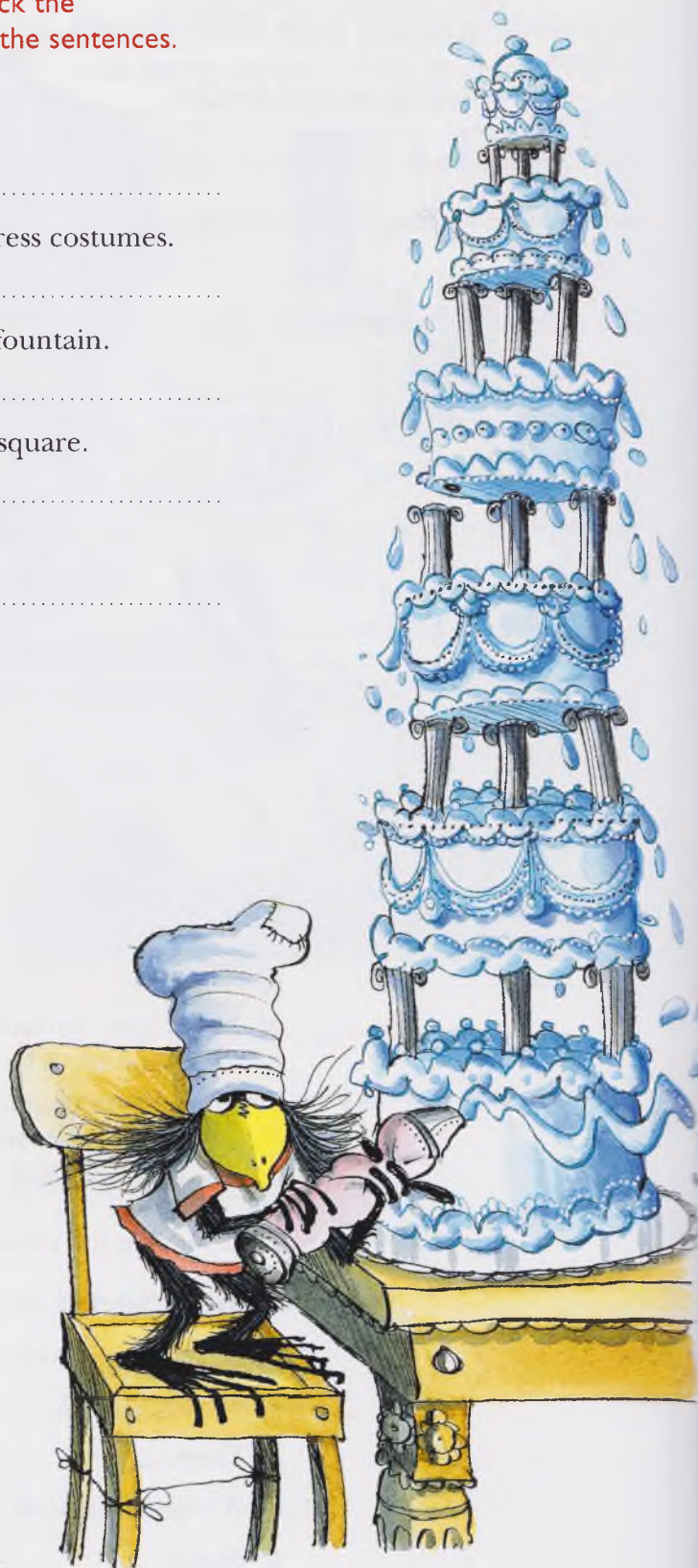
Presents

- 9 Somebody was making toffee apples.

Toffee apples

- 10 People were decorating Ruff's cake.

Ruff's cake



RUFF'S PARTY

Who's doing what

▶ PROVIDE FIREWORKS	The Wibble Firework Company
MAKE CANDY FLOSS	Wibble Sweet Factory
DESIGN CHILDREN'S COSTUMES	Mrs Rafbat
MIX MANGO JUICE COCKTAIL	Professor Wild
SELL ICE CREAM	Mrs Sweetfix
BUY DECORATIONS	Mabel and Mildred
TAKE PHOTOGRAPHS	Jan and Pat
RECORD MUSIC	Mabel
LIGHT BONFIRE	Mayor of Wibble
BOOK FIRE-EATER	Mr Catmonger
BRING CAMEL	Wibble Zoo

Write ten sentences in the present continuous passive to say who the things are being done by.

- ▶ The fireworks are being provided by the Wibble Firework Company.
- 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9
 - 10

- a At last Ruff has arrived at the party. What's happening? Look at the picture and write ten sentences. Use the present continuous passive. There are some verbs below if you need help.

carry cut light / fireworks play ✓ eat drink ride
watch take give paint cook tell / jokes perform

► Music is being played.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



- b Work with a partner. Take turns to ask and answer five questions each about the picture. Use the present continuous passive.

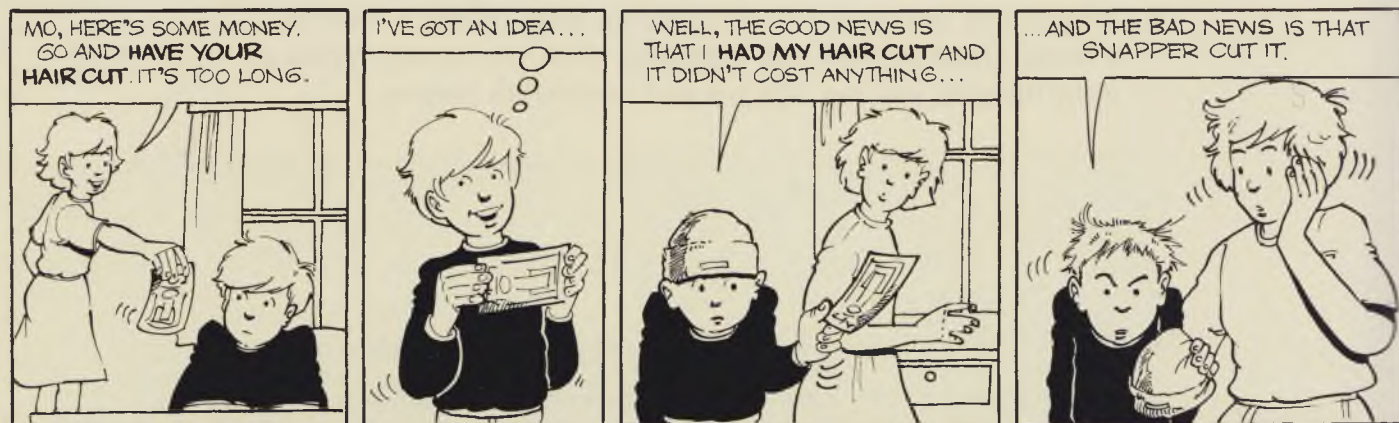
- Partner A *What's being eaten?*
Partner B *Meat and potatoes are being eaten.*
What's being given?
Partner A *Presents are being given.*

- 9 Imagine that you were at Ruff's surprise party. Write a letter to a friend. Describe what was happening when you arrived. Write as many things as you can. Use the past continuous passive.

Dear

When I arrived at Ruff's party music was being played
and tricks were being performed by the clowns.





I Tick (✓) the correct boxes.

- Who cut Mo's hair?
Mo ☐ Snapper ☐
- Do you usually cut your hair yourself?
Yes ☐ No ☐



GRAMMAR

A

You can use the expression '**to have something done**' to say that somebody does something for you. Usually they're things that are difficult to do yourself or you don't want to do yourself.

I have my hair cut once a month.

= Somebody cuts my hair for me once a month.

My dad has his car serviced twice a year.

= The garage services the car for him.

2 Read and answer the question.

Mo has got a very lazy friend called Rick. Rick has his bedroom tidied by his mother every week. He has his bike washed by his brother, he has his clothes washed by his dad and he even has his food cooked by his sister. In fact he rarely does anything he doesn't want to do!

How many things does Rick have done for him?

REMEMBER!

There are things called past participles. You need them to make sentences like the ones below. You know most past participles but learn any you don't know. Look at the list on page 218.

have + object + past participle

I have my hair cut.

I have my teeth checked.

We have the car serviced.

3 Fill in the correct past participle.

- ▶ She has her shirts **ironed** (iron).
- 1 My mum has her house (clean).
- 2 Dad has the car tyres (check).
- 3 My brother is a lawyer. He has his letters (type).
- 4 We have the house (paint) once a year.

B

You can use '**have something done**' with all tenses. Look:

<i>I have my hair cut every month.</i>	Present simple
<i>I'm having my hair cut now.</i>	Present continuous
<i>I had my hair cut yesterday.</i>	Past simple
<i>I was having my hair cut at ten o'clock.</i>	Past continuous
<i>I've just had my hair cut.</i>	Present perfect
<i>I had just had my hair cut when I saw him.</i>	Past perfect
<i>I'll have my hair cut tomorrow.</i>	Future

4 Write the correct tense in the gaps.

- ▶ I think he **'s** already **had** his car serviced.
- 1 At the moment Dad his computer fixed.
- 2 He the front door mended last year.
- 3 At three o'clock yesterday he his hair cut.
- 4 Tomorrow he the windows cleaned.



PRACTICE

- 5 Mo's granny is very old. There are a few things she can't do. A lot of people help her. Write what she has done for her. Use the present simple of **have something done**.

► Somebody cleans her house.

She has her house cleaned.

1 Somebody cooks her meals.

2 Somebody washes her clothes.

3 Somebody services her car.

4 Somebody cleans her windows.

5 Somebody does her shopping.

6 Somebody looks after her garden.

7 Somebody mows the lawn for her.

8 Somebody posts her letters.

9 Somebody irons her clothes.

10 Somebody delivers her newspaper.



- 6 An Eskimo arrived in New York for the first time. He couldn't believe all the things he saw! Luckily he had a lot of money with him so he decided to have lots of things done. Write what he had done. Use the words below and the past simple of **have something done**.

some new clothes / make ✓

a yacht / build

a video / make

his portrait / paint

a house / designed

his beard / shave

some flowers / send home

his fortune / tell

his hair / cut

some photographs / take

a party / organise



- 7 Work with a partner. Imagine this. You've just been elected President and Vice President of your country. Your jobs start tomorrow. What will you have done? Write down as many ideas as you can. Use the future of **have something done**.

► We'll have all the beaches cleaned up.
We'll have a new art gallery built.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

► He had some new clothes made.

1

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10



I Tick (✓) the correct boxes.

- What does Ruff think is the best thing in the world?
Eating mud pies ☐
Inventing machines ☐
- What does Splodge think is the best thing in the world?
Eating mud pies ☐
Inventing machines ☐



GRAMMAR

A

ing forms are a way of changing a verb into a noun.
You can use them to talk about things you do.

Reading is fun. = It's fun to read.

I'm good at cooking. = I can cook well.

Lionel likes fishing. = Lionel likes to fish.

2 Circle all the **ing** forms you can see.

Splodge doesn't like doing homework. He says playing games is more fun than fishing. Mabel and Mildred love driving in Mabel's car, but they don't like cleaning their house. Ruff thinks that inventing new machines is the best thing in the world.

B

It's easy to make an **ing** form:

base verb + **ing**

cook → **cooking** talk → **talking**

read → **reading** do → **doing**

3 Make **ing** forms for these verbs.

- ▶ eat → **eating**
- listen →
- teach →
- sleep →
- buy →
- drink →
- find →
- meet →
- draw →

C

Be careful! Some verbs end in **e**.

Take away **e** and add **ing**.

write → **writing** make → **making**

smile → **smiling** ride → **riding**

4 Complete the sentences. Use an **ing** form of these verbs.

bite write ✓ ride make smile

- ▶ I like **writing** poems.
- 1 Splodge loves mud pies.
- 2 Tumble likes his bicycle.
- 3 shows people you're happy.
- 4 Sticky thinks people is funny.

D

Learn the spelling of these **ing** forms.

swim → **swimming** run → **running**

sit → **sitting** dig → **digging**

cut → **cutting** begin → **beginning**

5 Fill in the gaps. Make **ing** forms of the verbs in brackets.

- ▶ Splodge enjoys **cutting** (cut) Tumble's hair.
- 1 Sticky likes (dig) holes in the garden.
- 2 Tumble hates (run).
- 3 (sit) down all day is bad for you.
- 4 Splodge says (swim) is good for you.

E

Always use an **ing** form (or a noun) after prepositions, e.g. **in**, **at**, **with**.

*He's interested **in reading**.*

*She's good **at doing** Maths.*

6 Circle the **ing** forms.

Splodge thinks he's very good at **swimming**, running, speaking English, and cooking mud pies. But he says he's bored with doing homework, and he's bad at French. He's only interested in going out and playing games with his friends.

F

ing forms can be the subject or object of a sentence. Look:

Swimming is fun. (Subject)

Splodge doesn't like *working*. (Object)

See Chapter 44.

7 Are the **ing** forms in these sentences subjects or objects? Tick the correct boxes.

- | | | |
|--|---|---------------------------------|
| ► Inventing machines is good fun. | Subject <input checked="" type="checkbox"/> | Object <input type="checkbox"/> |
| 1 Ruff loves inventing. | Subject <input type="checkbox"/> | Object <input type="checkbox"/> |
| 2 Making magic potions can be dangerous. | Subject <input type="checkbox"/> | Object <input type="checkbox"/> |
| 3 Splodge likes eating. | Subject <input type="checkbox"/> | Object <input type="checkbox"/> |



PRACTICE

8

a Make the **ing** forms of these verbs.

cook <i>cooking</i>	take <i>taking</i>
read	smile
play	learn
think	wear
find	ride
draw	drive
build	catch
bite	swim
fish	hide
begin	lose
sleep	know



b Choose five of the **ing** forms. Write five questions to ask a friend.

- *Do you like drawing?*
- Is sleeping bad for you?*
-
-
-
-
-

c Now work with a partner. Take turns to ask and answer the questions.

- Partner A *Do you like drawing?*
- Partner B *Yes, I do.*
- Is sleeping bad for you?*
- Partner A *No, it isn't.*

RUFF

GOOD AT

- ▶ play/football
- invent/machines
- paint/pictures

BAD AT

- ▶ make/Fizzy Ink
- do/washing-up
- save/money

TUMBLE

GOOD AT

- tell/stories
- write/letters
- cook/curry

BAD AT

- ride/horses
- tidy/his room
- water/the plants

9

- a Splodge is thinking about Ruff and Tumble.
What does he think they're good at and bad at?

- ▶ Ruff is good at playing football.
He's bad at making Fizzy Ink.

1

2

3

4

5

6

7

8

9

10

- b Write a list of three things you're good at and
three things you're bad at. Use an **ing** form.

- ▶ I'm good at writing letters.
I'm bad at playing tennis.

- c Now swap books with a partner. Take turns to
tell the class what your friend is good and
bad at.

- ▶ Pupil A *Sophie is good at writing letters, but she's
bad at playing tennis.*

Pupil B *Peter is good at playing football, but he's
bad at reading.*

- a** Read Splodge and Lionel's conversation.
Fill in the gaps. Use **ing** forms.

Splodge Lionel, please help me. I'm bored with
▶ **learning** (learn) my French verbs.

Can we go (1) (swim)?

Lionel No, it's too cold to swim. Why don't we go
(2) (fish) instead? I'm good at
(3) (catch) fish. And I'm very
good at (4) (cook) them!

Splodge Yes, OK. Can we fish at the seaside?

The River Wibble is too close and I love

(5) (go) in your car.

Lionel All right, but you must be quiet in the car.

(6) (drive) is quite difficult.

Splodge Is it more difficult than (7) (ride) a bike?

Lionel Yes, it is. Put your books away. (8) (study)

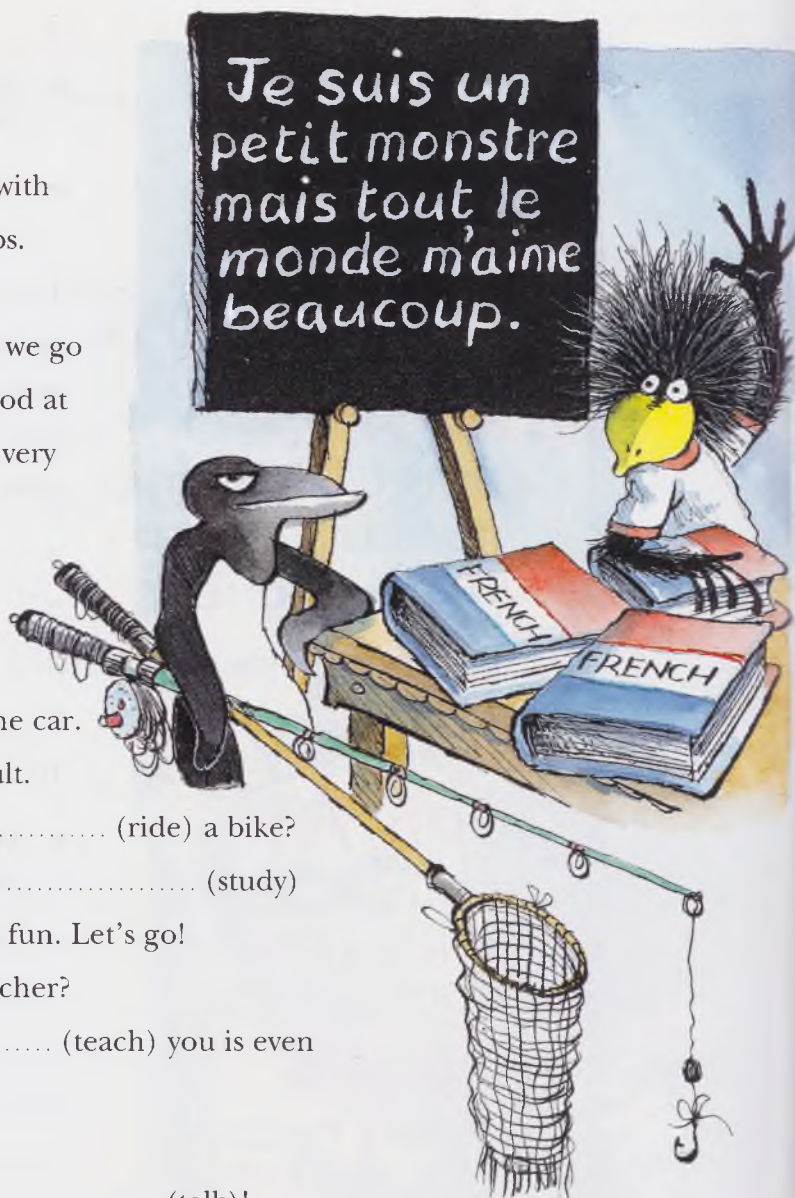
verbs is bad for you. Fishing is much more fun. Let's go!

Splodge I like you! Do you want to be my teacher?

Lionel No, I don't! I think (9) (teach) you is even
more difficult than driving!

Splodge Why?

Lionel Because you're so good at (10) (talk)!



- b** Work with a partner. Take turns to ask and answer these questions.

What's Splodge bored with?

What does Splodge want to do?

What does Lionel say he's good at?

Why must Splodge be quiet in Lionel's car?

Which is more difficult? Driving a car or riding a bicycle?

What does Lionel think is bad for Splodge?

What does Splodge never stop doing?

- ▶ Partner A What's Splodge bored with?
Partner B He's bored with learning French verbs.

Partner B What does Splodge want to do?
Partner A He wants to ...

- 11** Ask your teacher if you can play this game. Play in two teams. First, spend five minutes writing sentences. Start each sentence with an **ing** form. Team A, say one of your sentences. Team B, you don't agree with Team A. Say the opposite. Play the game like this:

▶ Team A Climbing mountains is more interesting than cooking.

Team B No, it isn't! Cooking is more interesting than climbing mountains.

Team B Sleeping is healthier than running.

Team A No, it isn't! Running is healthier than sleeping.



GRAMMAR

1 Tick (✓) the correct boxes.

- Why doesn't Splodge like going to school?
Because he doesn't like his teacher. ☐
Because he's always hungry. ☐
- What has Ruff decided to make?
Roses made of toffee ☐
Paper made of chocolate ☐

A

Some verbs usually have an **ing** form after them. Other verbs usually have **to** + base verb after them.

*I like **playing** games.*

*I want **to play** outside.*

It's a good idea to learn these verbs now so you won't need to learn them later!

2 Circle all the verbs that have an **ing** form after them. Underline the verbs that have **to** + base verb after them.

Splodge usually loves going out, but today he wants to stay at home. That's because today he wants to make chocolate paper. Yesterday, Ruff promised to show him the new chocolate paper machine. Splodge likes watching Ruff in his laboratory – he enjoys helping Ruff with his secret potions and inventions.

B

Use an **ing** form after these verbs:

enjoy, like, love, hate, finish, go, stop

Splodge hates going to school.

He loves swimming.

Stop making so much noise, Splodge!

3 Fill in the gaps. Use an **ing** form.

- Has the machine stopped **making** (make) paper?

1 Splodge has finished (do) his homework.

2 He likes (eat) chocolate paper.

3 Ruff enjoys (invent) machines.

4 Tumble goes (shop) once a week.

C

Use **to** + base verb after these verbs:

decide, forget, hope, learn, need, promise, want, would like, would love, would hate

Oh dear, Splodge is learning to ski!

He promises to do his homework every day.

Splodge would love to eat chocolate paper every day.

He'd hate to live with Mabel.

4 Finish the sentences. Use **to** and the verbs below.

- Splodge sometimes forgets **to wash** (wash) his hands.

1 He often promises (tidy) his bedroom.

2 He's learning (play) the drums.

3 He'd like (go) on holiday.

4 He's decided (invent) a holiday machine.



PRACTICE

5

- a Look at Splodge's lists. Write what he enjoys, likes, loves and hates doing.

I enjoy

watch / cartoons ✓
go / to the cinema
play / the drums

I like

eat / chocolate paper ✓
visit / my friends
swim

I love

make / Fizzy Ink
practise / the violin
talk / to Lionel

I hate

do / homework
go / to the hairdresser's
write / letters

- He enjoys watching cartoons.

He likes eating chocolate paper.



- b Write two things that you enjoy doing and two things that you hate doing.

► I enjoy visiting my friends.
I hate going out in the rain.

1
2
3
4

- c Now swap books with a friend. Tell the class what your partner enjoys and hates.

► Pupil A *He enjoys getting presents. He hates practising the piano.*
Pupil B *She enjoys playing basketball. She hates making mistakes.*

- 6
a Choose the correct verb to complete the sentences. Use **to**!

feed ✓ work go teach drive do swim send
play invent be

► Mabel often forgets *to feed* her cat.

- 1 Splodge promises the washing-up tonight!
2 Ruff has decided a new machine.
3 Splodge is learning the xylophone.
4 Tumble hopes to Belgium next year.
5 Splodge would love a millionaire!
6 Mildred always forgets Ruff a birthday card.
7 Splodge needs harder.
8 Mabel promises her car more carefully.
9 Ruff would like in the Dead Sea.
10 Splodge wants Sticky to speak English.

- b What would you like to be or do? Write five sentences.

► I'd like to be a famous artist.
I'd like to go to the North Pole.
I'd like to see an alien.

- c Swap books with a partner. Take turns to tell the class what your friend would like to be or do.

► Pupil A *She'd like to be a train driver.*
Pupil B *He'd like to discover a new planet.*
Pupil C *She'd like to swim with a dolphin.*



7

- a** Splodge has decided what he wants to be when he's older. Read the conversation. Fill in the gaps. Use **to + base verb** or an **ing form**. Think carefully!

Splodge I've decided ► *to go* (go) to Wibble Zoo every Saturday. I'd like (1) (work) there when I'm older.

Tumble Every Saturday? But what will you do at the zoo?

Splodge There's lots to do. I enjoy (2) (see) all the animals and I need (3) (know) all about them. I hope (4) (learn) a lot from Alfred, the zoo-keeper, because one day I'll have his job!

Tumble You can't decide (5) (be) a zoo-keeper. You're too young!

Splodge Don't be silly, of course I'm not too young. Alfred has promised (6) (teach) me how to feed the animals. Lionel can help me, too. He loves (7) (show) me how to do things.

Tumble All right. If you want (8) (go) every Saturday, you can. But you mustn't forget (9) (do) your homework every Friday night.

Splodge Of course I won't forget! I'll finish (10) (do) my Biology homework now.

- b** Work with a partner. Take turns to ask and answer the questions.

Where has Splodge decided to go every Saturday?

What would he like to do when he's older?

What does he enjoy?

What has Alfred promised to do?

What does Lionel love?

What mustn't Splodge forget?

What's Splodge going to finish doing now?

- Partner A *Where has Splodge decided to go every Saturday?*
 Partner B *He's decided to go to Wibble Zoo.*
 Partner B *What would he like to do when he's older?*
 Partner A *He'd like ...*

REVISION 3 – present and past tenses

- 1 Write the positive (+) forms of the verb **eat** in the present and past simple.

Present

I
 you
 he
 she
 it
 we
 you
 they

Past

I
 you
 he
 she
 it
 we
 you
 they

- 2 Read the sentences and tick the correct boxes.

Splodge usually rides his bike to school but today he's riding his skateboard.

The present simple is to talk about things ...

you do again and again. ☐

you're doing now. ☐

The present continuous is to talk about things ...

you do again and again. ☐

you're doing now. ☐

- 3 Read the examples. Cross out the wrong word in the rule below.

Splodge likes travelling.

He doesn't understand Maths.

He wants another ice cream.

Use the present **simple** / **continuous** with **like, love, hate, think, understand, believe, know, want.**

- 4 Write the positive (+) forms of these verbs in the past simple.

drop
 ride
 see
 talk
 know

- 5 Read the example and cross out the wrong word in the rule.

Ruff went to bed early yesterday. At two o'clock in the morning he woke up. Why? Because Splodge was singing a song.

The past **simple** / **continuous** is to talk about things you were in the middle of doing at a time in the past.

- 6 Fill in the gaps. Use the past simple and continuous.

The Titanic (sail) across the ocean when it (hit) an iceberg.

- 7 Read the sentence and answer the question.

I was watching a film when I heard a loud bang.

What happened first?

I started watching a film. ☐

I heard a loud bang. ☐

REVISION 4 – present perfect; past perfect

- 1 Write the positive (+) form of the verb **go** in the present perfect simple.

I / you / we / they
he / she / it

- 2 Write the negative (–) form of the verb **meet** in the present perfect simple.

I / you / we / they
he / she / it

- 3 Read the sentence and answer the questions.

Splodge has read lots of comics.

Do you know when Splodge read the comics?

Yes ☐ No ☐

Is it important when he read them?

Yes ☐ No ☐

- 4 Read the sentences and answer the questions.

Mo has gone to the beach.

Is Mo at the beach now?

Yes ☐ No ☐

Mo has been to the beach.

Is Mo at the beach now?

Yes ☐ No ☐

- 5 Fill in the gaps with **just**, **already** and **yet**.

Have you read the letter?

I've seen an old friend.

Look! He's finished.

- 6 Fill in the gaps with **for** or **since**.

I've been here Saturday.

He's lived there two years.

I've had my rabbit seven years.

I haven't spoken to him
ten o'clock.

- 7 Fill in the gaps with the present perfect and the past simple.

I just (speak)
to a friend on the telephone.

He (call) about an hour ago.

- 8 Read the sentence and answer the question.

Splodge has been reading a comic since six o'clock.

Is Splodge still reading? Yes ☐ No ☐

- 9 Write the positive (+) forms of the verb **run** in the present perfect continuous.

I / you / we / they

he / she / it

- 10 Read the example and answer the question.

Splodge arrived at the party at two but his friends had already gone.

What happened first?

Splodge arrived. ☐ His friends left. ☐

- 11 Write the positive (+) and negative (–) forms of the verbs below in the past perfect simple.

swim eat read give

She

They

You

We

REVISION 5 – future; passive

1 Fill in the gaps. Use the present continuous.

He(see) a friend tonight.

Next Tuesday I(visit) my grandparents.

We(not / play) in the concert next month.

2 Read the example. Cross out the wrong word in the rule.

Splodge is watching a film tonight.

You can use the present **simple** / **continuous** to talk about things you've arranged to do in the future.

3 Read the conversation. Answer the question.

Mo I'm going to write a book tomorrow.

Snapper Brilliant idea! I'll write one too.

Who's already decided to write a book?

.....

Who suddenly decides to write a book?

.....

4 Read what Ruff says. Tick the correct box.

Look at those clouds! There's going to be a thunderstorm.

How does he know there's going to be a thunderstorm? He knows because ...

he's a clever inventor. ☐

he can see the clouds. ☐

5 Read the sentences. Answer the question.

I'll be a year older next week.

The party will be at my house on Friday.

We won't go out tomorrow.

What words can you use to give information about the future?

You can use and

6 Tick the passive sentences.

Ruff eats too many eggs. ☐

Omelettes are made with eggs. ☐

The conference was held in New York. ☐

Good news! All the mice have been caught. ☐

The Electric Mouse-Catcher caught them. ☐

Splodge will be given a present tomorrow. ☐

7 Answer the question.

When do you use the passive?

When you know who does the action. ☐

When you don't know who does the action. ☐

8 Look at the example and complete the rule.

That machine was bought by Dr Quixit.

Use + person if you want to say who does the action.

9 Rewrite the sentences in the passive.

Somebody cleans Splodge's room.

Splodge's room

Somebody has made his lunch.

His lunch

Somebody will take him on holiday.

He

Somebody stole Ruff's machine.

Ruff's machine

REVISION 6 – used to; causative; ing forms; verb patterns

1 Read the sentences and answer the question.

Ruff used to wear funny clothes.

Mabel used to sing pop songs.

Does Ruff wear funny clothes now?

Yes ☐ No ☐

Does Mabel sing pop songs now?

Yes ☐ No ☐

2 Write two things you used to do.

.....
.....

3 Look at the examples and answer the questions.

Splodge had his hair cut yesterday.

Did Splodge cut his hair himself?

Yes ☐ No ☐

Tomorrow Mabel is having the car serviced.

Is Mabel going to service the car herself?

Yes ☐ No ☐

4 Rewrite the sentences.

Use have something done.

Somebody cut Splodge's hair.

He

Somebody mended his bicycle.

He

5 Read the sentences and answer the questions.

Splodge likes reading.

What's the object of this sentence?

.....

Reading is fun.

What's the subject of this sentence?

.....

6 Look at the examples and finish the rule.

Swimming is good for you.

I like swimming.

ing forms can be the or the of a sentence.

7 Complete the sentences. Use **ing** forms.

I love

I hate

I enjoy

I go

8 Read the examples and complete the rule.

He often forgets to do his homework.

She'd like to go to a Greek island.

I promise to write to you.

Use + base verb after the verbs

decide, forget, hope, learn, need, promise,

want, would like/love/hate.

9 Fill in the gaps. Use **to** and the verbs below.

learn catch write go

He wants to the cinema.

You need some new words.

She promises to me.

He decided the bus.



1 Tick (✓) the correct box.

Mo has ...

been very clever. ☐

cheated. ☐



GRAMMAR

REMEMBER!

First conditional sentences are to talk about the future. They have two halves.

if half

If she finds out,

= She finds out.

She doesn't find out.

If it rains tomorrow,

= It rains.

It doesn't rain.

will/won't half

she'll punish you.

→ You get a punishment.

→ You don't get a punishment.

I won't go out.

→ I don't go out.

→ I go out.

2 Circle the **if** half and underline the **will/won't** half in each sentence.

► If the girl tells the teacher, Mo will be in trouble.

1 If Mo cheats, he'll never learn anything.

2 If Snapper finds out, he'll be angry with Mo.

3 If you don't hurry up, we'll miss the film.

4 If it's sunny tomorrow, Mo and Snapper won't watch television.

A

The **if** half of first conditionals is to talk about things that may or may not happen in the future. Use the present simple.

If she finds out, ...

= Perhaps she'll find out, perhaps she won't. I don't know.

If it's sunny tomorrow, ...

= Perhaps it will be sunny, perhaps it won't. I don't know.

3 Read the sentences. Tick the correct boxes.

- If I pass my test, I'll be very happy.
Do I know if I'll pass my test?
Yes ☐ No ☒
- 1 If I see my friend tomorrow, I'll tell her about my holiday.
Do I know if I'll see my friend?
Yes ☐ No ☐
- 2 If we win the competition, I'll have a party.
Do I know if we'll win the competition?
Yes ☐ No ☐

C

Usually in first conditional sentences the **if** half comes first, but you can put it second. It means the same thing. Look:

I'll tell the teacher if you cheat again.

= If you cheat again, I'll tell the teacher.

I won't go wind-surfing if it rains tomorrow.

= If it rains tomorrow, I won't go wind-surfing.

Put a comma (,) in the middle of the sentence when the **if** half comes first. You don't need a comma when it comes second.

B

The **will/won't** half of first conditionals is to say what you'll do in the future. You do the things because of what happens in the **if** half of the sentence. Look:

If you tell the teacher, I'll never speak to you again.

(*I'll never speak to you again.* = I'll never speak to you again because you've told the teacher.)

If it rains tomorrow, I won't go to the beach.

(*I won't go to the beach.* = I won't go to the beach because it's raining.)

4 Answer the questions. What will they do?

- If it rains tomorrow, Mo and Snapper will stay indoors. What will they do if it rains?
They will stay indoors.
- 1 If Snapper helps Mo, Mo will take him ice-skating. What will Mo do if Snapper helps him?
He
- 2 If it's sunny tomorrow, they'll have a picnic. What will they do if it's sunny tomorrow?
They

5 Rewrite these sentences. Put the **if** half of the sentence second.

- If it rains tomorrow, we'll watch a video.
We'll watch a video if it rains tomorrow.
- 1 If you come to my house, I'll show you my CDs.
.....
- 2 If he goes to France, he'll send me a postcard.
.....
- 3 If you don't help me, I won't help you.
.....
- 4 If they miss the plane, they'll come back home.
.....



PRACTICE

6 Write sentences. Use the present simple in the **if** half and **will/won't** in the second half of each sentence.

► rains next week / start writing a book

If it rains next week, they'll start writing a book.

1 Mo's friends / come tomorrow / listen to music

2 Mo / not find his wallet / not go to the cinema with Snapper

3 Mo / get more pocket money / save up for a guitar

4 It / sunny / they / play basketball

5 Mo / not pass test / his parents / not give him a present

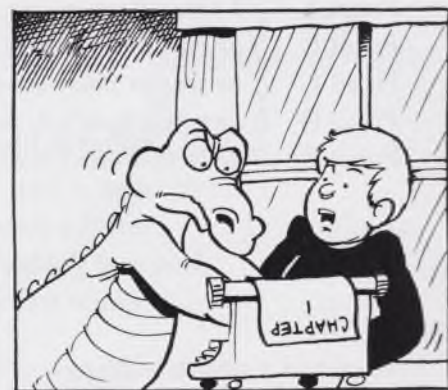
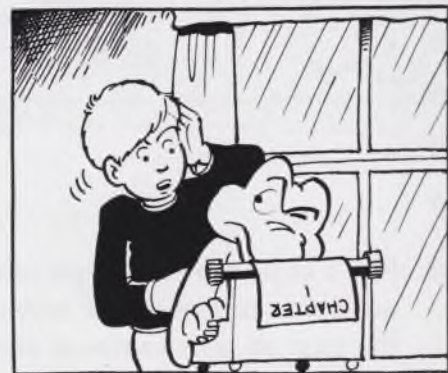
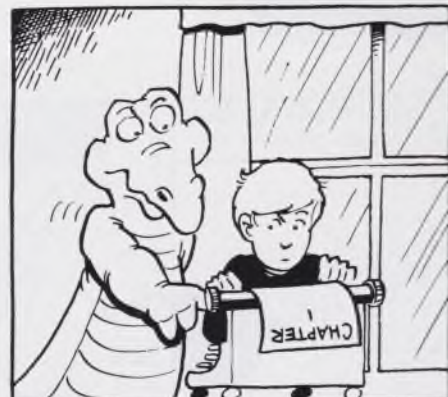
6 Mo / tidy his bedroom / find his books

7 Mo / fall off his skateboard / hurt himself

8 Snapper / eat too much / feel very ill

9 Mo and Snapper / go out in the snow / get very cold

10 Mo / not cheat again / his teacher / be pleased



- 7 What will you do next week if it's sunny? What will you do if it rains? Write the **will** part of the sentences.

If it's sunny next week, ...

► I'll go to the beach.

1

2

3

4

5

If it rains next week, ...

► I'll go to the cinema.

1

2

3

4

5

- 8 Play a chain game. One person in the class starts the chain. The pupil next to him or her says the next sentence. Take turns round the class to say a sentence each. Play the game like this:

- Pupil A *If I pass all my exams, I'll go to university.*
Pupil B *If he goes to university, he'll study new subjects.*
Pupil C *If he studies new subjects, he'll get a good job.*
Pupil D *If he gets a good job, he'll buy a nice house.*
Pupil E *If he buys a nice house ...*



1 Tick (✓) the correct boxes.

- Has Mo ever met a monster?
Yes ☐ No ☐
- Mo is talking about ...
the past. ☐ the future. ☐



GRAMMAR

A

You can use second conditional sentences to talk about the future. They have two halves. Look:

if half

If I went to the moon,
= I go to the moon.

If I found a dinosaur,
= I find a dinosaur.

would/wouldn't half

I'd build a house there.

→ I build a house.

*I **wouldn't** be scared.*

→ I'm not scared.

2 Circle the **if** half and underline the **would/wouldn't** half in each sentence.

► If Mo met a ghost, he'd speak to him.

- 1 If Milly became an actress, she'd be very famous.
- 2 If Snapper left Mo's family, Mo would be upset.
- 3 If I saw a shark, I wouldn't be frightened.
- 4 If it snowed next summer, I'd be very surprised.

B

The **if** half of second conditionals is to imagine things that might happen in the future. You don't think that these things will happen. Use the past simple.

If I saw a ghost, ...

= I'm imagining a time in the future when I might see a ghost.

I don't think that I'll ever see a ghost.

If I found a dinosaur, ...

= I'm imagining a time in the future when I might find a dinosaur.

I don't think that I'll ever find a dinosaur.

3 Read the sentences. Answer the questions.

- If Mo became the President, he'd be very happy.

Do you think Mo will be the President one day?

Yes ☐ No ☒

- 1 If Milly found some treasure, she'd hide it.

Do you think Milly will find some treasure?

Yes ☐ No ☐

- 2 If Snapper saw a dinosaur, he wouldn't be scared.

Do you think Snapper will see a dinosaur?

Yes ☐ No ☐



C

The **would/wouldn't** half of second conditionals is to say what you'll **do** in the future if the **if** half of the sentence happens.

If I saw a ghost, I'd speak to him.

(*I'd speak to him.* = If in the future I see a ghost, I'll speak to him.)

If I became a millionaire, I'd give all my money away.

(*I'd give all my money away.* = If in the future I'm a millionaire, I'll give my money away.)

4 Finish the sentences. Use **would** or **wouldn't**.

- If Mo went to the Sahara desert, he *d*..... take a lot of sun cream.
- 1 If Snapper lost Mo's favourite comics, Mo be very happy.
- 2 If Mo ate a hundred sweets, he feel ill.
- 3 If they met a film star, they ask for a signed photograph.
- 4 If we bought a car, we have to walk to the shops.

D

Usually in second conditional sentences the **if** half comes first, but you can put it second. It means the same thing. Look:

I'd buy a new bicycle if I found a lot of money.

= If I found a lot of money, I'd buy a new bicycle.

Mo would feel ill if he ate a hundred sweets.

= If Mo ate a hundred sweets, he'd feel ill.

Put a comma (,) in the middle of the sentence when the **if** half comes first. You *don't* need a comma when it comes second.

5 Rewrite these sentences. Put the **if** half of the sentence second.

- If it rained in the Sahara desert, I'd be surprised.
I'd be surprised if it rained in the Sahara desert......
- 1 If I became a film star, I wouldn't go to school.
.....
- 2 If I never went to school again, I wouldn't pass any exams.
.....
- 3 If you gave me all your pocket money, I'd buy lots of comics.
.....
- 4 If I talked for three days, I'd be very tired.
.....



PRACTICE

6

a What would you do if these things happened to you? Finish the sentences.

► If I lived to be a hundred and ten, *I'd have a big birthday party.*

1 If I went to New York,

2 If I found a rare animal,

3 If I forgot to do my homework,

4 If I saw a bank robber,

5 If I met somebody famous,

6 If I found a dinosaur's egg,

7 If I forgot my best friend's birthday,

8 If I won a lot of money,

9 If I lost my friend's favourite book,

10 If I became President,

b Now write the sentences again. This time, imagine what your best friend **wouldn't** do if these things happened.

► *If Adam lived to be a hundred and ten, he wouldn't have a party.*

1

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4

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6

7

8
.....
9
.....
10
.....

7 Write sentences. Use the past simple in the **if half and **would** or **wouldn't** in the other half. Don't forget the comma!**

▶ see a crocodile → run away

If I saw a crocodile, I'd run away.

▶ drink five milkshakes → not feel very well

If I drank five milkshakes, I wouldn't feel very well.

1 go to England → not eat fish and chips

2 stay awake for a week → be ill

3 find a tiger's footprint → not be frightened

4 win a holiday → give it to my parents

5 see a UFO → not tell anybody

6 write a good story → read it to my friends

7 meet a ghost → not say hello

8 become a pop star → earn lots of money

9 move to America → go to an American school

10 fail all my exams → not go to university

8

- a Work with a partner. What would you do if you became famous pop stars? Write five sentences.

► If we became pop stars, we'd move to Los Angeles.

We'd buy a big house by the sea.

We'd invite all our friends to stay.

We'd have barbecues on the beach.

- b Now swap books with two friends. Take turns to read their sentences to the class.

► Pupil A *They'd eat in restaurants every day.*
They'd buy a sports car.
They'd have lots of fans.

- 9 Ask your teacher if you can play this chain game. Take turns to say a sentence each. Play the game like this:

► Pupil A *If I passed all my exams, I'd go to university.*
 Pupil B *If I went to university, I'd become an astronomer.*
 Pupil C *If I became an astronomer, I'd discover a new planet.*
 Pupil D *If I discovered a new planet, I'd go there.*
 Pupil E *If I went there, I'd find strange people.*
 Pupil F *If I found strange people, I'd invite them back to Earth.*

Here are some ideas. You choose the ones you want to use, or invent some of your own.

If I became the President tomorrow, ...

If it rained for three months, ...

If I caught a shark, ...

If I moved to Mars, ...

If I turned into a dog next week, ...

If aliens arrived in my bedroom one night, ...



Tick (✓) the correct boxes.

- Do rabbits have to go to school?
Yes ☐ No ☐
- Is Splodge a rabbit?
Yes ☐ No ☐



GRAMMAR

REMEMBER!

You can use second conditional sentences to talk about the future. They're to talk about things that you don't think will happen.

They have two halves.

if half (past simple) **would/wouldn't** half

If I went to the moon, *I'd build a house there.*

= I go to the moon. → I build a house.

If I met a monster, *I wouldn't be scared.*

= I meet a monster. → I'm not scared.

See Chapter 23.

2 Fill in the gaps.

- If Splodge learnt (learn) English, he'd get a good job.
- 1 If he (get) a good job, he'd earn lots of money.
- 2 If he (earn) lots of money, he'd spend it.
- 3 If he (spend) it, he wouldn't have any left.
- 4 If he (not have) any money, he'd ask Tumble for some.

A

You can also use second conditionals to talk about *the present*. They're to talk about things that aren't possible now. Look:

If I had a lot of money, I'd go to the cinema every day.
(But I haven't got a lot of money now, so I can't.)
If I didn't have to go to school, I'd read comics all day.
(But I have to go to school, so I can't.)

3 Read the sentences. Answer the questions.

- If Splodge spoke French, he'd get good marks at school.
Does Splodge speak French now?
Yes ☐ No ☒
- 1 If Ruff wasn't an inventor, he'd be a shop assistant.
Is Ruff an inventor?
Yes ☐ No ☐
- 2 If Mabel didn't have a car, she'd walk to the shops.
Has Mabel got a car?
Yes ☐ No ☐

WHAT'S THE DIFFERENCE?

Be careful! The verb **be** behaves strangely in second conditional sentences. You can use **were/weren't** or **was/wasn't** for **I, he, she, and it**. Look:

*If I **were** a rabbit, I'd run in the fields all day.*
*If I **was** a rabbit, I'd run in the fields all day.*
(But I'm not a rabbit, so I don't.)
*If Tumble **weren't** so lazy, he'd get more done.*
*If Tumble **wasn't** so lazy, he'd get more done.*
(But he is lazy, so he doesn't.)

People often use **were** after **I**, especially to tell somebody what they think they should do. They say **If I were you**.

Look:

*If I **were** you, I'd take more exercise.*
= I think you should take more exercise.
*If I **were** you, I'd go on holiday more often.*
= I think you should go on holiday more often.





PRACTICE

4

a Match the two halves of each sentence.

- | | |
|--------------------------------------|----------------------------|
| ▶ If Splodge spoke Japanese, | she'd have better teeth. |
| 1 If Ruff lived at the North Pole, | he'd have more penfriends. |
| 2 If Mabel didn't have a tortoise, | he'd go to Japan. |
| 3 If Splodge wrote more letters, | he'd buy one. |
| 4 If Mildred ate less chocolate, | she'd be lonely. |
| 5 If Tumble didn't have a newspaper, | he'd be very cold. |
-
- | | |
|------------------------------|-------------------------------|
| 6 If you read more books, | they'd fly to Jamaica. |
| 7 If they had an aeroplane, | she wouldn't be thirsty. |
| 8 If we knew aliens existed, | you'd know a lot more. |
| 9 If I bought fewer sweets, | we'd be frightened. |
| 10 If she drank more water, | I'd have more money to spend. |

b Now make endings of your own for these sentences.

- ▶ If I spoke Dutch, *I'd go to Holland for a holiday.*
- 1 If I lived in America,
- 2 If I had a car,
- 3 If I read more books,
- 4 If I didn't drink water,
- 5 If I didn't have a pencil,
- 6 If I had a helicopter,
- 7 If I knew an alien,
- 8 If I understood every English word,
- 9 If I got more pocket money,
- 10 If I went to a different school,

5 Write sentences. Use the past simple in the **if** half and **would** or **wouldn't** in the other half.

► have a lot of money → go to Australia

If I had a lot of money, I'd go to Australia.

1 live in Australia → see a lot of kangaroos

2 never do my homework → get bad marks

3 speak ten languages → work as a translator

4 have a pet parrot → teach it to talk

5 eat sweets all the time → have good teeth

6 speak Italian → visit Rome

7 not have a dictionary → borrow one

8 go to bed early every night → be tired

9 know my favourite film star's address → write to him

10 hate peanut butter → eat it

6

a Write what you'd do if you were the things in the list below. Use **if I were ...**

a baby ✓ an elephant a teacher taller
a rabbit older a millionaire a film star
extremely clever an alien only a metre tall

► *If I were a baby, I'd sleep a lot of the time.*

If I were a baby, I wouldn't go to school.

1

2

3

4

5

6

7

8

9

10

b Work with a partner. Take turns to ask and answer these questions.

What would you do if you were ...

the head teacher?

a ghost?

the cleverest person on earth?

a pop star?

an inventor?

► Partner A What would you do if you were the head teacher?

Partner B I'd build a gym. What would you do?

7 All these people have got problems. Tell them what to do.
Use **If I were you.**

► My tooth hurts.

If I were you, I'd go to the dentist's.

1 I eat too many sweets.

2 I'm too hot.

3 I can't understand Maths.

4 I haven't got enough money.

5 I've forgotten my friend's birthday.

6 I've lost my dog.

7 I've got a headache.

8 I always wake up late.

9 I don't know anything about dinosaurs.

10 I don't like any of my clothes.



8 Ask your teacher if you can play a class game. One pupil thinks of a problem and tells the class what it is. The rest of the class suggests as many things as possible. Play the game like this:

► Pupil A *I've broken my mother's favourite vase.*

Pupil B *If I were you, I wouldn't tell her.*

Pupil C *If I were you, I'd buy one that's exactly the same.*

Pupil D *If I were you, I'd say the dog broke it.*

Pupil E *If I were you, I'd leave home and stay with a friend.*

Third conditional

15 April 1912

Who was one of the luckiest men in the world on that day?

Mr J.P. Morgan. He was the owner of the great ship Titanic which hit an iceberg and sank that night in the cold waters of the Atlantic Ocean. About 1,500 people drowned. Mr Morgan had a ticket for the journey but he didn't go because he had to be at a meeting. If he **had gone**, he **would have been** in one of the biggest disasters of the twentieth century.

1 Tick (✓) the correct boxes.

- Was Mr Morgan a passenger on the Titanic? Yes ☐ No ☐
- Did Mr Morgan drown? Yes ☐ No ☐
- Why not?
Because he could swim well. ☐
Because he didn't go on the ship. ☐



GRAMMAR

A

Third conditional sentences are to talk about things that did or didn't happen in the past. They have two halves. Look:

if half

*If he hadn't had a business meeting,
If he had gone on the ship,
If the Titanic hadn't hit an iceberg,*

would/wouldn't have half

*he would have gone on the ship.
he would have seen it sink.
it wouldn't have sunk.*

2 Circle the **if** half and underline the **would/wouldn't have** half of each sentence.

► If the Titanic hadn't been so big, fewer people would have been on it.

- 1 If it hadn't sailed to America, it wouldn't have crossed the Atlantic.
- 2 If it hadn't crossed the Atlantic, it wouldn't have sailed into an ice field.
- 3 If it hadn't sailed into an ice field, it wouldn't have hit an iceberg.
- 4 If it hadn't hit an iceberg, it wouldn't have sunk.



B

The **if** half of third conditionals is to talk about things that have **already** happened. It's too late to change these things.

Use **had** + past participle.

*If the Titanic **hadn't sunk**, people **wouldn't have drowned**.*

(But it did sink.)

*If there **had been** more lifeboats, fewer people **would have drowned**.*

(But there weren't more lifeboats.)

3 Read the sentences. Answer the questions.

- If the Titanic hadn't hit an iceberg, it wouldn't have sunk.

Did the Titanic hit an iceberg?

Yes ☒ No ☐

- 1 If the iceberg hadn't been so big, it wouldn't have damaged the ship.

Was the iceberg big?

Yes ☐ No ☐

- 2 If the ship hadn't sunk, people wouldn't have been drowned.

Did the ship sink?

Yes ☐ No ☐

C

The **would/wouldn't have** half of third conditionals is to say what **would** have happened if things had been different in the **if** half of the sentence. Use **would/wouldn't have** + past participle. Look:

*If the ship **hadn't hit an iceberg**, it **wouldn't have sunk**.*

= It did sink. It sank because it hit an iceberg.

*If the ship **hadn't sunk**, people **wouldn't have drowned**.*

= People did drown. They drowned because the ship sank.

4 Read the sentences. Answer the questions.

- If the water hadn't been so cold, more people would have lived.

Why didn't more people live?

Because the water was cold.

- 1 If it hadn't been dark, more people would have been found.

Why weren't more people found?

- 2 If Mr Morgan hadn't had a meeting, he would have gone on the journey.

Why didn't Mr Morgan go on the journey?

D

Usually in third conditional sentences the **if** half comes first, but you can put it second. It means the same thing. Look:

The Titanic wouldn't have sunk if it hadn't hit an iceberg.

= If the Titanic hadn't hit an iceberg, it wouldn't have sunk.

People wouldn't have drowned if the Titanic hadn't sunk.

= If the Titanic hadn't sunk, people wouldn't have drowned.

Put a comma (,) in the middle of the sentence when the **if** half comes first. You *don't* need a comma when it comes second.

5 Rewrite the sentences. Put the **would/wouldn't have half first.**

- If the water hadn't been so cold, fewer people would have died.

Fewer people would have died if the water hadn't been so cold.

- 1 If he'd seen it, the captain wouldn't have hit the iceberg.

- 2 If the metal had been stronger, the Titanic wouldn't have sunk.

- 3 If his company hadn't organised a meeting, Mr Morgan would have gone.

- 4 If there had been more lifeboats on board, more people would have lived.



PRACTICE

6 Read and complete the sentences.

- It was a warm winter in 1912. A lot of icebergs floated into the Atlantic.

If it *hadn't been* a warm winter, the icebergs
wouldn't have floated into the Atlantic.

- 1 There were more than two thousand people on the Titanic. A lot of people drowned. If there so many people on the ship, fewer people
- 2 There weren't enough lifeboats on the ship. A lot of people died.
If there more lifeboats, fewer people
- 3 Mr Morgan had a meeting. He didn't go on the journey.
If Mr Morgan a meeting, he on the journey.

5

2

The day everything went wrong

- It was a warm winter so icebergs floated into the Atlantic.
 - There was a fire in the boiler room. The heat from the fire made the ship weak.
 - The lifeboat practice was cancelled so many sailors didn't know how the lifeboats worked.
 - The sailors didn't fill the lifeboats. Some left half empty. A lot of people drowned.
 - There weren't enough lifeboats for all the passengers.
- important warning. His ship hit the iceberg.
- The Titanic didn't slow down when it got to the ice field. It crashed into the iceberg.
 - A ship called the Californian didn't hear the Titanic's calls for help because its radio was switched off.
 - Another ship called the Carpathia heard the calls for help. Unfortunately it was a slow ship so it arrived an hour and twenty minutes after the Titanic had sunk.

5

1

8 Think of a day when everything went wrong. If you can't think of a real day, invent one. Write your ideas on a piece of paper first, then tell the class about your day. Use third conditional sentences.

- Pupil A *One day I forgot to set my alarm clock so I overslept.
If I hadn't overslept, I wouldn't have missed the school bus.
If I hadn't missed the school bus, I wouldn't have been late for school.
If I hadn't been late for school, I wouldn't have missed my Maths lesson ...*

9 Ask your teacher if you can play this chain game.
One pupil starts the chain with a third conditional sentence.

- Pupil A *If I hadn't travelled to California last week, I wouldn't have gone to Hollywood.*
Pupil B *If I hadn't gone to Hollywood, I wouldn't have been offered a part in the film.*
Pupil C *If I hadn't been offered a part in the film, I wouldn't have met so many famous actors.*
Pupil D *If I hadn't met so many famous actors, I wouldn't have been invited to the Oscars.*



Reported speech 1



1 Tick (✓) the correct boxes.

- Look at the first picture. Who's ill?
Mo ☐ Snapper ☐
- Who tells Mo's mum that Mo is ill?
Mo ☐ Snapper ☐



GRAMMAR

A

Reported speech is to tell somebody what a person said to you. Look:

Mo says to Snapper:

'I'm ill.' (normal speech)

Snapper says to Mo's mum:

He said that he was ill. (reported speech)

2 Tick the sentences that are in reported speech.

- ▶ 'I've got a stomach ache.' ☐
- He said he had a stomach ache. ✓
- 1 'I want to stay in bed.' ☐
- He said he wanted to stay in bed. ☐
- 2 'I don't want to go to school.' ☐
- He said he didn't want to go to school. ☐

B

This is important. If you remember this, reported speech will be easy. When you use reported speech, you go back a tense. Look:

Speaker

Reporter

'I'm ill.'

→ *He said that he **was** ill.*

*'I **want** some milk.'*

→ *She said that she **wanted** some milk.*

*'We **like** chocolate.'*

→ *They said that they **liked** chocolate.*

3 Change the sentences from present to past.

- ▶ 'I go fishing every day.'

He said that he went fishing every day.

- 1 'I'm thirsty.'

She said that she thirsty.

- 2 'We like swimming.'

They said that they swimming.

- 3 'I feel terrible.'

She said that she terrible.

- 4 'I need an aspirin.'

He said that he an aspirin.

C

In reported speech the verbs **can** and **will** change to **could** and **would**.

'I can't go to school.' → *He said he **couldn't** go to school.*
'We'll stay at home.' → *They said they **would** stay at home.*

4 Rewrite the sentences. Use **could** and **would**.

- 'I can stay at home.'

He said he *could stay at home.*

- 1 'I won't go to school.'

He said he

- 2 'I can talk to Snapper.'

He said he

- 3 'I'll play a game with him.'

He said he

- 4 'I can watch television.'

He said he

D

When you use reported speech you have to change the pronouns. Look:

*'I can't move **my** arms.'*
*He said **he** couldn't move **his** arms.*
*'I want **your** sweets.'*
*She said **she** wanted **my** sweets.*

WHAT'S THE DIFFERENCE?

You can use **that** in reported speech, but it doesn't matter if you leave it out.

Mo said he was ill.
*Mo said **that** he was ill.*

These sentences both mean the same thing.

5 Read the sentences. Answer the questions.

- **Mo** 'I've got a sore throat.'

Snapper He said he'd got a sore throat.

Who is **he**? *Mo*

- 1 **Milly** 'I'm hungry.'

Mo She said she was hungry.

Who is **she**?

- 2 **Mo and Snapper** 'We're going to the cinema.'

Milly They said they were going to the cinema.

Who are **they**?



PRACTICE

6 Mo and his friends are talking about the things they do after school. Read what they say.



Now write what they said. Remember to use the past.

- Spike said he ate sweets and biscuits.
- 1 Pad
- 2 Billy
- 3 Polly
- 4 Adam
- 5 Jack
- 6 Kate
- 7 Sasha
- 8 Sophie
- 9 Rick
- 10 Mo

7 Mo and Billy interviewed their teacher last week.
Write what he said to them. Don't forget to change the pronouns.

► I've got a wife and two children.

He said he had got a wife and two children.

1 My children are called Myles and Karl.

2 I love teaching.

3 I enjoy travelling and visiting my friends.

4 I don't watch television very often.

5 I usually cook my children's supper.

6 My wife works in a bank.

7 I play football with my sons every day.

8 I don't like cats or dogs.

9 I hate getting up early.

10 My favourite pastimes are reading and surfing.



- 8 Spike is showing off. Read what he says. Rewrite it in reported speech. Use **could** and **would**.

'I can do anything. I'll be the world's best footballer. I can run faster than anyone in my school. I can hold my breath for ten minutes underwater. I can swim better than all the boys in my class. I can kick a ball further than my football coach. I'll be rich and famous one day. I'll go to Hollywood. I'll have a big house. I'll drive a sports car. I can already ride a motorbike.'

► He said he could do anything.

1

2

3

4

5

6

7

8

9

10

- 9 Write five questions to ask a friend.

► Do you like spiders?

What's your favourite pop group?

1

2

3

4

5

Now work with a partner. Ask your partner the questions.

Listen carefully to the answers. Write the answers. Use reported speech.

► She said she liked spiders.

1

2

3

4

5

10 Work in groups of three. Pupil A, you're a famous sports star. Pupil B, you're a television interviewer, but you can't understand what the star is saying. Pupil C, help the other pupils understand each other. Play the game like this:

- Pupil B (interviewer) *How old are you?*
- Pupil A (star) *Twenty-two.*
- Pupil B (interviewer) *What did he say?*
- Pupil C (helper) *He said he was twenty-two.*

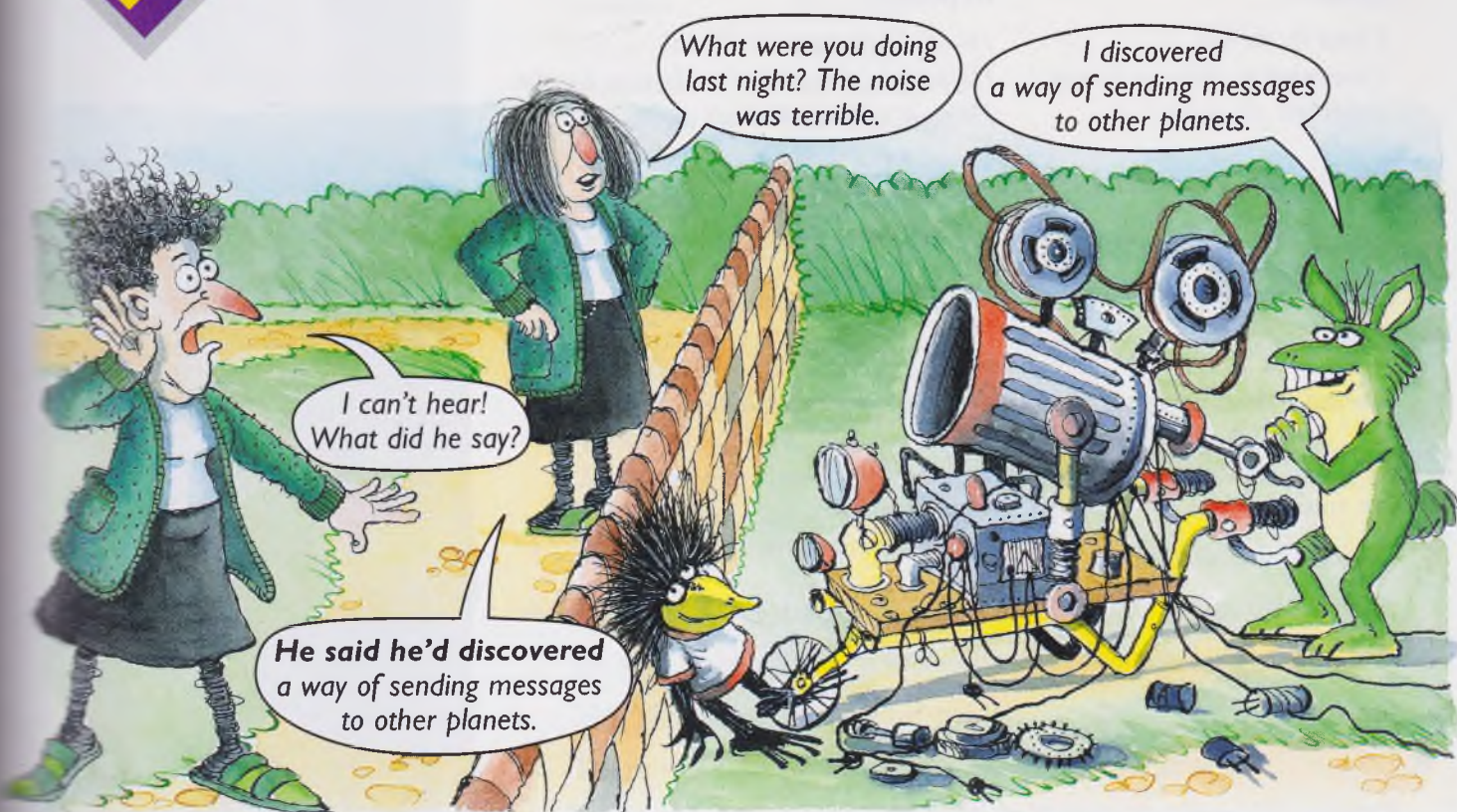
Here are some questions you can ask:

Interviewer's questions	Star's answers
1 Where do you live?	I live in Sydney, Australia.
2 What's your favourite colour?	Yellow.
3 Are you married?	No, I'm not married.
4 Do you listen to music a lot?	Yes, I listen to it every day.
5 Have you got any pets?	Yes, I've got a pet kangaroo.
6 What car do you drive?	I drive a red Ferrari.
7 Where do you go on holiday?	I go to Switzerland.
8 What do you do in Switzerland?	I ski.
9 Is your house very big?	Yes, and it's got a swimming-pool.
10 Do you like being on television?	Yes, I love being on television.

11 Ask your teacher if you can play a whispering game. Sit in a long line on the floor. The first pupil whispers a sentence to the next pupil. Each pupil passes on the message using reported speech. Make sure no one else hears. The last pupil says aloud what he or she has heard. See if it's still the same message – it often isn't!

- Pupil A *I like eating peanut butter sandwiches.*
- Pupil B *She said she liked eating peanut butter sandwiches.*
- Pupil C *She said she liked eating peanut butter sandwiches.*
- Pupil D *She said she liked eating peanut butter sandwiches.*

Reported speech 2



1 Tick (✓) the correct boxes.

- Did Mildred hear what Ruff said?
Yes ☐ No ☐
- Who repeated what Ruff said?
Mabel ☐ Ruff ☐

2 Turn these sentences into reported speech.

- 'I'm in my lab.'
He said he was in his lab.
- 1 'I can't find the radio.'
He said
- 2 'I don't believe in aliens.'
She said
- 3 'We'll send a message to Pluto.'
They said
- 4 'There are lots of people on other planets.'
He said



GRAMMAR

REMEMBER! 1

Reported speech is to tell somebody what a person said to you. When you use reported speech you do two things: you go back a tense and you change the pronouns.

Speaker	Reporter
'I'm tired.'	He said he was tired.
'I can't hear.'	She said she couldn't hear.
'I'll go to the shop.'	He said he would go to the shop.

See Chapter 26.

A

You already know that the present changes to the past.
Look what happens to the past simple.

Speaker

'I was in the lab.'

'I invented a Message Sender.'

'I worked all night.'

Reporter

He said he'd been in the lab.

He said he'd invented a Message Sender.

He said he'd worked all night.

3 Change the sentences from past simple to past perfect.

- 'I spoke to a friend this morning.'

He said *he'd spoken* to a friend that morning.

- 1 'I wanted to speak to Ruff.'

She said that to speak to Ruff.

- 2 'I did a lot of work.'

He said a lot of work.

- 3 'I was awake all night.'

She said awake all night.

- 4 'I sent thirty messages.'

He said thirty messages.

B

Change the present perfect to the past perfect, too.

Speaker

'I've been awake all night.'

'I've built a machine.'

Reporter

He said that he'd been awake all night.

He said he'd built a machine.

4 Look at what Ruff said. Rewrite it in reported speech.

- 'I've discovered something important. (1) I've invented a message-sending machine. (2) I've sent two messages to Pluto. (3) I haven't received any messages yet. (4) I haven't told many people about this.'

- *He said he'd discovered something important.*

1

2

3

4





C

When you use reported speech some words change.
Learn these ones:

Speaker		Reporter
today	→	<i>that day</i>
yesterday	→	<i>the day before</i>
tomorrow	→	<i>the next day</i>
this week	→	<i>that week</i>
next week	→	<i>the following week</i>
last week	→	<i>the week before</i>
here	→	<i>there</i>
this	→	<i>that</i>
these	→	<i>those</i>

'I saw him earlier today.' → *He said he'd seen him earlier **that day**.*

'I left my book here.' → *He said he'd left his book **there**.*

'I'll see you next week.' → *She said she'd see me **the following week**.*

5 Fill in the gaps with the correct words.

- I'll tell the newspapers about the invention tomorrow.

He said he'd tell the newspapers about the invention
the next day.....

- 1 There will be a message back from Pluto next week.

He said there would be a message back from Pluto
.....

- 2 I'm sure I bought some batteries yesterday.

He said he was sure he had bought some batteries
.....

- 3 I can't do any more work today.

He said he couldn't do any more work

- 4 I'll leave the machine here.

He said he would leave the machine

REMEMBER! 2

These are object pronouns:

me, you, him, her, it, us, you, them.

6 Circle the object pronouns.

Ruff told me he'd spoken to lots of astronomers. He told them that he was building a message-sending machine. They told him they were interested in his ideas. He told them that the machine wasn't ready yet. He told me he wanted to change the design.

D

You often use the verb **tell** (**told**) in reported speech. There's a difference between **tell** and **say** (**said**). Always put a person's name or an object pronoun after **tell**. Never put an object pronoun after **say**.

<i>He told me he had work to do.</i>	NOT	He told he had work to do.
<i>He said he had work to do.</i>	NOT	He said me he had work to do.
<i>She told Ruff she was going out.</i>	NOT	She told she was going out.
<i>She said she was going out.</i>	NOT	She said Ruff she was going out.

7 Choose said or told. Think carefully.

- Ruff **said** he couldn't hear the radio signals.
- 1 He he'd worked all night.
 - 2 He Tumble he was going out.
 - 3 He him he would be back at eleven.
 - 4 He he was going to buy some measuring equipment.



PRACTICE

8 Ruff told Mabel and Mildred about his work. Write what he said.

- I had the idea last week.
He said **he'd had** the idea the week before.
- 1 I realised there was life on other planets.
He said there was life on other planets.
 - 2 I decided to invent a way of sending messages into space.
He said to invent a way of sending messages into space.
 - 3 I drew a map of the planets.
He said a map of the planets.
 - 4 I chose two planets to send messages to.
He said two planets to send messages to.
 - 5 I thought that Pluto and Saturn were the easiest planets to contact.
He said that Pluto and Saturn were the easiest planets to contact.

- 6 I started to design the Message Sender at midnight.
He said to design the Message Sender at midnight.
- 7 I used an old radio and a dustbin lid.
He said an old radio and a dustbin lid.
- 8 I attached the radio to the dustbin lid.
He said the radio to the dustbin lid.
- 9 I connected the machine to my computer.
He said the machine to his computer.
- 10 I typed the first message at three o'clock.
He said the first message at three o'clock.

- 9
- a Ruff telephoned the Space Investigation Centre.
Read what he told them.

'I've invented a way of sending messages to other planets. I've decided that there is life on Pluto and Saturn. No one has investigated life on these planets yet. I've sent thirty messages to them. I've asked them to contact us here on earth. I've tried to explain to them what human beings are. I've described the way we live on earth. I've used pictures and photographs. I've told them that we've been to the moon. I've explained that we've invented rockets. I haven't had a message back yet.'



- b Now rewrite what Ruff said in reported speech.
Change the present to past simple and the present perfect to past perfect.

- He said he'd invented a way of sending messages to other planets.
- 1
 - 2
 - 3
 - 4
 - 5
 - 6
 - 7
 - 8
 - 9
 - 10

10 Ruff's Message Sender has been stolen. All his papers and designs have gone.
Rewrite what each person said. Use reported speech.

Ruff ► My Message Sender has been stolen! It was here last night.

He said his Message Sender had been stolen. It had been there the night before.

Mabel (1) I saw the map of the planets yesterday. It was on the table.

Splodge (2) The Message Sender was in the garden last night.

Mildred (3) If Ruff can't find it, I'll telephone the police this afternoon.

Tumble (4) These papers have been moved.

Ruff (5) I'll search the lab today.

11 Which is the correct word – **said** or **told**?
Fill in the gaps. Be careful!

► Ruff said he'd seen somebody in the garden.

He told Tumble he was looking for
Mabel and Mildred.

1 He Splodge that the police were
coming.

2 Splodge that Mrs Vanderclash had
telephoned.

3 She she wanted to see Ruff's
Message Sender.

4 She Splodge she would come soon.

5 Splodge Mrs Vanderclash the
machine had been stolen.

6 He the police were coming.

7 Mrs Vanderclash him that she could
help Ruff.

8 Splodge that Ruff was very upset.

9 Ruff he would build another machine.

10 Splodge him that he would help him.

12 Play a team game. Team A, say one of the
sentences below. They're in reported speech.
Team B, say the sentence in normal speech.
Then swap. Score a point for every sentence
you say correctly.

She said she was going out.

He said that the maps had been on the table
that afternoon.

He said the machine was there.

She said she couldn't go shopping the
following day.

He said he'd seen somebody in the garden
that morning.

She said the sweet factory was on fire.

He said he was going on holiday the following
month.

She said she had seen the film the week
before.

► Team A *She said she was going out.*

Team B *'I'm going out.'*

Team B *He said that the maps had been on the
table that afternoon.*

Team A *'The maps were on the table this
afternoon.'*

Reported speech 3



1 Tick (✓) the correct boxes.

- The lady asked Splodge what time it was.
True ☐ False ☐
- She asked how old he was.
True ☐ False ☐



GRAMMAR

A

Be careful! When you report questions the order of the words changes. Look:

Speaker

'What's your name?'

'Where do you live?'

'Where can I find Ruff?'

Reporter

She asked me what my name was.

NOT ... what was my name.

She asked me where I lived.

NOT ... where did I live.

She asked me where she could find Ruff

NOT ... where could she find Ruff.

2 Report these questions.

- 'Where do you live?' She asked me where I lived.
- 1 'How old are you?' She asked me
- 2 'What's your name?' She asked me
- 3 'Where do you go to school?' She asked me
- 4 'What time is it?' She asked me

B

You can use the words **if** and **whether** to report questions that don't start with a question word (**who**, **when**, **what** etc.). Look:

Speaker	Reporter
'Are you tired?'	He asked if I was tired.
'Do you want a biscuit?'	He asked whether I wanted a biscuit.
'Can you help me?'	He asked if I could help him.

It doesn't matter which word you use: **if** and **whether** mean the same thing.

3 Fill in the gaps with **if**.

- She asked me **if** I lived in Wibble.
- 1 She asked I was cold.
 - 2 She asked I knew where the Castle was.
 - 3 She asked I had a map.
 - 4 She asked I could tell her where the cinema was.



C

If somebody orders you to do something, you can use the verb **tell** to report it. Look:

told + object pronoun + (**not**) **to** + base verb

Speaker	Reporter
'Stop!'	He told me to stop .
'Be quiet!'	He told me to be quiet .
'Don't do it!'	He told me not to do it .

4 Report these orders.

- Stand up.
He told me to stand up.
- 1 Sit down.
She
 - 2 Answer the question.
He
 - 3 Don't run!
She
 - 4 Come back!
He

D

If somebody asks you to do something, use the verb **ask** to report it. Look:

asked + object pronoun + **to** + base verb

Speaker	Reporter
'Could you open the window?'	He asked me to open the window .
'Would you be quiet, please?'	He asked me to be quiet .

5 Complete the reported questions.

- Can you pass me the salt, please?
She **asked me to pass** her the salt.
- 1 Can you carry these books, please?
She the books.
 - 2 Would you post my letter?
She her letter.
 - 3 Would you show me the castle, please?
She her the castle.
 - 4 Could you lend me a map?
She her a map.



PRACTICE

6 Read all the questions the lady asked Splodge. Rewrite them as reported questions. Be careful with the order of words!

► 'Why are you so small?'

She asked him why he was so small.

1 'Who do you live with?'

2 'Where's your school?'

3 'Why have you got a rabbit in your arms?'

4 'When does Wibble Castle close?'

5 'How much does a cinema ticket cost?'

6 'What colour is your house?'

7 'Which is your house?'

8 'Where can I buy a newspaper?'

9 'How many cafés are there in Wibble?'

10 'Why aren't you at school today?'

7 Splodge is interviewing a Noun. Report his questions. Use **if**.

► Are you hungry?

1 Do you eat chocolate?

2 Can you swim?

3 Do you live in Wibble?

4 Have you got a lot of friends?

5 Do you know the King of Candaroon?

6 Is your garden full of rabbits?

7 Are you very old?

8 Can I stay in your house tonight?

9 Do you go to school?

10 Have you got a car?

► He asked if he was hungry.

1

2

3

4

5

6

7

8

9

10

8 Work with a partner. Partner A, give Partner B an order. Partner B, tell the class what the order was. Play the game like this:

- Partner A *Stand up!*
Partner B *He told me to stand up.*
- Partner B *Wave your arm in the air.*
Partner A *She told me to wave my arm in the air.*

9 Write the questions that the lady asked Splodge. Think carefully!

- She asked him to open a window.

'Could you open a window?' OR 'Would you open a window?'

- 1 She asked him to show her the castle.

.....

- 2 She asked him to buy her a newspaper.

.....

- 3 She asked him to lend her a book.

.....

- 4 She asked him to make her some tea.

.....

- 5 She asked him to tell her the history of Wibble.

.....

- 6 She asked him to sing her the Wibble song.

.....

- 7 She asked him to take her to the cinema.

.....

- 8 She asked him to read her a story.

.....

- 9 She asked him to tell her a joke.

.....

- 10 She asked him to lend her a map.

.....



REVISION 7 – conditionals; reported speech

1 Look at the examples and tick the correct box.

If it's sunny tomorrow, we'll go to the beach.
If we go to the beach, we'll have a swim.

What tense do you use in the **if** half of first conditional sentences?

The past simple ☐ The present simple ☐

2 Read the examples and tick the correct box.

If you come to my party, I'll be very happy.
If it rains, I'll be very angry.

First conditional sentences are ...

to talk about the present. ☐

to talk about the future. ☐

3 Look at the sentences. Answer the question.

If I saw a dinosaur, I'd be scared.

Do I think I'll see a dinosaur?

Yes ☐ No ☐

4 Read the examples and complete the rule below.

If I met an alien, I'd shake his hand.
If I lived on the moon, I'd get very bored.

In the **if** half of second conditional sentences you use the simple.

In the other half you use

5 Read the sentences. Tick the correct boxes.

If I were a millionaire, I'd give all my money to poor people.

Am I a millionaire?

Yes ☐ No ☐

If I were a dog, I wouldn't have to do any homework.

Am I a dog?

Yes ☐ No ☐

6 Read the sentences. Complete the rule.

If I were older, I wouldn't have to go to school.
If he weren't so silly, he wouldn't get into so much trouble.

If she were a bit taller, she'd look like Mildred.
If we weren't at school, we'd be playing football.

You can use and

..... instead of **was** and **wasn't** in second conditional sentences.

7 Look at the example and tick the correct box.

If I were you, I'd go to bed earlier.
If I were you, I'd eat fewer burgers.

If I were you is to give somebody ...

an order. ☐

some advice. ☐

8 Look at the example and answer the questions.

If Splodge hadn't gone out in the rain, he wouldn't have got wet.

Did Splodge go out in the rain?

.....

What happened to him?

.....

9 Read the sentences and complete the rule below.

If I had gone to bed earlier, I wouldn't be tired.
If Ruff hadn't mixed the chemicals, they wouldn't have exploded.

Use or + past participle in the **if** half of third conditional sentences.

REVISION 8 – reported speech

1 Read the sentences. Tick the ones that are in reported speech.

'I'm hot.' ☐

He said that he was hot. ☐

'I'll play the drums.' ☐

She said she'd play the drums. ☐

'We're going out.' ☐

They said they were going out. ☐

2 Read the examples and finish the rule below.

'There's a film on TV.'

He said that there was a film on TV.

'My rabbit is white.'

She said that her rabbit was white.

In reported speech, the present tense changes to the

3 Read the examples and tick the correct box.

'I'm tired.'

He said that he was tired.

'I was hungry yesterday.'

She said that she'd been hungry the day before.

In reported speech you go...

forward a tense. ☐ back a tense. ☐

4 Read the examples and finish the rule below.

'I can help you.'

She said she could help me.

'I'll go with you.'

She said she would go with me.

In reported speech **can** changes to
and **will** changes to

5 Look at the sentences. Answer the question.

'I can't do my homework.'

He said that he couldn't do his homework.

'I like your skateboard.'

She said that she liked my skateboard.

What else changes in reported speech?

The nouns ☐ The pronouns ☐

6 Read the sentences very carefully, tick the correct box and answer the question.

Splodge said that he wanted a sandwich.

Splodge said he wanted a sandwich.

These two sentences mean ...

the same thing. ☐ different things. ☐

What word can you leave out?

7 Write these sentences in reported speech.

'I'm going to my house.'

He said

'I found a cat in the garden.'

She said

'I can't play the piano.'

He said

'I left my bicycle here.'

She said

'I'll help him tomorrow.'

He said



Everybody knows that animals **can** save people's lives. St Bernard dogs **can** find people who are lost in the snow, for example. But did you know that seals **could** stop people from drowning?

Last week a lady fell into the sea. She **couldn't** get back to the beach. She was drowning. Suddenly six seals swam towards her. They made a circle round her and held her close to some rocks. When the lifeboat people arrived they **couldn't** believe their eyes. The lady was rescued and the seals swam away.

1 Tick (✓) the correct boxes.

- St Bernard dogs know how to find people who are lost in the snow.
True ☐ False ☐
- The seals saved the lady's life.
True ☐ False ☐



GRAMMAR

REMEMBER!

can is to say that you know how to do something.
can't is to say that you don't know how to do something.

*I **can** write. Animals **can** save people's lives.
You **can't** drive a car.*

2 What can and can't you do now?
Write four sentences.

- I can tell good jokes.....
I can't cook spaghetti.....

- 1
2
3
4

REMEMBER! 2

could and **couldn't** are to say that you did or didn't know how to do something in the past.

*I **could** ride a bike when I was four.*

*I **couldn't** play the guitar last year.*

*The lady **couldn't** save herself.*

- 3 Write two things you could and couldn't do when you were five.

► *I **could** talk.*

*I **couldn't** read.*

1

2

3

4

A

The future of **can/can't** is **will/won't be able to**.

*Next year I'll **be able to** speak German. I'm having some lessons.*

*Next year my brother **will be able to** ride a motorbike.*

*He **won't be able to** drive a car. He **won't** be old enough.*

- 4 What will you be able to do when you're older? Write four things.

► *I'll **be able to** play the drums.*

1

2

3

4



B

Be careful! Use **can** or **could** with these verbs:

see, hear, smell, taste, feel

*I **can** see the woman in the waves.*

NOT *I'm seeing the woman ...*

*I **could** hear her shouting for help.*

NOT *I'm hearing her shouting ...*

*I **can** smell something burning.*

NOT *I'm smelling something ...*

- 5 Fill in the gaps. Use **can**.

► ***Can** ... you see her yet?*

1 Listen! I hear somebody shouting.

2 There she is! I see her near the rocks.

3 you smell the flowers?

4 I taste sea water on my lips.



PRACTICE

6

- a What could you do when you were five years old?
What couldn't you do? Write five sentences. Use **could** and **couldn't**.

► I could sing but I couldn't play a musical instrument.

1

2

3

4

5

- b What can you do now that you couldn't do when you were five?
What can't you do now? Write five sentences. Use **can** and **can't**.

► I can play the guitar but I can't ride a horse.

1

2

3

4

5

7

- a Work with a partner. Think of an animal. What can it do that
a human being can't do? Write five sentences in the space below.

► A dog can bark but a human can't.

A monkey can swing easily from the branches of trees but a human can't.

1

2

3

4

5

- b** Now think about your animal again. What can a human do that it can't do? Write five more sentences.

► A human can write letters but a dog can't.
A human can build houses but a dog can't.

1
2
3
4
5

- 8** Fill in the gaps. Choose **could** or **couldn't**.

When the lady got to the beach, she ► *could* see that the sea was quite rough but she didn't think it was dangerous. When she fell in, she discovered that she (1) get out again. She was in a lot of danger. She (2) feel the icy water all around her. She tried to shout for help but she (3) shout very loudly because she was so tired. Nobody (4) hear her anyway because of the wind. She (5) taste the salty water in her mouth and she felt very frightened.

At first the people in the lifeboat (6) see the woman because the sea was rough. They shouted but she (7) hear them because they were too far away. Finally they saw a group of seals swimming round the woman. The lifeboat crew (8) see that the woman was in danger but they also realised that the seals (9) stop her from being carried away from the rocks. It was a lucky escape. The woman was all right but when she got into the lifeboat she (10) speak because she was so cold and wet.

- 9** Work as a class. Imagine you are all on a beach in a hot country. Ask your teacher to write what you say on the board. Say as many sentences as you can about the things you can see, hear, feel, smell and taste.

► Pupil A *I can see the waves crashing on the beach.*
Pupil B *I can hear parrots talking in the trees.*
Pupil C *I can feel the sun on my face.*
Pupil D *I can smell pineapples and coconuts.*
Pupil E *I can taste a coconut drink.*



10 Now imagine that you're going to a deserted island next month.
What will you be able to do that you can't do now at home?
Write ten things. Use **will be able to**.

- ▶ I'll be able to go diving for pearls.
- I'll be able to go fishing.
- I'll be able to build a tree house to live in.
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

11 What do you think will be different in a hundred years' time?
What will people be able to do that they can't do now? Say as
many sentences as you can. Ask your teacher to write your ideas
on the board.

- ▶ Pupil A We'll be able to go on holiday in space.
- Pupil B We'll be able to talk to people from other planets.
- Pupil C We'll be able to build houses out of plastic.
- Pupil D We'll be able to buy houses on the moon.



1 Tick (✓) the correct boxes.

- What does Splodge want to do?
Go and see his uncle ☐
Go to a disco ☐
- Can his friends go to the disco?
Yes ☐ No ☐



GRAMMAR

REMEMBER!

can is to ask someone a question when you want to do something and you want the answer to be 'Yes'.

can is polite, but if you want to be very polite, use **could**.

*Can I go to the disco tonight? Yes, you **can**.*

*✓ Could I come home at midnight, please? No, you **can't**.*

2 Write Splodge's questions and Ruff's answers.
In the questions, use **can** twice and **could** twice.

- | | |
|---------------------------------------|---------------------------|
| ► <u>Can</u> I go to the disco? | Yes, <u>you can</u> |
| 1 we leave very soon? | Yes, |
| 2 I come home very late? | No, |
| 3 I borrow your shoes? | No, |
| 4 I play some music now? | Yes, |

A

You can also use **may** to ask somebody if you can do something. It means the same as **can** and **could**. More people use **can** or **could** than **may**.

May I go to the disco, please? = Can I go to the disco, please?

May I borrow your jacket? = Can I borrow your jacket?

3 Write four questions of your own. Use **may I**.

► *May I go to the concert next Saturday night?*

1

2

3

4

5

6

7

8

9

10

REMEMBER! 2

be allowed to is another way of saying that you can or can't do something. You can use it in the present or the past.

I'm allowed to go to the disco. = I can go to the disco.

I'm not allowed to go to the disco. = I can't go to the disco.

His friends were allowed to go last week.

They weren't allowed to play loud music last night.

4 Write new sentences that mean the same as the ones below.

► I can go to see my friends.

I'm allowed to go and see my friends.

1 Splodge can't go wind-surfing tomorrow.

He

2 We can go to the disco tonight.

We

3 I can't stay at my friend's house tonight.

I

4 You can go to the cinema tomorrow.

You



PRACTICE

- 5 Splodge is getting ready to go to the disco. He's talking to Ruff and Tumble. He wants a lot of things. Write his questions. Use **may** and the words below.

have a lift to the disco ✓
put some music on the CD player
have some of your after-shave
come home after eleven o'clock
use some of your bubble bath
have supper early tonight

borrow your hairbrush
wear your T-shirt
use this toothpaste
try on your black shoes
wear your stripey socks

- May I have a lift to the disco?

1
2
3
4
5
6
7
8
9
10

- 6
a Yesterday Splodge and two of his friends asked their teacher if they could do a lot of things. What did they ask? Read the list. Write their questions. Use **could we**.

► have our French lesson outside	Yes
1 have the afternoon off school	No
2 play a game in the next lesson	No
3 draw on the board	Yes
4 have a picnic in the playground	No
5 write to some pen-friends	Yes
6 perform a class play	Yes
7 learn how to make pancakes	No
8 do a Chemistry experiment	Yes
9 hand in our homework late	No
10 do a class project	Yes





- b** Now write what they were and weren't allowed to do.
Use the past of **be allowed to**.

► *They were allowed to have their French lesson outside.*

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

7

- a** What things can you do now that you weren't allowed to do when you were younger? Write five sentences. Use the past of **be allowed to**.

► *I wasn't allowed to stay up after eight o'clock.*

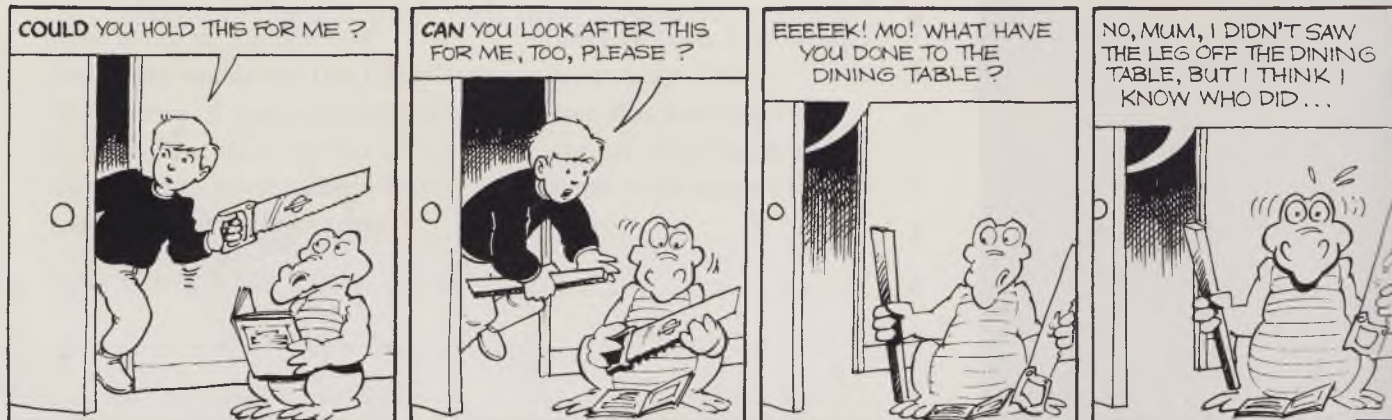
I wasn't allowed to use Dad's computer.

- 1
- 2
- 3
- 4
- 5

- b** Look at the sentences you wrote in **7a** again. Work with a partner. Ask your partner if he or she is allowed to do the things now. Use the present of **be allowed to**.

► Partner A *Are you allowed to stay up after eight o'clock?*

Partner B *Yes, of course I am. Are you allowed to go to discos?*



1 Tick (✓) the correct boxes.

- Is Mo asking Snapper to do things for him?
Yes ☐ No ☐
- Who do you think sawed the leg off the dining-table?
Mo ☐ Snapper ☐



GRAMMAR

REMEMBER!

can, **could**, **will** and **would** are all to ask someone to do something for you. **could** and **would** are more polite than **can** and **will**.

Can you help me? Will you open the window, please?

Could you pass me that book? Would you lend me your pen?

2 Write four sentences to ask somebody to do something for you. Use **can**, **will**, **could** and **would**.

▶ *Can you carry this box for me, please?*

- 1
- 2
- 3
- 4



PRACTICE

- 3 Mo has got an important exam tomorrow. He's too busy to do anything except work. He wants Snapper to do everything for him! Write his questions. Use **can** and the words on the right.

► Can you get me a biscuit, please?

1
2
3
4
5
6
7
8
9
10

get me a biscuit ✓
tidy my room
find my pen
pass me the dictionary
look up a word for me
telephone Dad
make me a milkshake
finish my Maths homework
lend me a pencil
turn the radio off
bring me my notebook

- 4 Imagine that you're the laziest person in the world. You're a president, or a king or queen. You've got hundreds of people to do things for you. Write a list of all the things you want them to do. Use **will**.

► Will you bring the car to the palace door, please?

Will you go and get a bowl of strawberries for me, please?

Will you read the newspaper to me, please?

1
2
3
4
5
6
7
8
9
10

5

- a** Write five questions with **could** to ask a teacher to do something for you. Then write five questions with **would** to ask your mum or dad to do something for you.

could

would

- Could you give me a day off school?
- Would you buy me a comic?

- b** Now work with a partner. Partner A, you're the teacher. Listen to Partner B's questions and give an answer. Then swap. Partner B, you're Partner A's mum or dad. Listen to the questions and give an answer.

- Partner B *Could you give me a day off school?*
 Partner A *Yes, of course. Have two days off!*
- Partner A *Would you buy me a comic?*
 Partner B *No, I bought you five yesterday.*

- 6** Work with a partner. If you could have anything you wanted, what would it be? Imagine that a person you've never met before will do anything you want. What would you ask him or her to do? Write your questions. Use **could** and **would**.

- Would you take me to see the pyramids?
- Could you explain to me how whales sing?
- Would you show me where to find a dinosaur's bones?
- Could you tell me what the moon is made of?



I Tick (✓) the correct boxes.

- The *Speedy Wobbler* is easier to look after than old bikes.
True ☐ False ☐
- With the *Speedy Wobbler*, it isn't important to pump up the tyres.
True ☐ False ☐



GRAMMAR

REMEMBER! 1

must is to tell somebody what to do.

You must pump up the tyres.

= The bike maker says you can't leave the tyres flat.

You must oil the chain.

= The bike maker says you can't forget to oil the chain.

2 What do your parents or teachers say you must do? Write four sentences. Use **must**.

► You must do your homework.

1 You

2 You

3 You

4 You

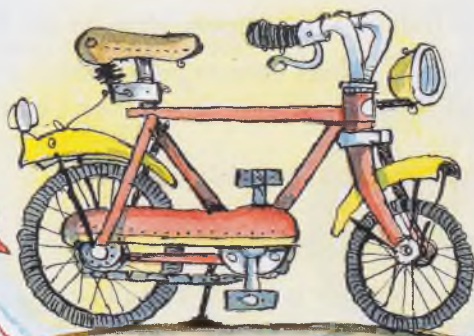
Congratulations!

You've just bought the Best Bike In The World. Your *Speedy Wobbler* will give you years and years of happy cycling.

Life is easy with a new *Speedy Wobbler*.

Do you remember old bicycles? You **had to** replace bits when they fell off. With the *Wobbler* you **don't have to** do that! It's all in one piece. If you look after it, nothing will go wrong. You can wobble without worrying.

There are just two things you **have to** remember. Before every ride you **must** pump up the tyres and you **must** oil the chain. Have a happy wobble!



REMEMBER! 2

must is also to remind yourself to do things.

I must feed my dog. He's hungry.

= I need to remember to feed my dog.

I must pump up my tyres. They're flat.

= I need to remember to pump up my tyres.

3 What things do you need to remember to do at the moment? Write four things. Use **I must**.

► I must buy my friend a birthday card.

1

2

3

4

REMEMBER! 3

should is to tell somebody that you think something is a good idea, or to say that you think something is the right thing to do.

*That bike looks dirty. You **should** wash it.*

= I think it's a good idea to wash it.

*You **should** be careful when you ride your bike.*

= I think it's the right thing to do.

See Chapter 33.

4 What does the bike maker say you should do? Complete the sentences. Use **should**.

► You *should* ... polish the seat.

1 You ring the bell as often as possible.

2 You wash the *Wobbler* once a month.

3 You pump up the tyres before each ride.

4 You wobble carefully.

REMEMBER! 4

have to is to say that you can't choose what to do. There's only *one thing* you can do. Something bad will happen if you don't do it.

*I **have to** go to school. (I can't choose to stay at home.*

If I stay at home, my parents and teachers will be angry.)

don't have to is to say that you can choose what to do. Look:

*It's the weekend tomorrow. I **don't have to** get up early.*

(I can choose what to do. I can get up early or I can get up late.)

5 Fill in the gaps. Use **have to** or **don't have to**.

Now you've got a new bike, you ► *don't have to* use your old one any more. The *Speedy Wobbler* is great. You (1) polish the handlebars because they're always shiny. You (2) pump up the tyres and you (3) oil the chain, but they're very easy things to do so you (4) spend a lot of time on them.

A

The past of **have to** is **had to**, the past of **don't have to** is **didn't have to**.

*I **have to** wear a uniform at school. (present)*

*I **had to** wear a uniform at my last school. (past)*

*I **don't have to** get up early today. (present)*

*I **didn't have to** get up early yesterday. (past)*

6 Fill in the gaps. Use the past.

► You *had to* replace bits of your old bike, didn't you? (have to)

1 I go to school yesterday. (not / have to)

2 I tidy my bedroom yesterday. (have to)

3 She catch a bus because she was late. (have to)

4 He go by bus. He was riding a *Wobbler*! (not / have to)



PRACTICE

7

- a Write the instructions for the *Speedy Wobbler*.
Use **you must** and the words below.

pump up the tyres ✓ oil the chain ring the bell
clean the wheels wear a crash helmet polish the saddle

- You must pump up the tyres.

1

2

3

4

5

- b Think about the things you have to do when you're riding a bike.
Write five things.

- You have to look both ways before you cross a road.

You have to ride on the right.

1

2

3

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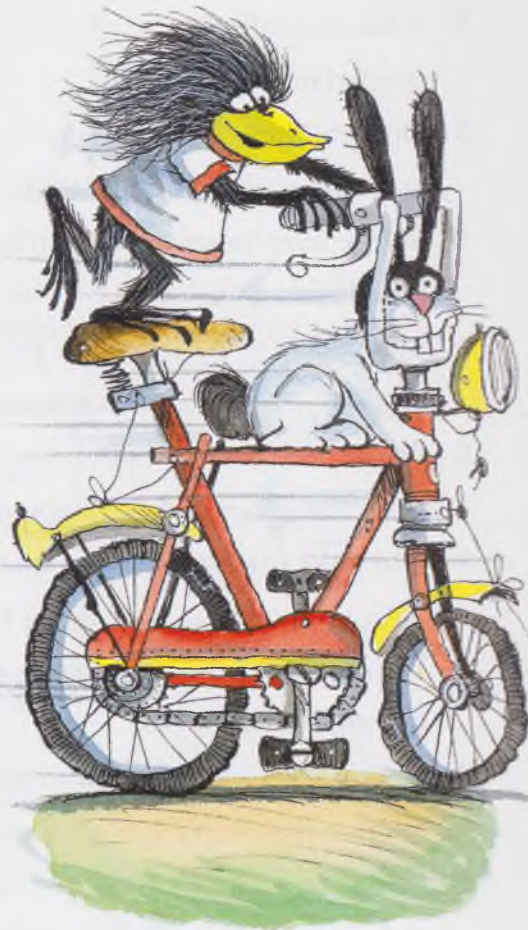
- 8 The people who make the *Speedy Wobbler* have
made another bike. Look at the things it can do.
Fill in the gaps with the correct form of
don't have to.

- It cleans itself so you *don't have to* clean it.
It's got a computer in the handlebars so the
rider *doesn't have to* turn them.

- 1 It's got a battery that turns the wheels so
you pedal.

- 2 It's got flashing lights so the rider
..... put his arm out when
he wants to turn left or right.

- 3 It's got an automatic horn so
you ring the bell.
4 It's got tyres that pump themselves up so
you pump them up.
5 It knows where it's going so the
rider read a map or
know the way.



9 Read the text. Fill in the gaps with *had to* or *didn't have to*.

- A hundred years ago, most people *had to* go to work on foot or by bicycle because there weren't many cars.
- 1 Because there weren't many cars, people worry about pollution.
- 2 A lot of children work because their parents needed more money.
- 3 Most children go to school – they could stay at home or go to work instead.
- 4 Before telephones were invented, people send letters.
- 5 The people who carried the post didn't have cars so they ride horses.
- 6 People who had a lot of money walk anywhere. They had carriages pulled by horses to travel in.
- 7 When the first cars were invented they didn't use petrol. You put gas in them.
- 8 You pass a driving test because nobody had invented driving tests.
- 9 You look after your car very carefully because they weren't as good as cars are today.
- 10 You drive as carefully as you do now because there weren't many cars on the roads.

10

- a** What didn't you have to do when you were five years old? Write five sentences.

- *I didn't have to go to school.*
I didn't have to study English.

- 1
2
3
4
5





b What do people tell you to do now? Write five sentences. Use **you must**.

- You must go to school.
- You must be polite.
- You must be careful when you cross the street.

- 1
- 2
- 3
- 4
- 5

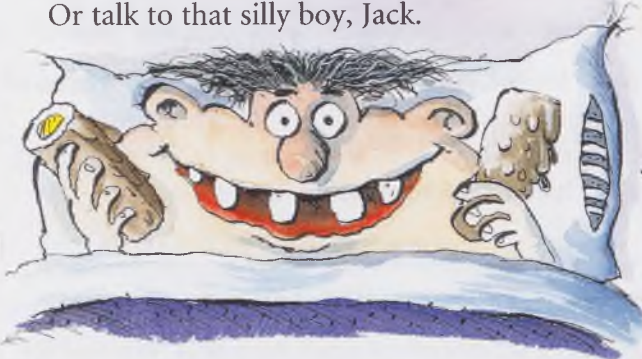
II Work with a partner. Invent your own bicycle or car. Think of all the reasons why somebody should buy it. Write your ideas on a piece of paper first, then write a short paragraph about your invention. Use **must**, **have to** and **don't have to**.

- **The Smasher**
- You don't have to drive it because it drives itself. It's got six wheels. You must make sure the wheels are clean. You must fill the tank with a mixture of water and petrol. You don't have to fill it every week because a tank of fuel lasts three months.

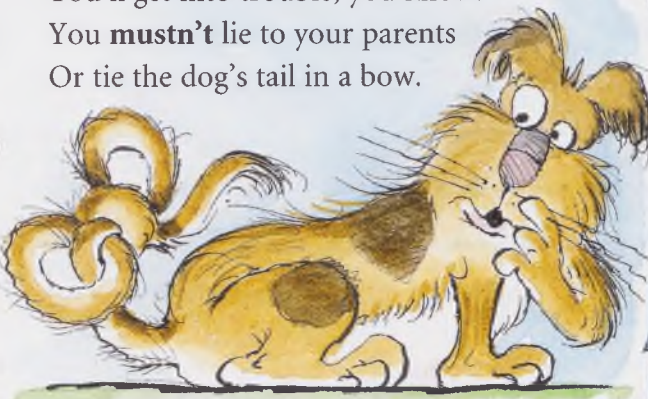
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-
-

A lot of things are bad for you

You **mustn't** eat sweets after bedtime –
Your teeth will go rotten and black.
You **mustn't** go out with your hair wet
Or talk to that silly boy, Jack.



You **mustn't** cheat in the classroom –
You'll get into trouble, you know.
You **mustn't** lie to your parents
Or tie the dog's tail in a bow.



You **shouldn't** drink so many milkshakes –
You'll turn green and enormously fat.
You **shouldn't** go out in the snow, dear –
Take your coat and a nice woolly hat.



1 Tick (✓) the correct boxes.

- Can you cheat in the classroom?
Yes ☐ No ☐
- Is it a good idea to drink hundreds of milkshakes?
Yes ☐ No ☐
- Who do you think is saying these things?
A child ☐ A grown-up ☐



GRAMMAR

REMEMBER!

mustn't is to tell somebody that they can't do something.

*You **mustn't** eat sweets after bedtime.
You **mustn't** be late for school.*

2 What do your parents or teachers say you **mustn't** do? Write four sentences.
Use **you mustn't**.

► *You **mustn't** watch so much television.*

- 1
- 2
- 3
- 4



REMEMBER! 2

shouldn't is to tell somebody that you think something is a bad idea.

*You **shouldn't** drink so many milkshakes.*

*You **shouldn't** be rude to your grandmother.*

3 What do you think people shouldn't do? Write four things.

▶ *You **shouldn't** be unkind to people.*

- 1
- 2
- 3
- 4

WHAT'S THE DIFFERENCE?

mustn't is stronger than **shouldn't**.

*You **mustn't** drink that liquid – it's dangerous.*

(This is very important. I say you can't drink it.)

*You **shouldn't** eat sweets – they're bad for your teeth.*

(This is what I think. You can eat sweets, but I think it's a bad idea.)

A

You can also use **not be allowed to** to say that you can't do something. Look:

*You **aren't allowed to** talk in the library.*

(The librarian says you can't.)

*You **aren't allowed to** eat sweets in class.*

(The teacher says you can't.)

See Chapter 29.

4 Circle the examples of **not be allowed to**.

You aren't allowed to run near the swimming-pool. My friend isn't allowed to go out tonight. I'm not allowed to eat sweets after I've brushed my teeth. We aren't allowed to play with my parents' car. You aren't allowed to stay up after midnight, are you?



PRACTICE

5

- a** A lot more things are bad for you!
Complete each sentence. Use **you mustn't**.

You mustn't..... watch too much TV –

It'll make your eyes go square.

..... talk with your mouth full

or cuddle a grizzly bear.

..... go to bed late, dear –

you'll be tired tomorrow at school.

..... talk to a stranger

or behave like a clown or a fool.

..... be rude to your uncle –

you know that he's really quite nice.

..... put worms in my bed, dear,

or spiders, or little brown mice.

- b** Imagine that you're a teacher. What things
mustn't your pupils do? Write five sentences.
Use **you mustn't**.

► *You mustn't shout in class.*.....

1

2

3

4

5

6

- a** Can you give an alien some advice? Imagine that
you've just met an alien. The alien doesn't know
how humans behave. Write ten sentences to tell
him what you think he should do.

► *You shouldn't cross the road without
looking both ways.*.....

You shouldn't make faces at people......

You shouldn't stroke a lion......

1

2

3

4

5

6

7

8

9

10



b Work with a partner. Write what the alien isn't allowed to do on this planet. Use **aren't allowed to**.

► You aren't allowed to hurt other people.

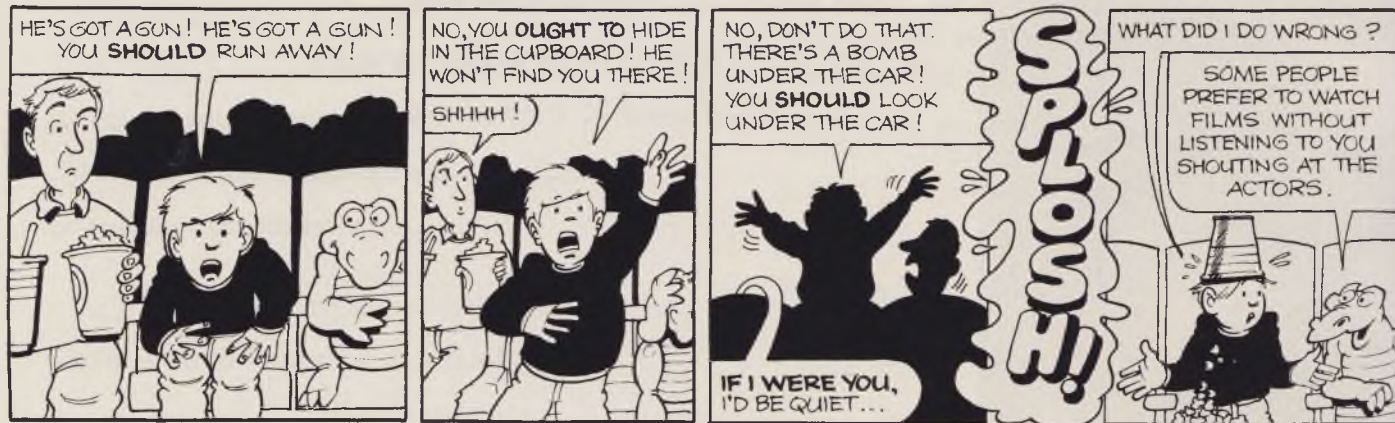
You aren't allowed to miss school.

7 Work with a partner. What things aren't you allowed to do at school? Make a list of all the things you can think of. Use **aren't allowed to**.

► We aren't allowed to miss lessons.

We aren't allowed to eat sweets in class.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



1 Tick (✓) the correct boxes.

- Mo is ...
telling Snapper what to do. ☐
telling the actors what to do. ☐
- In the first picture, Mo thinks it's a good idea for the actor to ...
run away. ☐ buy a gun. ☐



GRAMMAR

REMEMBER!

should and **ought to** are to tell somebody that you think something is a good idea. They mean almost the same thing. It isn't important which you use.

*You **should** run away!*

= I think it's a good idea for you to run away.

*You **ought to** hide in the cupboard.*

= I think it's a good idea to hide in the cupboard.

2 What else does Mo think the actor should do?
Fill in the gaps. Use **should**.

- You should look behind you!
- 1 You hide behind the wall.
- 2 You climb up that tree.
- 3 You keep quiet. He won't see you.
- 4 You stay where you are.

A

People often use the expression **If I were you ...** to tell somebody that they think something is a good idea.

If I were you, I'd be quiet.

= I think it's a good idea for you to stop talking and be quiet.

If I were you, I'd hide.

= I think it's a good idea for you to hide.

See Chapter 24.

3 Rewrite the sentences. Use **If I were you**.

- You should stop shouting.

If I were you, I'd stop shouting.

- 1 You should be quiet in the cinema.

....., I'd be quiet in the cinema.

- 2 You should run away.

....., I'd run away.

- 3 You ought to look under the car.

....., I'd look under the car.

- 4 You ought to be careful.

....., I'd be careful.



PRACTICE

4 Rewrite these sentences.

Use **If I were you, I'd ...**

- You should take an aspirin.

If I were you, I'd take an aspirin.

- 1 You should drink more water.

.....

- 2 You should go to sleep.

.....

- 3 You should see a dentist.

.....

- 4 You should take more exercise.

.....

- 5 You should telephone a friend.

.....

- 6 You should eat fewer sweets.

.....

- 7 You should eat more fruit.

.....

- 8 You should work harder.

.....

- 9 You should go to bed earlier.

.....

- 10 You should read more.

.....

5 Look at all Mo's problems. Write two solutions for each problem.
Use **should** and **ought to**.

► He's lost his wallet.

He should go to the police station.

He ought to look in his bedroom.

1 His tooth hurts.

2 He's got a cold.

3 He's always tired.

4 He doesn't know what the capital of Belgium is.

5 He's broken his friend's skateboard.

6 His mum is very angry with him because he's upset her.

7 His hands are cold.

8 He wants to buy Milly a present but he hasn't got enough money.

9 He wants to be a vet when he's older.

10 He's forgotten Snapper's birthday.

- 6 Work with a partner. How many solutions can you think of to this person's problems? Write them on a piece of paper. Try to be as imaginative as you can. Use **should** or **ought to**.

- I've got a hole in my shoe and it's raining hard outside.
- 1 I've got hiccups. I don't know how to stop them.
 - 2 It's half past nine at night and I haven't done my homework.
 - 3 I've broken my leg and I can't walk to school.
 - 4 I've found a stray dog. I don't know what to do with it.
 - 5 I can't sleep at night. I'm getting very tired.
- You should buy a new pair of shoes.
You ought to put a plastic bag over your shoe.
You should take the shoe off and hop on one leg.
You ought to walk in bare feet.



7

- a Write five new problems of your own.

- Every time I go outside my hat falls off. What should I do?
I want to be a brain surgeon when I'm older.
I've upset my best friend. He won't speak to me.

- 1
- 2
- 3
- 4
- 5

- b Now ask the other pupils in your class to give some solutions to your problems. Use **If I were you** for the solutions.

- Pupil A Every time I go outside my hat falls off.
Pupil B If I were you, I'd glue it to my head.
Pupil C If I were you, I wouldn't go out.
Pupil D If I were you, I'd stop wearing a hat!

One of the most famous buildings in the world **must** be the Great Pyramid at Giza in Egypt. When you look at it, you realise that it **must have been** extremely difficult to build. Thousands of people **must have worked** on it. It's enormous! Until the twentieth century it was the tallest building in the world.

Building things now is quite easy. But it **can't have been** easy for the Ancient Egyptians – they didn't have electricity, or tractors, or lorries. So it **must have taken** a very long time to build, you'd think. But it didn't – it only took thirty years.



I Tick (✓) the correct boxes.

- Is it possible that one or two people built the pyramid?
Yes ☐ No ☐
- Is it possible that the Ancient Egyptians had tractors?
Yes ☐ No ☐



GRAMMAR

REMEMBER! ⚠

must is to say that you're sure something is true. You're sure because of what you know.

*It **must** be one of the most famous buildings in the world.*
(I know that most people have seen pictures of it.)

*You're laughing. You **must** be happy.*

(I know that people who are laughing are usually happy.)

2 Complete the sentences. Use **must**.

▶ You've been eating for an hour and you're still eating.
You **must**... be hungry.

- 1 It's black and it's got eight legs. I think it be a spider.
- 2 He's been working for hours. He be very tired.
- 3 She's crying. She be upset.
- 4 It's got four legs and it's wagging its tail. It be a dog.



REMEMBER! 2

can't is to say that you're sure something is impossible.
You're sure because of what you know.

*It's got a short neck. It **can't** be a giraffe.*

(I know giraffes have got long necks.)

*It's orange and it tastes horrible. It **can't** be milk.*

(I know that milk is white.)

3 Fill in the gaps. Use **can't**.

- ▶ She **can't** be at home. I've just seen her go out.
- 1 You always get bad marks in French. You be very good at it.
- 2 My brother has eaten six burgers. He still be hungry!
- 3 This jacket is blue. Mine's red. It be my jacket.
- 4 This is yellow and it tastes sour. It be chocolate.

A

You can make the past of **must** and **can't** like this:

must / can't + have + past participle

*The pyramid **must have been** very difficult to build.*

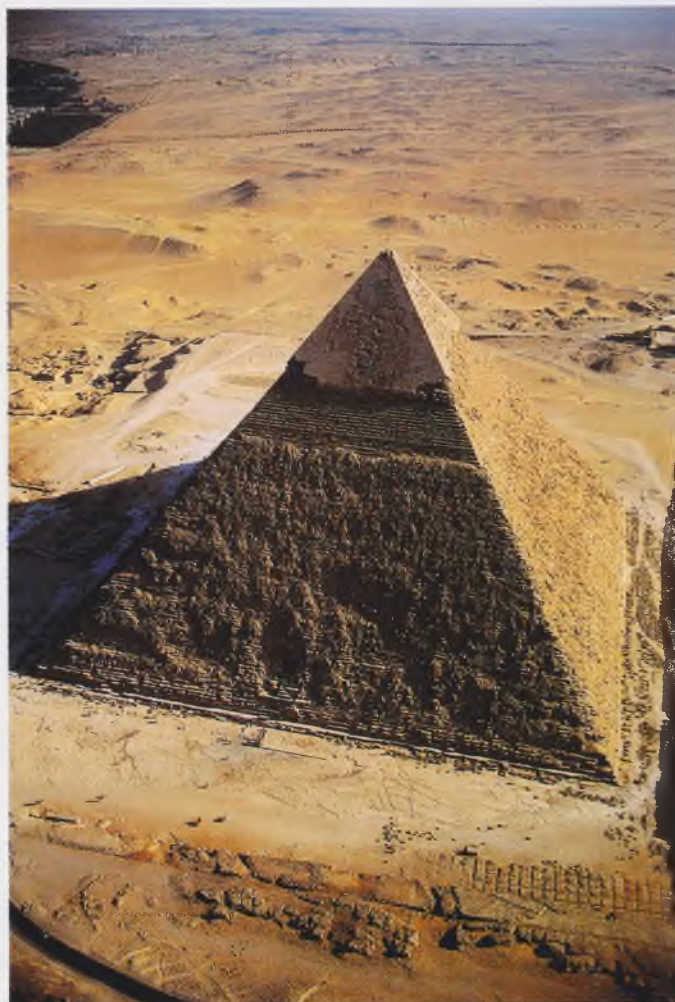
*They **must have used** hundreds of tons of stone.*

*It **can't have been** easy to build.*

*They **can't have had** tractors or lorries to help them.*

4 Fill in the gaps. Use the past of **must** or **can't** and the verbs in brackets.

- ▶ It **must have taken** (take) a long time to build.
- 1 The workers (build) it very quickly, can they?
- 2 The Egyptians (have) tractors. They hadn't been invented.
- 3 They (use) thousands of workers.
- 4 The workers (be) very tired at the end of each day.





PRACTICE

5 Write **can't** or **must** in the gaps. Read the sentences carefully.

- That man is a millionaire.
He **must** have a lot of money.
He's had a good night's sleep.
He **can't** still be tired.
- 1 This lady is called Fatma. She lives in Cairo and she speaks Arabic. She be Egyptian.
- 2 I've looked in every room downstairs and I can't see my book anywhere.
It be upstairs.
- 3 What's the smallest insect in the world?
It be an ant because a flea is smaller than an ant.
- 4 My friend looks very tired. She's got a cold and she's coughing.
I think she be ill.
- 5 This exam paper has got a bad mark on it.
It be mine. It must be yours!
- 6 The elephant be one of the biggest animals in the world. There aren't many animals that are bigger.
- 7 Don't be silly! That tiger come from Africa. There aren't any tigers in Africa.
- 8 That man looks after animals when they're ill. He doesn't look after people. He must be a vet. He be a doctor.
- 9 You be happy. You've been laughing and smiling all day.
- 10 I've telephoned five times but my friend hasn't answered. He be at home. He must be out.

6 Read about the building of the pyramids. Use **must have + past participle** to complete the sentences.

The pharaohs who decided to build the pyramids

► **must have been** (be) very powerful men.

They (1) (employ) thousands of people to work on the buildings. The workers (2) (work) extremely hard because it only took thirty years to build the biggest pyramid.

The architects (3) (know) a lot about Maths and Geography because the pyramids face north, south, east and west. Experts think that the workers (4) (pull) the stones with ropes made from papyrus. They also know that boats on the River Nile (5) (carry) other building materials to Giza.

7 Read these sentences. Complete them with *can't have* + past participle.

- The Ancient Egyptians didn't know about lorries or cars.
The Ancient Egyptians *can't have used* (use) lorries or cars.
- 1 We know that the workers were poor.
They (have) a lot of money.
- 2 Experts think that some of the stones came from another place in Egypt.
They say the stones (come) only from Cairo.
- 3 The stones are too heavy for a human to carry.
The workers (carry) them.
- 4 The artists didn't have modern paint. They used paint made from plants to decorate the tombs.
The artists (paint) with real paint.
- 5 It was impossible to guess how long it would take to build a pyramid.
The pharaohs (know) how long it would take to build them.

8 Choose *must have* or *can't have* + past participle. Think carefully!

- The blocks of stone were measured very carefully. The Egyptians *must have had* (have) a good way of measuring things.
- 1 The Sphinx hasn't got a nose any more. It (fall) off.
- 2 There was no electricity in Ancient Egypt. It (be) very dark inside the pyramids.
- 3 The workers had to work very long hours. There was a lot of disease, too.
Many of them got ill. They (be) very healthy.
- 4 The pyramids were expensive to build. The pharaohs who built them (have) a lot of money.
- 5 The Ancient Egyptians didn't have modern tools so they (cut) the stones very easily.

9 Ask your teacher if you can play a class game. One pupil says a sentence which isn't true. The class thinks of a reason why he or she isn't telling the truth. Play the game like this:

- Pupil A *I climbed Everest last week.*
Pupil B *You can't have climbed Everest. I saw you here at school.*
Pupil B *I went bungy-jumping last weekend.*
Pupil C *You can't have gone bungy-jumping. I know you're scared of heights.*
Pupil D *I saw the head teacher dancing in the street yesterday.*
Pupil E *You can't have seen him! He's away on holiday.*





1 Tick (✓) the correct boxes.

- What does Mo think he can do?
Swim ☐ Fly ☐
- Look at the last picture. Is Mo sure he can fly?
Yes ☐ No ☐



GRAMMAR

A

might and **may** are to say that you think something is possible.

*You **might** hurt yourself.*

= I'm not sure but it's possible that you're going to hurt yourself.

*I **may** be wrong.*

= I'm not sure but it's possible that I'm wrong.

2 Complete the sentences. Use **might**.

► Snapper is worried. He thinks Mo **might**..... hurt himself.

- 1 Mo thinks he be the first boy to fly.
- 2 Snapper thinks Mo be wrong!
- 3 Mo thinks he be very famous one day.
- 4 Snapper stop Mo from trying to fly.

B

might and **may** are easy!

They're the same for everybody.

I might	I may
you might	you may
he might	he may
she might	she may
it might	it may
we might	we may
you might	you may
they might	they may

3 Fill in the gaps. Use **may**.

- What are you doing tonight?

I may... go swimming.

- 1 Where are Mo and Milly?

They be in the garden.

- 2 Why is Mo in the kitchen?

He want a biscuit.

- 3 Where's Snapper?

He be in his tree house.

- 4 What's Milly going to do now?

She go to her friend's house.

WHAT'S THE DIFFERENCE?

might and **may** mean almost the same thing.
It isn't important which you use.

*Mo **might** go to see his friend Billy tomorrow.*

*Mo **may** go to see his friend Billy tomorrow.*

= Perhaps Mo will go to see Billy but
I'm not sure.



PRACTICE

- 4 Mo can't find Milly. Rewrite the sentences.
Use **might** or **may**.

- Perhaps she's at the shops.

She might be at the shops. OR

She may be at the shops.

- 1 Perhaps she's upstairs.

- 2 Perhaps she's at her friend's house.

- 3 Perhaps she's in the kitchen.

- 4 Perhaps she's in the garden.

- 5 Perhaps she's in her bedroom.

- 6 Perhaps she's in the bath.

- 7 Perhaps she's in the sitting-room.

- 8 Perhaps she's out with Dad.

- 9 Perhaps she's on the telephone.

- 10 Perhaps she's in Snapper's tree house.

- a Mo and Snapper are trying to decide where to go on holiday.
Write where they might go and what they might do there.

WHY NOT GO ON HOLIDAY?

- ▶ cycling in Holland
- snorkelling in the Red Sea
- rock-climbing in the Swiss Alps
- bungy-jumping in Australia
- riding in the South of France
- wind-surfing in Greece
- skiing in Austria



- fishing in Ireland
- sailing in Spain
- water-skiing in Turkey
- sight-seeing in Italy

For more details, contact Croc Tours.

Use **might** or **may**.

- ▶ They might go cycling in Holland. OR They may go cycling.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- b What might you do in the holidays? Write five sentences.
Use **might** or **may** and the ideas below if you need help.

go cycling go to the beach visit friends
build a camp go sight-seeing go swimming

- ▶ I might go cycling with some friends.

I may paint my bedroom.

.....

.....

.....

.....

.....

- c Work with a partner. Swap books. Take turns to tell the class what your partner might do in the holidays.

▶ Pupil A *She might stay with her cousins.*

Pupil B *He may go to London with his parents.*



I Tick (✓) the correct boxes.

- Splodge wants some ...
pink candy floss. ☐ white candy floss. ☐
- Who's going to get the candy floss for Splodge?
Ruff ☐ Tumble ☐



GRAMMAR

A

shall and **can** are to ask if you can do something for somebody.

'*Shall I get the candy floss for you?*' 'Yes, please.'

'*Can I help you?*' 'Yes, please.'

2 Complete the sentences. Use **shall** or **can**.

► **Shall**..... I get your coat for you?

1 I get you a drink?

2 I make you a sandwich?

3 we help you tidy the house?

4 we buy you some candy floss?

B

would ... like + noun is to ask if somebody wants something.

'Would you like a piece of cake?' 'No, thank you.'

'Would you like an ice cream?' 'Yes, please.'

'Would Splodge like some candy floss?'

'Yes, he'd love some.'

3 Write questions. Use **would you like**.

► *Would you like* some candy floss?

1 a toffee apple?

2 some milk?

3 an orange?

4 a new bicycle?

C

would ... like to + base verb is to ask if somebody wants to do something.

'Would you like to see the fortune-teller?'

'Yes, I'd love to.'

'Would he like to go to the cinema?'

'Yes, he would.'

4 Write questions. Use **would you like to** and the things below.

go to the funfair ✓

visit the fortune-teller

ride on the big wheel

go on the ghost train

see the clowns

► *Would you like to go to the funfair?*

1

2

3

4



PRACTICE

5

- a Splodge wants to go to the funfair again tonight. He's asking if he can do things for Ruff and Tumble so that they'll take him. Write his questions. Use **shall** and the list below.

make your bed ✓

help you wash up

clean Ruff's machines

tidy the kitchen

do the shopping

make supper

wash Mabel's car

post your letters

empty the dustbin

get your newspaper

make you a cup of tea

► *Shall I make your bed?*

- b Work with a partner. Take turns to ask and answer the questions. Use the sentences you wrote in 5a, but this time use **can**. You decide what the answers are.

► Partner A *Can I make your bed?*

Partner B *Oh yes, please.*

6 Splodge, Ruff, Tumble and Mabel are at the funfair. Read the conversation. Fill in the gaps. Use **shall, would ... like or would ... like to**.

Splodge Mabel, ► would you like to see the fortune-teller? She's very clever.

Mabel No, thanks. I'm going to ride on the big wheel.

(1) you come with me?

Splodge Yes, please. (2) I get the tickets?

Mabel Yes, all right. (3) you some more candy floss? There's a lady selling it over there.

Splodge Yes, please. I love candy floss.

Tumble Ruff, I'm going to buy some sweets. (4) I get you some?

Ruff No, thank you. (5) you go on the bumper cars next?

Tumble Yes, great! Mabel, (6) you go on the bumper cars?

Mabel No, thanks. I don't like bumper cars. They're noisy! I'm going to buy some hot dogs. Tumble, (7) you a hot dog or a burger?

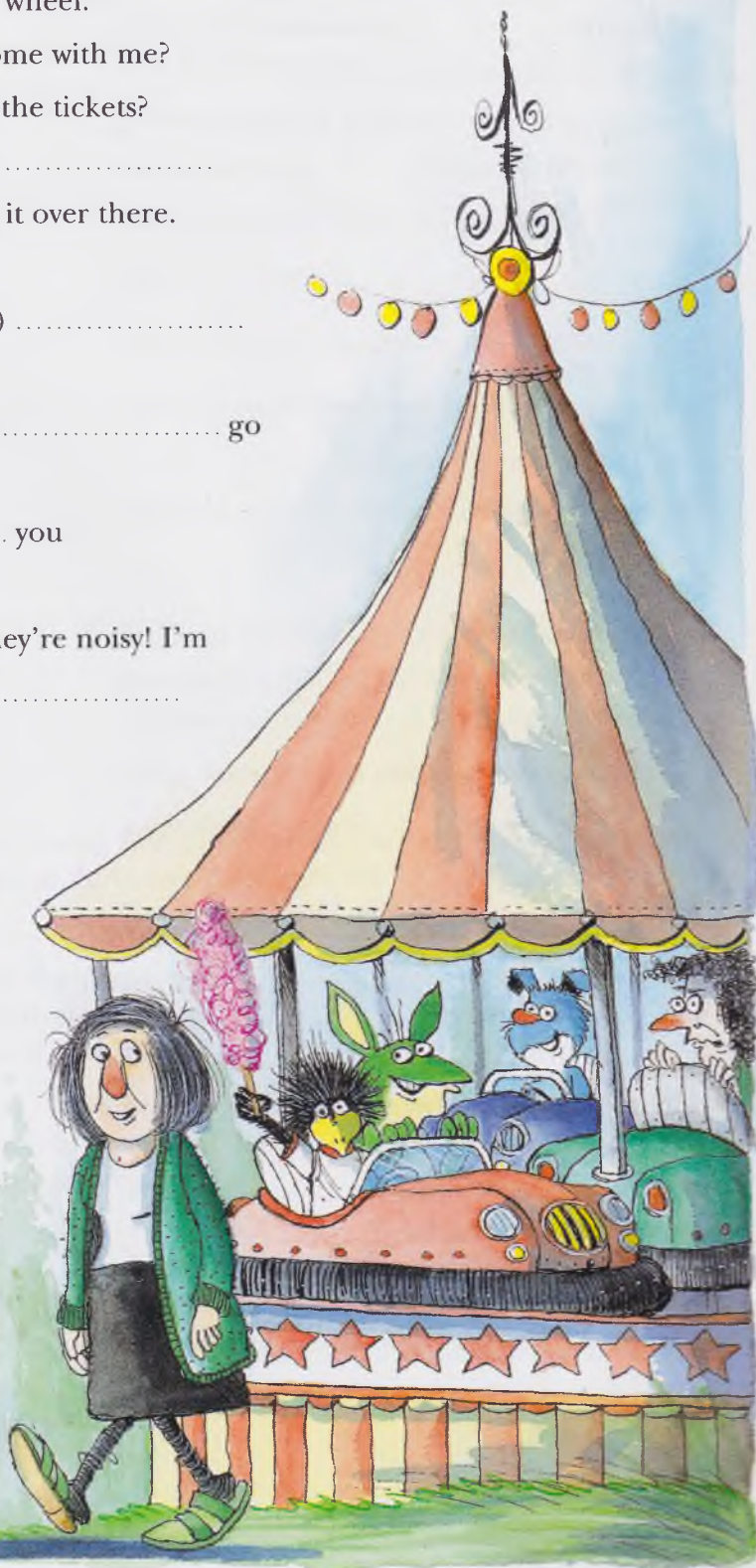
Tumble I'd like a hot dog, please.

(8) Splodge one, too?

Mabel No, I don't think so. He's eating lots of candy floss! (9) I get you a drink?

Tumble No, thanks. I've got some orange juice. (10) you some money? Hot dogs are quite expensive.

Mabel No, it's all right. Ruff says he'll pay!



- 7 Imagine your friend is ill in bed. You're trying to make him or her happy. Write questions. Use **would ... like** or **would ... like to** and the words below.

an extra pillow ✓	some ice cream	listen to some music
borrow a comic ✓	a drink	watch television
read a book	an apple	a glass of milk
see the doctor	some sweets	go to the cinema next week
an aspirin	go to sleep	

► Would you like an extra pillow?

Would you like to borrow a comic?

- 8 Work with a partner. Take turns to play this game. Partner A, say a sentence from the list. Partner B, use **shall** to say what you can do to help your friend. Then swap.

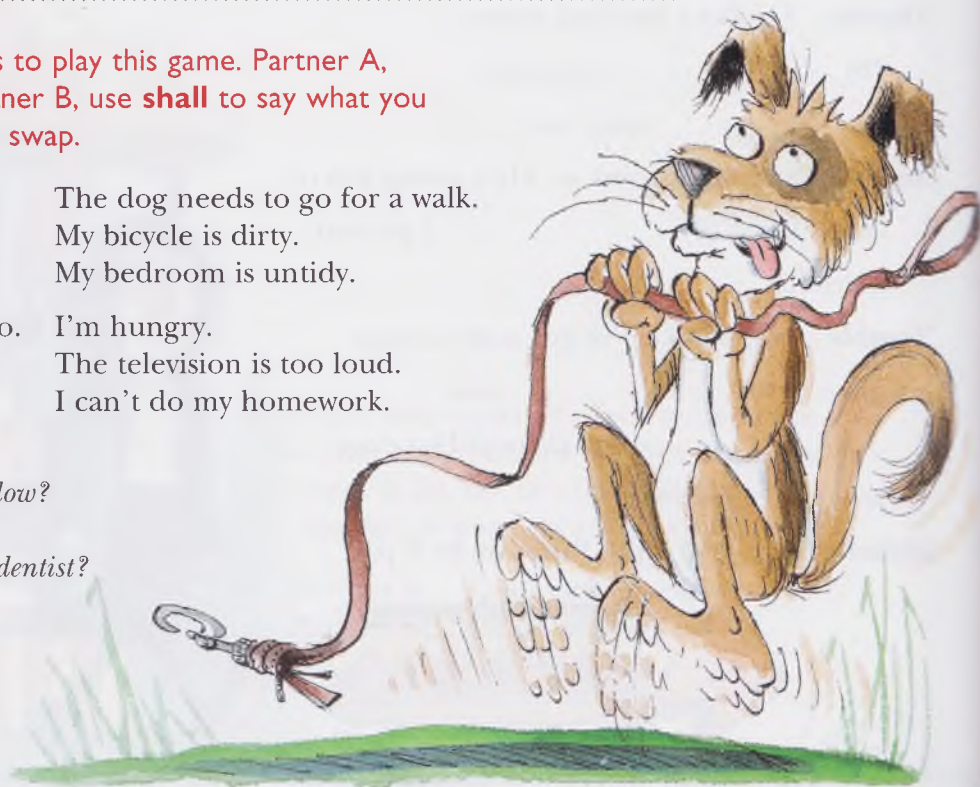
I'm too hot. ✓
 I've got toothache. ✓
 I haven't made my bed.

There's a lot of washing-up to do.
 I've got a headache.
 I'm thirsty.

The dog needs to go for a walk.
 My bicycle is dirty.
 My bedroom is untidy.

I'm hungry.
 The television is too loud.
 I can't do my homework.

► Partner A *I'm too hot.*
 Partner B *Shall I open the window?*
 Partner B *I've got toothache.*
 Partner A *Shall I telephone the dentist?*



REVISION 9 – ability; permission; requests; deduction

1 Read the sentences and tick the correct boxes.

Seals can swim but they can't speak.

Splodge could ride a bike when he was three but he couldn't read.

Do seals know how to swim? Yes ☐ No ☐

Do seals know how to speak? Yes ☐ No ☐

Did Splodge know how to read when he was three? Yes ☐ No ☐

2 Read the examples and answer the question.

Next year I'll be able to ride a motorbike.

He's having French lessons. He'll be able to speak French soon.

What's the future of the verb **can**?

3 Write three things that you'll be able to do in ten years' time.

4 Write three things you couldn't do when you were a baby.

5 Read what Splodge says and answer the questions.

Great! I'm allowed to go to the disco. I wasn't allowed to go to the cinema yesterday.

Can Splodge go to the disco?

Yes ☐ No ☐

Did he go to the cinema yesterday?

Yes ☐ No ☐

6 Read the sentences, tick the correct box and answer the question.

May I go to the disco?

Can I go to the disco?

These sentences mean ...

the same thing. ☐ different things. ☐

Which word do more people use?

may ☐ **can** ☐

7 Make Splodge's questions more polite.

Can you make me a sandwich?

Will you open the door, please?

8 Read the example. Answer the question.

Splodge is laughing. He must be happy.

Mildred has only just left. She can't be back already!

What word do you use to say you're sure something is true?

What word do you use to say you're sure something is impossible?

9 Look at the sentences and complete the rule below.

Splodge passed his exams. He must have worked very hard.

He didn't do very well in Music. He can't have practised his violin.

To make the past of **must** and **can't**, use **must** or **can't** + +

REVISION 10 – obligation; prohibition; advice; possibility

1 Read the example and tick the correct boxes.

You must go to bed at nine.

Can you choose to go to bed at ten?

Yes ☐ No ☐

I have to go to school.

Can I choose to stay at home?

Yes ☐ No ☐

2 Read the sentences and finish the rule below.

I had to go to school yesterday.

I didn't have to do any homework last night.

The past of **have to** and **don't have to** is

..... and

3 Write three things you don't have to do now that you had to do when you were little.

.....
.....
.....

4 Read the examples, tick the correct box and answer the question.

You mustn't eat so many bars of chocolate.

Can I eat lots of bars of chocolate?

Yes ☐ No ☐

Who do you think says things like this?

.....

5 Read the examples and tick the correct box.

You mustn't go to bed late.

You shouldn't go to bed late.

mustn't is stronger than **shouldn't**.

True ☐ False ☐

6 Read the problems and write solutions. Use **should**.

My hair is too long.

.....

I've lost my cat.

.....

I'm tired.

.....

I've got a cold.

.....

7 Read the examples and tick the correct box.

You should help your brother.

You ought to help your brother.

These sentences mean ...

the same thing. ☐ different things. ☐

8 Read the sentences and answer the question.

If I were you, I'd see a doctor.

If I were you, I'd tell my mum.

What expression can you use to tell somebody what you think they should do?

.....

9 Read what Ruff says to Splodge. Tick the correct box.

Don't do that! You might hurt yourself

Is Ruff sure Splodge will hurt himself?

Yes ☐ No ☐

10 Read what Tumble says and answer the question.

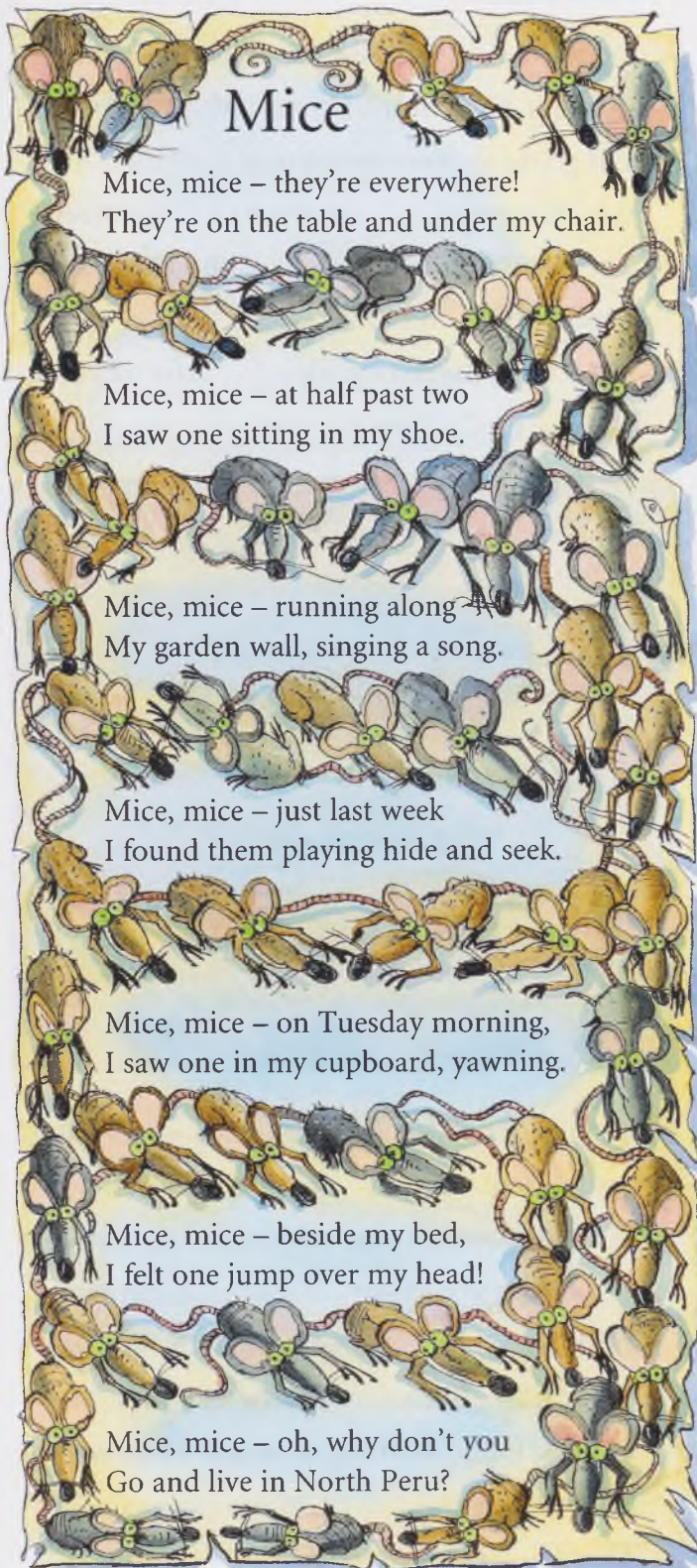
You might not understand Ruff's new potion.

You may need to read the instructions again.

What two words can you use to say you think something is possible?

..... and

Prepositions and phrases of place, time and movement



1 Tick (✓) the correct boxes.

- When were the mice playing hide and seek?
Last week ☐ Yesterday ☐
- On Tuesday morning a mouse was ...
in the cupboard. ☐ on the table. ☐



GRAMMAR

REMEMBER!

Prepositions and phrases of place tell you where things are.

Here are some examples: **in, on, under, next to, behind, in front of, opposite, inside, outside, between, beside.**

*There's a mouse **under** my chair.*

*There's a mouse **in front of** the television.*

*There are mice **beside** the bed.*

2 Write a suitable phrase in the gaps.

- It's standing ... behind ... the chair.
- 1 It's the bed and the cupboard.
- 2 There's one – in the garden.
- 3 I can see a mouse sitting the bed.
- 4 There are mice living my house.



REMEMBER! 2

Prepositions and phrases of movement tell you how things move and where they move to. Here are some examples: **over, under, through, along, into, out of, across, round, onto, off, up, down.**

*A mouse came **out of** the kitchen.*

*It ran **round** the cupboard.*

*I saw it run **up** the stairs and **into** my bedroom!*

3 Cross out the wrong words.

A baby mouse walked ► ~~down~~ / into my bedroom. It ran (1) across / past the floor. It jumped (2) into / round my slipper. Then it ran (3) onto / along the wall and hid in the cupboard. Two minutes later I saw it coming (4) over / out of the cupboard again.

REMEMBER! 3

Prepositions and phrases of time tell you when things happen. Here are some examples: **in, on, at, tomorrow, today, yesterday, last week, next week, in the morning, at night, every week.**

*I saw a mouse **in** the afternoon.*

***On** Tuesday morning I saw him yawning.*

*And just **last week** I saw five more.*

*Mice always come out **at** night!*

4 Complete the rhyme with the words below.

in in ✓ at on at

Every day in my house, ► **in**..... the afternoon,

The mice sit and watch a good cartoon.

It starts (1) five o'clock, I think,

And it's about a cat who's blue and pink.

I can see those mice sitting in my shoes.

(2) night they watch the evening news,

(3) Sunday morning they read some books,

And (4) the afternoon the chief mouse cooks!



PRACTICE

5 Tick the correct word and write it in the gaps. Think carefully!

► I saw a mouse running **up**..... the stairs.
through ☐ into ☐ up ☒

1 I'm going to buy a mousetrap
this afternoon ☐ yesterday ☐ last week ☐

2 The mouse ran the kitchen.
between ☐ off ☐ out of ☐

3 I never see the mice early the morning.
at ☐ in ☐ on ☐



4 Look! There's one walking the garden wall.

in ☐ along ☐ outside ☐

5 I wish they would stay in the garden!

inside ☐ from ☐ outside ☐

6 morning I saw two of them in the bathroom.

This ☐ Tomorrow ☐ At ☐

7 I think there's a new mouse day.

last ☐ next ☐ every ☐

8 One just walked me.

through ☐ past ☐ along ☐

9 I saw ten mice 14 February.

on ☐ in ☐ at ☐

10 They started living in my house
the winter.

to ☐ in ☐ at ☐

6 Answer the questions.

► Where is your school?

My school is next to the park.

1 What year were you born in?

I was born

2 Which month were you born in?

I was born

3 When do you go on holiday?

I go on holiday

4 Does grass usually grow inside or outside
a house?

It usually grows

5 Where can you see stars?

You can see stars

6 When do you sleep?

I sleep

7 When do you have breakfast?

I have breakfast

8 What date does your school term finish on?

It finishes

9 What day of the week don't you go to school?

I don't go to school

10 What two things can you get out of?

You can get out of and

7 Read the sentences and answer the questions.

► I passed my exams in 1998.

I was eleven in 1998.

What preposition do you use with a year?

in

1 The mouse ran under the bed.

Then it climbed into the cupboard.

In these sentences, **under** and **into** are
prepositions of ...

place. ☐ movement. ☐

2 There's a mouse on the table.

There's another one under the chair.

In these sentences, **on** and **under** are
prepositions of ...

place. ☐ movement. ☐

3 I always eat a packet of crisps at eleven o'clock.

I saw a fat brown mouse at half past three.

What preposition do you use with
a clock time?

.....

4 I'm going out this afternoon.

Tomorrow I'm seeing a friend.

Last week I found three mice in the kitchen.

With expressions like **tomorrow**, **yesterday** and
this afternoon, do you need a preposition of
time (**in**, **on**, **at**)?

Yes ☐ No ☐

5 The picture is above the bookcase.

Where's the bookcase?

Below the picture ☐ Next to the picture ☐

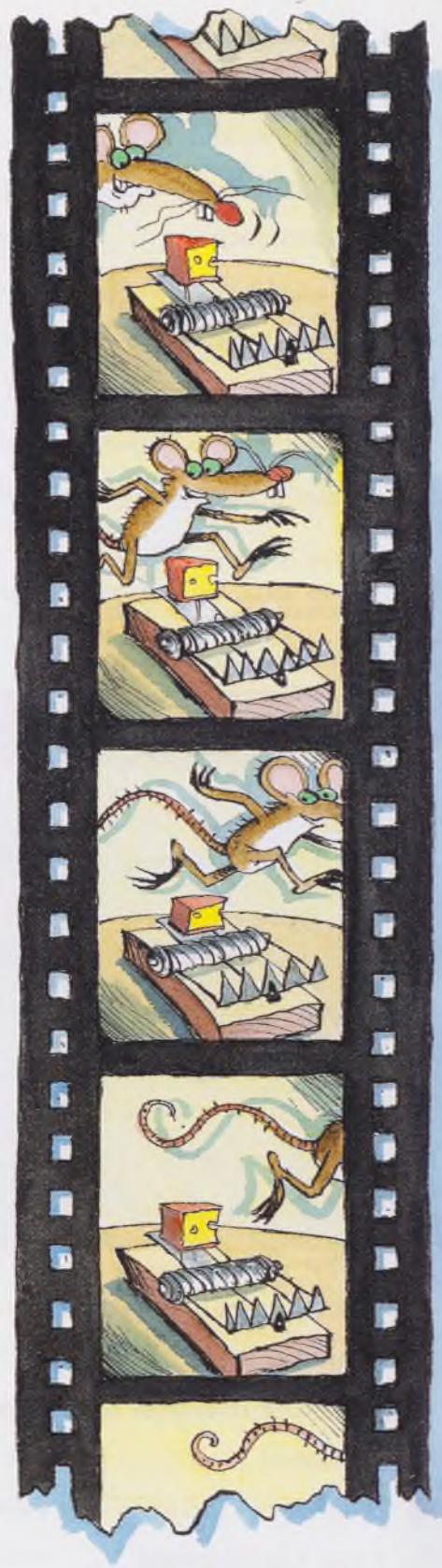
8 Fill in the gaps with the words below.

next down under from to out of on ✓ this
 into round along up off in onto at
 yesterday past at out of into

I'm declaring war on the mice. It isn't my house any more, it's theirs. It's a mouse-house! Look! There's one, sitting ► on the sofa. Don't laugh! It isn't funny.

(1), I found three baby mice living (2) the fridge. I watched them. They were running (3) the fridge (4) the cupboard, stealing biscuits. When I got (5) bed, I saw two more staring at me with their little black eyes. I quickly jumped (6) bed and chased them. They ran (7) the stairs, (8) the corridor and (9) the sitting-room. When I looked (10) the door I couldn't believe my eyes! There they were, (11) three o'clock (12) the morning listening to pop music on my CD player.

(13) morning, while I was having my breakfast, I heard a strange noise. I looked (14) at the ceiling and do you know what I saw? A mouse jumping (15) the lampshade (16) the bookcase. I can't go on like this. (17) lunchtime yesterday, I went to the shop and bought a mousetrap. But these are clever mice. They look at the trap and just walk (18) it. They know about traps. (19) week I'm going to buy a cat! He'll chase them (20) my house.



REVISION 11 – prepositions and phrases of place, time and movement

1 What do these words tell you?

There's a cat **on** my bed.
My bag is **under** the chair.

They tell you ...
when things happen. ☐
where things are. ☐

2 Answer the questions. Use phrases of place.

Where's your grammar book?

.....

Where do you keep milk?

.....

Where do you sleep?

.....

Where are your shoes now?

.....

3 Fill in the correct preposition of time in the rules.

..... + month, year, **the morning** etc.

..... + day and date.

..... + clock time, **the weekend**, etc.

4 Fill in the correct prepositions of time.

I sleep night.

I get up the morning.

I go to school eight.

I was born 1990.

It's usually sunny July.

I've got an exam Monday.

I have lunch one o'clock.

I'm seeing a friend the weekend.

5 Look at the examples and cross out the wrong word in the rule.

Splodge saw Lionel yesterday.
I'm going on holiday tomorrow.
Last week we went to the theatre.
My exams are next month.
I won a prize last year.

With expressions like **yesterday**, **last week**, **tomorrow**, **next year** etc you **do** / **don't** need a preposition of time.

6 Read the examples and tick the correct rule.

Splodge walked along Sunny Street.
He ran into a shop.
He jumped over a wall.
He walked round the corner into Moon Street.

Prepositions and phrases of movement tell you ...

when things happen. ☐

how things move and where they move to. ☐

7 Cross out the wrong words.

I walked **on** / **past** the bank.

I went **through** / **up** the stairs.

I got **on** / **out of** the car.

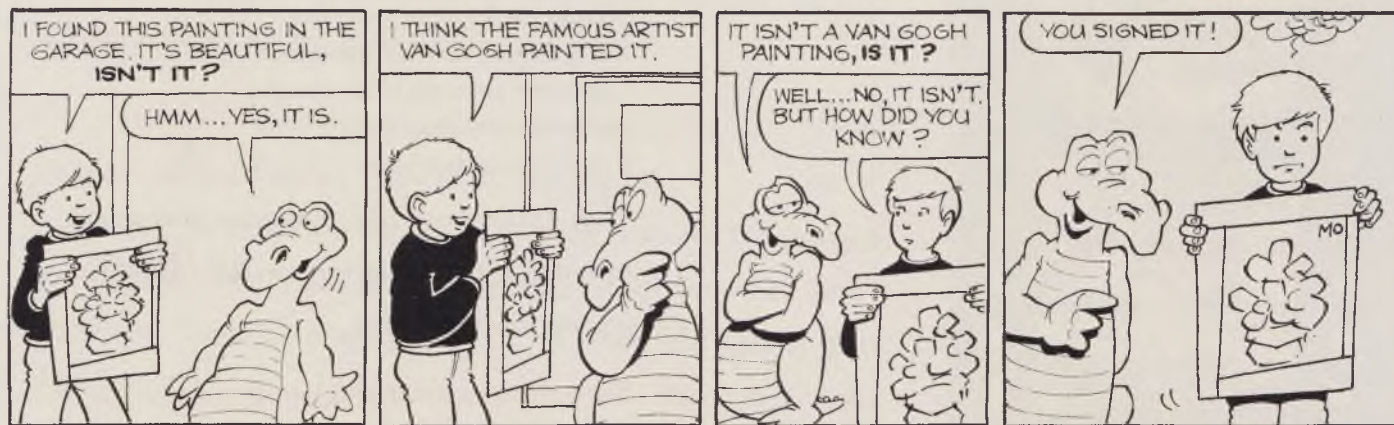
I walked **along** / **under** the street.

I climbed **in front of** / **over** a wall.

I jumped **into** / **off** the wall.

I ran **across** / **between** the High Street.

I went **into** / **down** the newsagent's.



1 Tick (✓) the correct boxes.

- Does Mo think the painting is beautiful?
Yes ☐ No ☐
- Who do you think painted it?
Van Gogh ☐ Mo ☐



GRAMMAR

A

Question tags are to check that the person you're talking to agrees with what you're saying. You think what you're saying is correct.

*'It's a beautiful painting, **isn't it?**' 'Yes, it is.'*

*'It isn't a Van Gogh painting, **is it?**' 'No, it isn't.'*

2 Read and answer the questions.

► **Mo** This is a good painting, isn't it?

Snapper Yes, it is.

Does Mo think it's a good painting? Yes ☒ No ☐

1 **Mo** Van Gogh was famous, wasn't he?

Snapper Yes, he was.

Does Mo think he was famous? Yes ☐ No ☐

2 **Mo** Van Gogh was Dutch, wasn't he?

Snapper Yes, he was.

Does Mo think he was Dutch? Yes ☐ No ☐

B

If the first part of the sentence is positive, the question tag is negative. If the first part of the sentence is negative, the question tag is positive.

First part	Question tag
<i>It's a beautiful painting,</i> (Positive +)	<i>isn't it?</i> (Negative -)
<i>It isn't a good painting,</i> (Negative -)	<i>is it?</i> (Positive +)

3 Write the question tags.

Use **is he?** or **isn't he?**

- ▶ Van Gogh isn't alive now, *is he?*
- 1 Mo isn't telling the truth,
- 2 Snapper is clever,
- 3 Mo isn't good at painting,
- 4 Snapper is funny,

REMEMBER!

You can make questions with **be** and **can**.

'Is he English?' 'Yes, he is.'
'Are they reading comics?' 'No, they aren't.'
'Are we going to see Billy?' 'Yes, we are.'
'Was he Dutch?' 'Yes, he was.'
'Were they playing football?' 'Yes, they were.'
'Can I have a biscuit?' 'Yes, you can.'
'Can he paint?' 'No, he can't.'

4 Write four questions. Use be and can.

- ▶ *Can you swim?*
- 1
- 2
- 3
- 4

C

You can make question tags with **be** and **can**, too.

*He's English, **isn't he?***
*They're reading comics, **aren't they?***
*We're going to see Billy, **aren't we?***
*He was Dutch, **wasn't he?***
*They were playing football, **weren't they?***
*I can have a biscuit, **can't I?***
*He can't paint, **can he?***

5 Make question tags for these sentences.

Use the correct form of **be** and **can**.

- ▶ Van Gogh was a famous painter, *wasn't he?*
- 1 She was a film star,
- 2 He wasn't English,
- 3 Mo can't sing,
- 4 They can see Pad tomorrow,

D

Be careful! The question tag for **I'm** is **aren't I?** NOT **amn't I?**

*I'm clever, **aren't I?***
*I'm going to be a famous painter, **aren't I?***

6 Complete the sentences. Use aren't I?

- ▶ I'm clever, *aren't I?*
- 1 I'm tall,
- 2 I'm good at painting,
- 3 I'm going to be late,
- 4 I'm a child,



PRACTICE

7 Match the two halves.

- | | |
|------------------------------------|--------------|
| ► He's famous, | can't he? |
| 1 You aren't a very good painter, | aren't I? |
| 2 Snapper can see Mo's name, | isn't he? |
| 3 Milly can eat a lot of sweets, | can't she? |
| 4 I'm good at drawing, | are you? |
| 5 They aren't going to the cinema, | are they? |
| <hr/> | |
| 6 You can't find Milly, | aren't you? |
| 7 We're going now, | can you? |
| 8 Milly can't swim, | aren't they? |
| 9 They're flowers, | aren't we? |
| 10 You're Mo's friend, | can she? |



8 Mo has hypnotised Snapper. Snapper is asleep. Write the question tags for Mo's questions.

- Mo** I'm a very nice person, ► *aren't I?*
- Snapper** Yes, you are.
- Mo** You're my best friend, (1)
- Snapper** Yes, I am.
- Mo** You aren't Spike's friend, (2)
- Snapper** No, I'm not.
- Mo** Spike can't read or write, (3)
- Snapper** No, he can't.
- Mo** Spike is stupid, (4)
- Snapper** Yes, he is.
- Mo** All his friends are horrible, (5)
- Snapper** Yes, they are.
- Mo** I'm not horrible, (6)
- Snapper** No, you aren't.

Mo I can do everything better than Spike,

(7)

Snapper Yes, you can.

Mo Spike is in the playground, (8)

Snapper Yes, he is.

Mo I want Spike's sweets. You're going to help me,

(9)

Snapper Yes, I am.

Mo He isn't going to be very happy, (10)

Snapper No, he isn't.

9

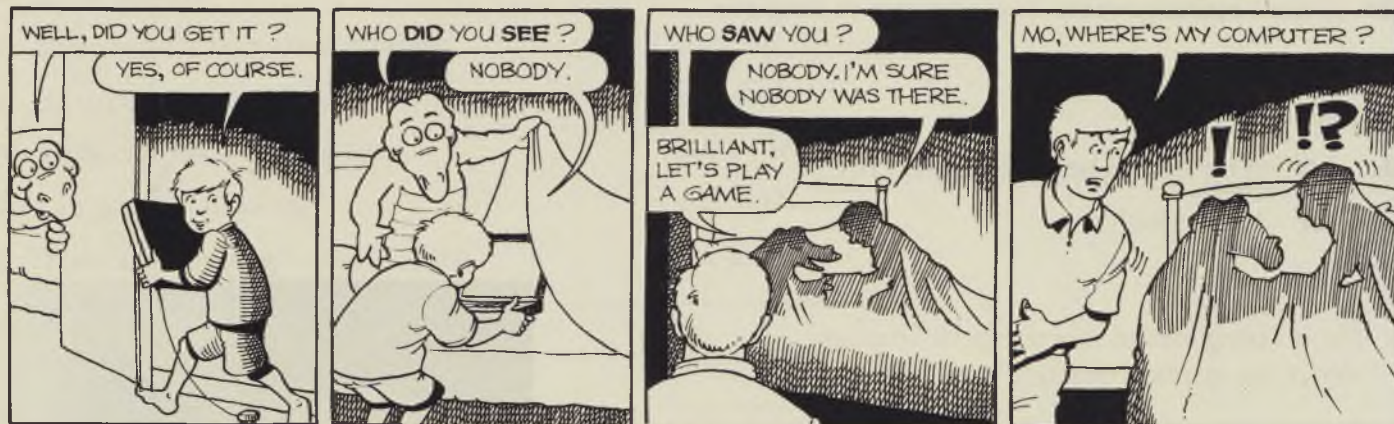
a Mo is saying lots of silly things to Snapper.
Write the correct question tags.

- ▶ I'm not silly, *am I?*
- 1 Milk isn't green,
- 2 I'm cleverer than Spike,
- 3 English is very easy,
- 4 Pad can speak ten languages,
- 5 Dogs can't use computers,
- 6 Milly is two years old,
- 7 Fish can read books,
- 8 You're going to do all my homework,
- 9 I'm going to be very famous,
- 10 We can't play football,

b Work with a partner. Take turns to say things to each other.
Use question tags. Ask five questions, then swap. Your partner
must agree with everything you say. Play the game like this:

- ▶ Partner A *You're five years old, aren't you?*
Partner B *Yes, I am.*
Partner A *I'm an astronaut, aren't I?*
Partner B *Yes, you are.*
Partner A *You can't count to ten, can you?*
Partner B *No, I can't.*





1 Tick (✓) the correct boxes.

- Mo saw . . .
nobody. ☐
three people. ☐
- Who saw Mo?
Nobody ☐ Mo's dad ☐



GRAMMAR

REMEMBER! 1

Question words are to ask questions.

who is to ask about people.	→ <i>Who's Snapper?</i>
whose is to ask who owns something.	→ <i>Whose is this book?</i>
where is to ask about places.	→ <i>Where's your school?</i>
when is to ask about time.	→ <i>When's Mo coming?</i>
why is to ask for a reason.	→ <i>Why is Mo late?</i>
how is to ask about the way you do something.	→ <i>How do you make soup?</i>

2 Write the correct question word.

- *Why* is Mo frightened? Because crocodiles eat people.
- 1 are they? They're Mo's friends.
- 2 is this football? It's Mo's.
- 3 are my boots? They're here: next to the bed.
- 4 do people sleep? At night.

REMEMBER! 2

what is to find out more about people and things when there are many possible answers.

What's your name? (There are lots of names.)

which is to ask the difference between two or more people or things when there aren't many possible answers.

Which is your book? (There are two books on the table.)

3 Choose what or which.

- *What* 's your address?
- 1 colour is your bike?
- 2 dog is yours? The white dog or the brown dog?
- 3 's the time?
- 4 do you prefer? Apple juice or milk?

REMEMBER! 3

Make questions like this:

Question	be/do/ can/have	Subject	Verb
<i>Who</i>	<i>does</i>	<i>Snapper</i>	<i>like?</i>
<i>Whose</i>	<i>is</i>	<i>this book?</i>	
<i>Where</i>	<i>has</i>	<i>he</i>	<i>gone?</i>
<i>When</i>	<i>can</i>	<i>you</i>	<i>come?</i>
<i>Why</i>	<i>is</i>	<i>he</i>	<i>smiling?</i>
<i>How</i>	<i>does</i>	<i>Mo</i>	<i>study?</i>
<i>What</i>	<i>are</i>	<i>these?</i>	
<i>Which</i>	<i>do</i>	<i>you</i>	<i>prefer?</i>

4 Put the words in the correct order.

- Snapper eat? What does
What does Snapper eat?
- 1 When is coming? Mo
- 2 are Mo and Snapper Why laughing?
- 3 Snapper and Mo? Where are

REMEMBER! 4

what, which, whose + noun

What job do you want to do when you grow up?

Which bicycle is yours – the big one or the small one?

Whose comic is this – yours or mine?

5 Put the words in the correct order.

- What Mo's dad car does drive?
What car does Mo's dad drive?
- 1 size are your feet? What
- 2 pen is this? Whose
- 3 yours? bicycle Which is
- 4 you like? programmes do What

REMEMBER! 5

how + adjective

How tall are you?

how many + nouns you can count

How many comics has he got?

how + adverb

How well can he read?

how much + nouns you can't count

How much milk is there?

6 Put the words below in the correct places.

- much ✓ quickly much old many
- How *much* lemonade is there? A little.
- 1 How sweets can Mo eat? Hundreds.
- 2 How is Snapper? Fifteen.
- 3 How water do you want? A glass.
- 4 How can he run? Very fast.

A

Be careful! Look at the difference between these two sentences:

Question	Answer
Who saw Mo? (Who is the subject)	Mo's dad saw Mo.
Who did Mo see ? (Who is the object)	Mo didn't see anybody.

7 Change these sentences. Make **who** the object.

- Who saw you?
Who did you see?.....
- 1 Who brought you?
Who
2 Who drove her?
Who
3 Who caught you?
Who
4 Who kicked him?
Who



PRACTICE

8

a Cross out the wrong question words.

- Who / ~~Which~~ likes Snapper?
- 1 What / Whose is this computer?
- 2 Whose / Who game is this?
- 3 What / How does Mo pass his tests?
- 4 How much / How many cheese can you eat?
- 5 Whose / Which do you prefer to eat: fish or meat?

b Write five sentences of your own to ask a friend. Use **who**, **which**, **how**, **how much** and **what**.

- Who's your favourite film actor?.....
- Which do you like best: coffee or tea?.....
- How fast can you run?.....
-
-
-
-
-



c Work with a partner. Take turns to ask and answer your questions.

- Partner A Who's your favourite actor?
Partner B My favourite actor is ...
- Partner B What's your favourite sport?
Partner A My favourite sport is ...

9 Choose suitable question words for these sentences.

- Where are you going?
- 1 is the time?
- 2 did your watch cost?
- 3 old are you?
- 4 milk is there left?
- 5 are you smiling at me?
- 6 is Snapper coming? He's late.
- 7 fish did you catch yesterday?
- 8 do you live?
- 9 saw you?
- 10 friends came to your party?
- 11 did you go yesterday?
- 12 tall is your brother?
- 13 fruit do you like best?
- 14 book is yours – this one or that one?
- 15 don't you like chocolate?

10 Read the sentences. Change them. Use **who as the object or subject of the question.**

- Who did Mo talk to?
Who talked to Mo?
- Who looked at you?
Who did you look at?
- 1 Who did you drive to school?
.....
- 2 Who helped Mo?
.....
- 3 Who did Snapper see?
.....
- 4 Who brought him?
.....
- 5 Who did she speak to?
.....
- 6 Who watched us?
.....
- 7 Who carried you?
.....
- 8 Who did Mo lie to?
.....
- 9 Who did you write to?
.....
- 10 Who telephoned you?
.....



Here's a really terrible joke about a rabbit:

On Monday a rabbit walked into the butcher's. He said:
'Have you got any lettuce?'

'No, I haven't,' said the butcher. 'I'm a butcher, not a greengrocer. Go away.'

On Tuesday the rabbit came back. He said:
'Do you sell lettuce?'

'No, I don't,' said the butcher. 'Go away!'

On Wednesday the rabbit came back. He said:
'Can I have some lettuce?'

'No, you can't!' shouted the butcher. 'Go away! If you come in here again, I'll nail your ears to the floor.'

On Thursday the rabbit came in. He said:

'Have you got any nails?'

'No, I haven't,' said the butcher.

'Good,' said the rabbit. 'Have you got any lettuce?'

1 Tick (✓) the correct boxes.

- Has the butcher got any lettuce?
Yes, he has. ☐
No, he hasn't. ☐
- The rabbit wants to know if the butcher has got any nails because he ...
wants his ears nailed to the floor. ☐
doesn't want his ears nailed to the floor. ☐



GRAMMAR

REMEMBER! ⚠

Short answers are easier and quicker than long answers. Look:

Question	Long answer	Short answer
<i>Are you happy?</i>	<i>Yes, I'm happy.</i>	<i>Yes, I am.</i>
<i>Have you got any lettuce?</i>	<i>Yes, I've got some lettuce.</i>	<i>Yes, I have.</i>
<i>Are we going to school?</i>	<i>Yes, we're going to school.</i>	<i>Yes, we are.</i>

2 Underline the short answers.

- Rabbit Have you got any lettuce?
Butcher No, I haven't.
Rabbit Can I have a carrot?
Butcher No, you can't.
Rabbit Do you sell cabbage?
Butcher No, I don't.
Rabbit Will you give me an apple?
Butcher No, I won't.



REMEMBER! 2

You can make short answers with **be**, **can**, **do**, **have** and **will**.

Question	Short answer
Are you going?	<i>Yes, I am.</i> OR <i>No, I'm not.</i>
Can I come with you?	<i>Yes, you can.</i> OR <i>No, you can't.</i>
Do you want a biscuit?	<i>Yes, I do.</i> OR <i>No, I don't.</i>
Have you seen him?	<i>Yes, I have.</i> OR <i>No, I haven't.</i>
Will they go to school now?	<i>Yes, they will.</i> OR <i>No, they won't.</i>



PRACTICE

4 Write short answers for these questions.

- Are you at school now?

Yes, I am. OR *No, I'm not.*

- 1 Do butchers usually sell lettuce?

.....

- 2 Has your friend got a dog?

.....

- 3 Can you swim?

.....

- 4 Have you ever been in a plane?

.....

- 5 Will you dream tonight?

.....

- 6 Did you go to the cinema yesterday?

.....

- 7 Were your parents at home last night?

.....

- 8 Did you enjoy your last lesson?

.....

3 Write short answers for these questions.

- Are you thirteen? *Yes, I am.*

- 1 Can you write backwards?

- 2 Is your friend clever?

- 3 Do dogs go to school?

- 4 Will she help you?

- 9 Have rabbits got long ears?

.....

- 10 Can sharks read?

.....

- 5 Can you be as annoying as the rabbit in the butcher's shop? Work with a partner. Partner A, you work in a bank. Partner B, you're a customer. Partner B, ask questions 1–5. Partner A, answer them. Use short answers. Then swap. Partner A, ask questions 6–10.

- Have you got any stamps?

- 1 Do you sell aeroplane tickets?

- 2 Will you give me some money?

- 3 Can I have two kilos of oranges?

- 4 Is the bank open at night?

- 5 Have you got any candles?

- 6 Do you sell aspirins?

- 7 Will you sell me a piece of cheese?

- 8 Can I have a box of tissues?

- 9 Are you selling bread today?

- 10 Have you got any biscuits?

- Partner B *Have you got any stamps?*
Partner A *No, I haven't!*

6

- a Imagine that one of your friends is an important and famous person. Write ten questions to ask him or her. Use **be**, **can**, **do**, **have** and **will** for your questions.

► Have you ever been on television?

Can you fly a helicopter?

Do you know a lot of famous people?

Are you happy?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- b Now work with a partner. Take turns to ask and answer your questions. Use short answers for your answers.

► Partner A Have you ever been on television?

Partner B Yes, I have.

Partner B Can you fly a helicopter?

Partner A No, I can't.

- 7 Ask your teacher if you can play a class game. One pupil thinks of somebody the whole class knows. The class asks the pupil questions until they've guessed who the person is. Play the game like this:

► Pupil B Are you very famous?

Pupil A Yes, I am.

Pupil C Have we seen you on television?

Pupil A Yes, you have.

Pupil D Are you young?

Pupil A No, I'm not.



1 Tick (✓) the correct boxes.

- A Valentine's card is a card that says somebody ...
likes you. ☐
doesn't like you. ☐
- Have you ever sent somebody a Valentine's card?
Yes ☐ No ☐



GRAMMAR

REMEMBER! 1

In some sentences there are things called relative clauses. These relative clauses tell you more about nouns. Look:

Ruff is an inventor.

*He's an inventor **who makes strange potions.***

(*who makes strange potions* = relative clause.)

Now I know more about Ruff.)

This is a card.

*This is a card **that says somebody likes you.***

(*that says somebody likes you* = relative clause.)

Now I know more about the card.)

2 Underline the relative clauses.

► Ruff knows somebody who likes him.

1 Splodge knows somebody who can walk on his hands.

2 This is a machine that makes chocolate biros.

3 I know somebody who likes painting trees.

4 This is a machine that makes your bed.

REMEMBER! 2

who, **that** and **which** are relative pronouns.

who replaces a person, **that** and **which** replace animals and things.

Ruff is an inventor. Ruff makes silly machines.

*Ruff is an inventor **who** makes silly machines.*

(*who* = Ruff)

This is a machine. It makes your bed.

*This is a machine **that/which** makes your bed.*

(*that/which* = it)

3 Read the sentences. Answer the questions.

- Ruff is an inventor. He loves machines.

Ruff is an inventor who loves machines.

What does **who** replace? *He*.....

- 1 Ruff has friends. They do strange things.

Ruff has friends who do strange things.

What does **who** replace?

- 2 These are the cards. They were sent to Ruff.

These are the cards that were sent to Ruff.

What does **that** replace?

A

whose is another relative pronoun. It tells you that somebody owns something. Look:

*Professor Thunderhead is a man. **His** house fell down.*

*Professor Thunderhead is the man **whose** house fell down.*

*Mrs Vanderclash is an inventor. **Her** invention won a prize.*

*Mrs Vanderclash is the inventor **whose** invention won a prize.*

4 Finish the sentences. Use a relative clause and **whose**.

- Splodge is a person. His rabbit is called Sticky.

Splodge is the person *whose rabbit is called Sticky*.....

- 1 Mabel is a lady. Her car broke down.

Mabel is the lady

- 2 Hector is a man. His dog likes Sticky.

Hector is the man

- 3 Daisy is a lady. Her sister is a famous actress.

Daisy is the lady

- 4 Mr Sweetfix is a man. His wife makes ice cream.

Mr Sweetfix is the man



PRACTICE

5 Splodge has found Ruff's note book. He wants to know who sent Ruff the card.

He's reading about the people Ruff knows.

Finish the sentences. Use **who** and a relative clause.

► Mrs Vanderclash. She went to the Inventors' Conference this year.

Mrs Vanderclash is the person who went to the Inventors' Conference this year.

1 Professor Flitehead. He writes books about chemicals.

Professor Flitehead is the man

2 Mr Frazz. He owns the London Laboratory.

Mr Frazz is the man

3 Bert Smith. He mends Ruff's machines.

Bert Smith is the person

4 Professor Thunderhead. He visited Ruff in February.

Professor Thunderhead is the man

5 Mrs Johns. She won the Wibble race.

Mrs Johns is the woman

6 Mr and Mrs Morgan. They work at Wibble Castle.

Mr and Mrs Morgan are the people

7 Hector. He taught Ruff Physics.

Hector is the man

8 Dr Tufftick. He telephoned Tumble last week.

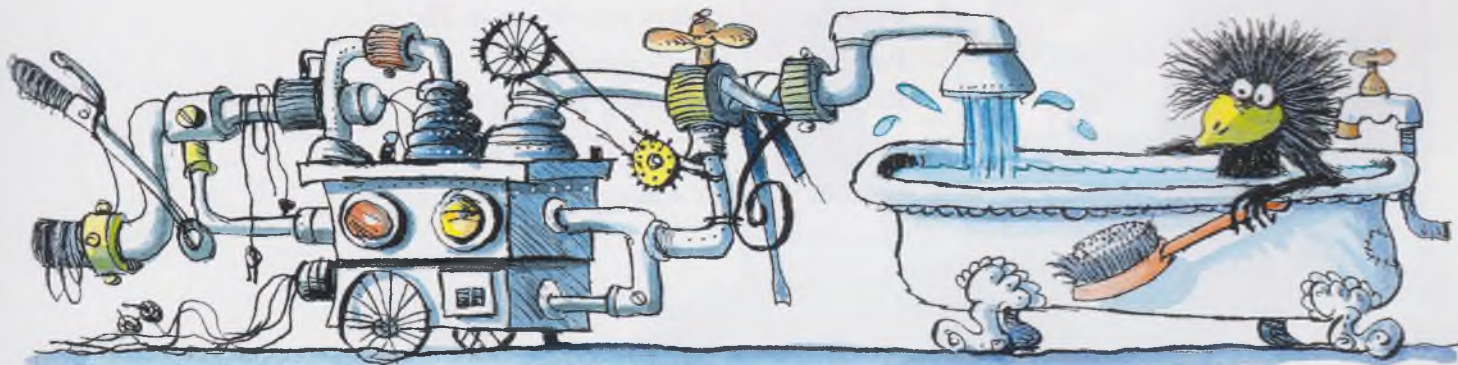
Dr Tufftick is the man

9 Mrs Nut. She talks too much.

Mrs Nut is the woman

10 Miss Twinkle. She bought the Bath-Filling Machine.

Miss Twinkle is the lady



6 What do these people do? Write whole sentences.
Use a relative clause.

an astronomer ✓	a newsagent	a postman
a doctor	an author	a chef
a vet	a teacher	a waiter
a window-cleaner	a pop singer	

► An astronomer is a person who studies the stars.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

7

a What are these things? Use a relative clause and the words in brackets.

► a washing-machine	3 a fridge
1 a kettle	4 a tumble drier
2 a microwave	5 a food mixer

► It's a machine that washes clothes. (wash / clothes)

- 1 (boil / water)
- 2 (heat / food)
- 3 (keep / things cold)
- 4 (dry / clothes)
- 5 (mix / food)

b Write a list of five objects.

► a book
a television

- 1
- 2
- 3
- 4
- 5

c Now work with a partner. Take turns to describe the objects you wrote in **7b**.

► Partner A	What's a book?
Partner B	It's a thing that you read.
Partner B	What's a television?
Partner A	It's a thing that you watch.

8 Fill in the gaps. Choose who or that.

Splodge How many Valentine cards did you get, Ruff?

Ruff Five! I got one from the lady ► *who* mixes my chemicals.

She's the lady (1) works in Wibble Pharmacy.

Splodge Pharmacy? What's a pharmacy?

Ruff It's a shop (2) sells medicines and chemicals.

You must know that.

Splodge Who else sent you a card?

Ruff I got one from somebody called Daisy. Isn't she the lady (3) teaches you French? She's nice, isn't she? And I got one from Mrs Sweetfix. She's the lady (4) makes ice cream. She sent me some Triple Toffee Ice, too.

Splodge What's Triple Toffee Ice?

Ruff It's ice cream (5) tastes of Triple Toffee, stupid.

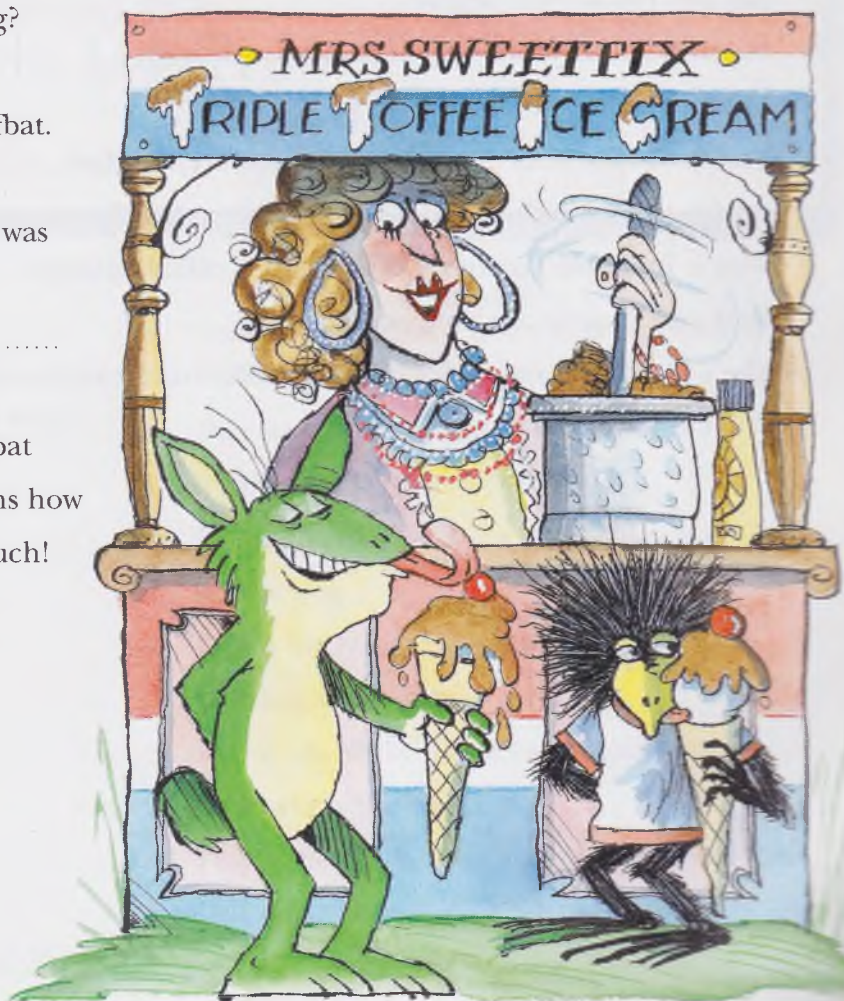
Triple Toffee is toffee (6) smells three times better than ordinary toffee. Don't you know anything?

Splodge Did Tumble get a card, too?

Ruff Yes, he did. He got one from Mrs Rafbat. She's the lady (7) works in the cinema. She sent him a card (8) was made of rose petals.

Splodge Yuck! Is she the same lady (9) sent him a teddy bear?

Ruff No, that was somebody else. Mrs Rafbat sent Tumble a book (10) explains how to get fit. I don't think he likes it very much!



9 Complete the sentences. Use **whose** and a defining relative clause.

- She's Dolly. Her son goes to school with Splodge.

Dolly is the lady whose son goes to school with Splodge.

- 1 This is Mr Tubtick. His bicycle has got three wheels.

Mr Tubtick is the man

- 2 This is Mrs Sweetfix. Her ice cream tastes wonderful.

Mrs Sweetfix is the lady

- 3 That's Fred. His brother was on television last night.

Fred is the man

- 4 Mrs Vanderclash is an inventor. Her machine exploded.

Mrs Vanderclash is the inventor

- 5 Dr Bertie is a doctor. His medicines always work.

Dr Bertie is the doctor

- 6 This is Jan and Pat. Their milkshakes are world-famous.

Jan and Pat are the people

- 7 Mildred is a lady. Her parrot always looks tired.

Mildred is the lady

- 8 Professor Flite is an engineer. His trains are very fast.

Professor Flite is the engineer

- 9 This is Ruff and Tumble. Their friend is called Splodge.

Ruff and Tumble are the people

- 10 She's Mrs Catmonger. Her husband makes unbreakable windows.

Mrs Catmonger is the lady



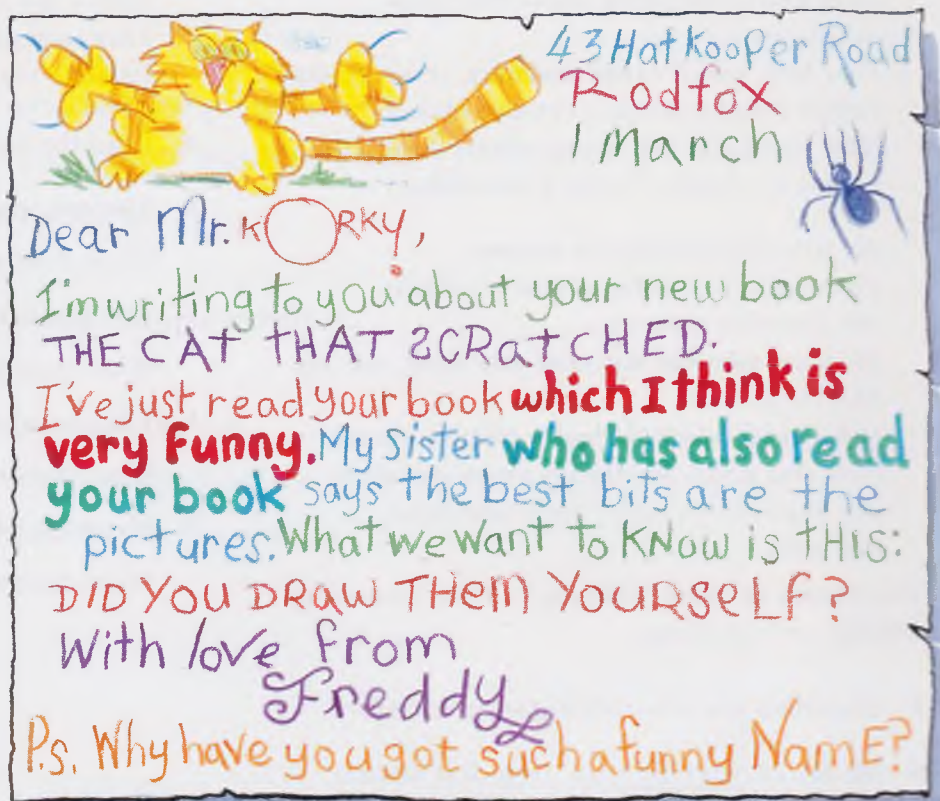
1 Tick (✓) the correct boxes.

- Freddy says that his sister has read the book.

True ☐ False ☐

- Does Freddy like 'The Cat That Scratched'?

Yes ☐ No ☐



GRAMMAR

REMEMBER!

Relative clauses tell you more about nouns. Without the relative clause you don't know much about the subject of the sentence. Look:

He's a man.

(I don't know much about the man.)

He's a man who writes funny books.

(*who writes funny books* = relative clause.

Now I know more about the man.)

This is the cat.

(I don't know much about the cat.)

It's the cat that scratched.

(*that scratched* = relative clause.

Now I know more about the cat.)

These relative clauses are called **defining** relative clauses.

See Chapters 42 and 44.

- 2 Finish the sentences. Use a defining relative clause.

- This is the flea. It tickled the cat.

It's the flea that tickled the cat.

- 1 This is the dog. It dug a hole.

It's the dog

- 2 This is Mr Long. He wrote the story.

Mr Long is the man

- 3 This is Mr Korky. He drew the pictures.

Mr Korky is the man

- 4 This is the book. It's the book I read yesterday.

This is the book

A

There's another kind of relative clause. It's called a **non-defining** relative clause. It gives you extra information about the noun in a sentence. Look:

Your book is very funny.

(You know one thing about the book: it's funny.)

*Your book, **which** I read yesterday, is very funny.*

(*which I read yesterday* = relative clause.

Now you know two things about the book:

I think it's funny. I read it yesterday.)

My sister says she likes the pictures.

(You know one thing about my sister: she likes the pictures.)

*My sister, **who** has also read your book, says she likes the pictures.*

(*who has also read the book* = relative clause.

Now you know two things about my sister:

she likes the pictures. She's also read the book.)

You usually use **non-defining** relative clauses in writing, not speaking.

3 Underline the non-defining relative clauses.

► Mr Korky, who likes children, has written a lot of books.

1 The cat, which is orange, has got a flea in its fur.

2 The flea, which wears a hat, is black.

3 Mr Korky, who draws a lot of pictures, uses a lot of paint.

4 The cat, which was in a bad mood, scratched and scratched.

B

who and **which** are relative pronouns.

who replaces a person and **which** replaces animals and things.

*My sister, **who** has read the book, says it's great.*

(*who* = my sister)

*Your book, **which** I read yesterday, is very funny.*

(*which* = your book)

4 Read the sentences. Answer the questions.

► The cat, which had a flea, was very angry.

What does **which** replace? The cat

The book, which is new, is very funny.

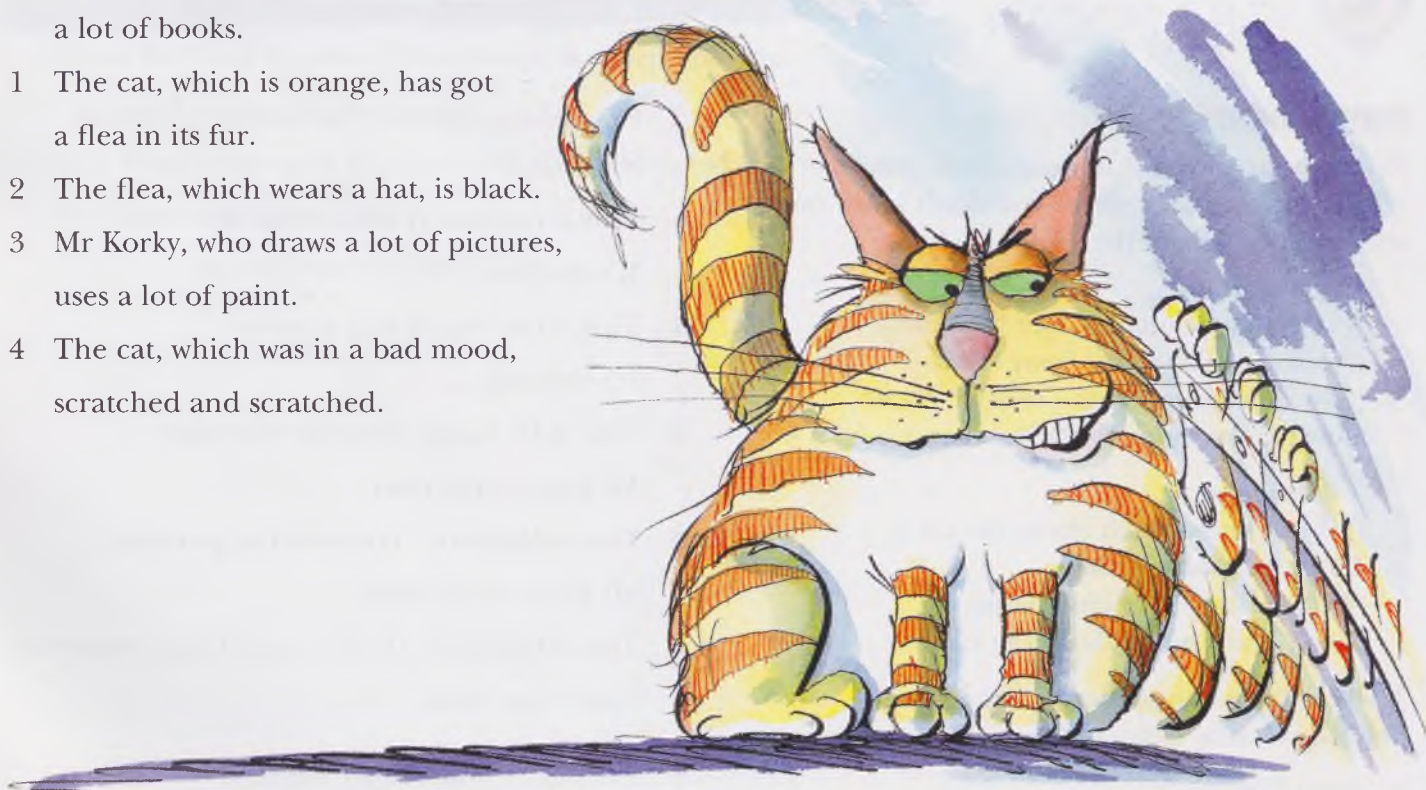
What does **which** replace? The book

1 The cat, which is orange, doesn't like fleas.

What does **which** replace?

2 My sister, who likes your books, reads a lot.

What does **who** replace?



C

Be careful! You need to use commas (,) in these relative clauses.

Don't forget them. Look at where the commas go:

Mr Korky, who draws the pictures, likes drinking coffee.

The cat, which was scratching, was very angry with the flea.

5 Put the commas in these sentences.

- The cat which had a stripey tail scratched and scratched.

The cat, which had a stripey tail, scratched and scratched.

- 1 The flea which was black laughed at the cat.
.....

- 2 The cat which had a flea in its fur asked people to help it.
.....

- 3 A hairdresser who was called Tess washed the cat.
.....

- 4 A lion which lived in the zoo helped the cat.
.....



PRACTICE

6 Underline the extra bits of information (the relative clauses) in each sentence.

- 'The Cat That Scratched', which I've read lots of times, is a very good book.

- 1 The pictures, which Mr Korky drew, always make Freddy laugh.

- 2 The story, which is in rhyme, is about a cat and a flea.

- 3 The writer, who lives in Rodfox, has got a cat.

- 4 The flea, which lived in the cat's fur, was very annoying.

- 5 The cat, which couldn't stop scratching, went to a car wash.

- 6 The car wash, which was full of soapy bubbles, made the cat very wet.

- 7 The flea, which laughed at the cat, jumped onto a lion.

- 8 The lion, which was very big and fierce, squashed the flea.

- 9 The cat, which was very happy, thanked the lion.

- 10 The lion, which had escaped from the zoo, went to live with the cat.

7

- a** Write new sentences. The words in brackets are the extra bits of information.
Use **who** and a relative clause. Don't forget the commas!

- Eloise has read the book. (She's Freddy's sister.)

Eloise, who's Freddy's sister, has read the book.

- 1 Tom is very clever. (He's Freddy's dad.)

- 2 Louise loves reading books. (She's Freddy's mum.)

- 3 Eloise has read the story about the cat. (She loves Mr Korky.)

- 4 Mr Long wrote the story. (He's Mr Korky's friend.)

- 5 Mr Korky painted the pictures. (He enjoys drawing.)

- b** Now rewrite these sentences. Use **which** and a relative clause.

- 'Professor Puffendorf' is another of Mr Korky's books. It's very amusing.

'Professor Puffendorf', which is very amusing, is another of Mr Korky's books.

- 1 The story is about some magic potions. It's quite short.

- 2 The potions are in a secret cupboard. The potions do strange things.

- 3 The laboratory is usually locked. The laboratory is very big.

- 4 The red potion makes your hair grow. The professor invented it.

- 5 The blue potion makes your dreams come true. The assistant stole it.

8 Choose **who** or **which** to fill in the gaps.

► Freddy, who..... is Eloise's brother, has met Mr Korky.

1 Mr Korky, often visits schools, likes talking to children.

2 His latest book, is very popular, is about a boy called Sam.

3 His drawings, are always funny, are painted in watercolour paint.

4 Eloise, loves Mr Korky, asked him to draw a picture of her.

5 The drawing, was in pencil, didn't look like Eloise at all!

6 Freddy, bought one of Mr Korky's books, asked him to sign it.

7 'The Cat That Scratched', I bought last week, is my favourite book.

8 Mr Korky, has drawn thousands of pictures, is very famous.

9 His books, are sold all over the world, are full of interesting pictures.

10 Freddy and Eloise, are Mr Korky's fans, have got all his books.



Eloise



Freddy



Reference

These are important things you need to know.

A

What are **vowels**? They're these letters:

a, e, i, o, u

What are **consonants**? They're these letters:

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

B

What are **nouns**? They're names for people, animals, things and places.

Ruff is clever. I love rabbits.

This is a book. Are you going to India?

C

What are **articles**? **A, an** and **the** are articles. They go before nouns.

Sticky is a rabbit. He's eating an apple.

You can use **a, an** and **the** before singular nouns.

It's a star-catcher telescope. The telescope is broken!

You can use **the** before plural nouns and nouns you can't count.

Look at the penguins. They're drinking the water in Ruff's pond.

D

What are **adjectives**? They're words that tell you more about nouns.

It's a tiger. → It's a dangerous tiger.

This is a machine. → This machine is fantastic.

Splodge likes holidays. → He likes long holidays.

Use **comparative adjectives** to talk about the difference between two people, animals or things.

I'm more intelligent than Splodge.

That spider is more dangerous than this one.

My house is smaller than yours.

Use **superlative adjectives** to talk about the difference between three or more people, animals or things.

Splodge is the nicest person I know. Cheetahs are the fastest animals on earth.

This is the silliest book I've ever read.

E

What are **pronouns**? They're words that replace nouns.

Ruff goes to conferences. → *He goes to conferences.*

Splodge likes **cartoons**. → *Splodge likes them.*

Mabel loves **tortoises**. → *She loves them.*

This is **my watch**. → *It's mine.*

F

What are **verbs**? They're words to talk about things you do.

You can use them to talk about the present, the past or the future.

Splodge goes to school every day.

At the moment he's reading a book.

Ruff can make very interesting potions.

Splodge saw a hippopotamus yesterday.

Tumble has drunk a lot of coffee.

Ruff had gone when Mabel arrived.

They're going on holiday next week.

The conference will start next Saturday at three.

Some verbs behave badly. They are irregular in the past simple and past participle. You know most of these but look at page 218 and learn any you don't know.

G

What are **adverbs of manner**? They're words that tell you more about verbs.

Splodge reads. → *Splodge reads quickly.*

Tumble sings. → *Tumble sings badly.*

Ruff writes. → *Ruff writes well.*

Use **comparative adverbs** to talk about the difference between two people, animals or things.

Sticky runs faster than Splodge.

Dogs eat more messily than cats.

Computers work more quickly than calculators.

Use **superlative adverbs** to talk about the difference between three or more people, animals or things.

In my family, I'm the one who gets up the earliest.

Of all the animals, the cheetah runs the fastest.

I like this pen. It's the one that writes the best.

What are **adverbs of frequency**? They're words that tell you when something happens.

We go to the beach. → *We often go to the beach.*

Splodge is noisy. → *Splodge is always noisy.*

Tumble is angry. → *Tumble is never angry.*

H

What are **prepositions**? They're words that do three things.
They tell you:

- 1 where things are.

*There's a mouse **on** my bed.*

*Splodge is **in** the garden.*

- 2 how things move.

*Splodge is running **round** the garden.*

*He walked **into** the shop and jumped **over** the counter.*

- 3 when things happen.

*It's my birthday **on** Friday.*

*He goes to school **at** eight o'clock.*

***In** summer we swim in the sea.*

I

All words are made of **syllables**. Words can have one, two, three or more syllables. You can count the syllables if you say the word.

Read and say these words.

One syllable	Two syllables	Three syllables
<i>cat</i> cat	<i>baby</i> ba-by	<i>enormous</i> e-nor-mous
<i>dog</i> dog	<i>trumpet</i> trum-pet	<i>difficult</i> dif-fi-cult

J

Nouns are often the **subject** or **object** of a sentence.

Subject noun

Splodge plays.

Tumble reads.

Subject noun

Splodge plays

Tumble reads

Object noun

the violin.

newspapers.

ing forms can also be the subject or the object of a sentence.

Subject

Writing makes me happy.

Object

I like writing.

K

What are **active** and **passive** sentences? In an active sentence, the subject does the action. Look:

Subject	Verb	Object
Ruff	telephoned	Dr Quixit.
Splodge	ate	the biscuits.

(Ruff is the person who telephoned Dr Quixit.

Splodge is the person who ate the biscuits.)

You can use passive sentences when you don't know who does the action or it isn't important who does it.

*Dr Quixit **was telephoned**. The biscuits **were eaten**.*

(You don't know who telephoned Dr Quixit, and you don't know or it isn't important who ate the biscuits.)

If you want to say who did the action in a passive sentence, use **by** + person.

*The prize was won **by Mrs Vanderclash**.*

*The Unbreakable Egg was bought **by Splodge**.*

L

What are **relative clauses**?

Defining relative clauses tell you more about nouns. Look:

Mrs Vanderclash is a woman.

(You don't know very much about the woman.)

*Mrs Vanderclash is the woman **who helped Ruff**.*

(Now you know more about the woman.)

What are **relative pronouns**? They're these words:
who, that, which and **whose**.

*She's the lady **who** won the prize.*

who replaces a person.

*Look! It's the machine **that/which** makes edible forks.*

that and **which** replace animals and things.

*Dr Quixit is the person **whose** machine exploded.*

whose tells you that somebody owns something.

Non-defining relative clauses give you extra information about the noun in a sentence. Look:

This dog is very nice.

(You know one thing about the dog: it's very nice.)

*This dog, **which I found yesterday**, is very nice.*

(Now you know two things about the dog: it's a very nice dog and I found it yesterday.)

You usually use non-defining relative clauses in writing, not in speaking. Don't forget to use commas in these clauses.

M

What's **reported speech**? Reported speech is to tell somebody what a person said to you. Look:

Speaker

'My bike is broken.'

'I can't find my friend.'

Reporter

*She said **her** bike **was** broken.*

*He said **he** **couldn't** find **his** friend.*

There are two very important things to remember in reported speech:

- 1 When you use reported speech, you go back a tense.
- 2 You need to change the pronouns.

REVISION 12 – questions; short answers; relative clauses

1 Read the examples. Tick the correct box.

This is a good book, isn't it?

Your friend wrote it, didn't she?

Does the speaker think it's a good book?

Yes ☐ No ☐

2 Read the sentences and complete the rule below.

It's a nice day, isn't it?

That isn't your bike, is it?

If the first part of the sentence is negative, the question tag is

If the first part of the sentence is positive, the question tag is

3 Fill in the gaps with a question tag.

He's your brother,

You can speak French,

I'm clever,

She's in your class,

We're going now,

They can't see us,

Van Gogh was Dutch,

He wasn't Italian,

4 Read the examples and complete the rule below.

'Are you coming?' *'Yes, I am.'*

'Can you see him?' *'No, I can't.'*

'Do you like her?' *'Yes, I do.'*

'Have you got a dog?' *'No, I haven't.'*

'Will you help me?' *'Yes, I will.'*

You can make short answers with

be, can,, and

5 Write short answers for these questions.

Are you ten?

Can you swim?

Do you like apples?

Have you got a pet?

Will you be at school tomorrow?

.....

6 Read the sentences and tick the correct box.

Ruff is the person who got a Valentine's card.

Splodge is the person who broke that machine.

Relative clauses tell you more about ...

adjectives. ☐ nouns. ☐

7 Answer the questions.

What's a kettle? It's a machine

.....

What's a doctor? It's a person

.....

8 Read the examples. Tick the correct rule.

The machine, which was bright green, looked like a telescope.

The dog, which was very fierce, belonged to Splodge's uncle.

You usually use non-defining relative clauses in ... writing. ☐ speaking. ☐

9 Look at the two sentences. Tick the sentence with a non-defining relative clause.

Ruff is the inventor who made the Eggbomb machine. ☐

Ruff, who looked very angry, shouted at Dr Quixit. ☐

Useful words

Aa

admire [verb]
advice [noun]
after-shave [noun]
airfield [noun]
anchor [noun]
announce [verb]
architect [noun]
autograph [noun]
automatically [adverb]
award [verb]

Bb

balance [verb]
bandage [verb]
battery [noun]
believe [verb]
boiler room [noun]
bonfire [noun]
borrow [verb]
bow [noun]
brave [adjective]
bubble bath [noun]
bury [verb]

Cc

cancel [verb]
chain [noun]
classical [adjective]
collapse [verb]
competition [noun]
crab [noun]
crew [noun]

Dd

damage [verb]
demonstration [noun]

develop [verb]
dig [verb]
disease [noun]
drill [verb]
drown [verb]

Ee

e-mail [noun]
empty [adjective]
everlasting [adjective]
exciting [adjective]
exhibit [verb]
extinct [adjective]

Ff

factory [noun]
false [adjective]
fan [noun]
fire-eater [noun]
fireworks [noun]
flashing [adjective]
flea [noun]
float [verb]
fluent [adjective]
fortune-teller [noun]
fuel [noun]

Gg

gas [noun]
greedily [adverb]
gunpowder [noun]

Hh

handlebars [noun]
harbour [noun]
high jump [noun]
hunt [verb]
hurricane [noun]

Ii

iceberg [noun]
imaginative [adjective]
improve [verb]
information [noun]
international [adjective]
investigate [verb]
investigation [noun]
ivory [noun]

Jj

javelin [noun]
jaw [noun]
jazz [noun]
jog [verb]

Ll

laser [noun]
lawn [noun]
lawyer [noun]
leaning [adjective]
lecture [noun]
leopard [noun]
lifejacket [noun]
lightning [noun]
lobster [noun]
local [adjective]
luggage [noun]

Mm

make faces [verb]
metal [noun]
meteorite [noun]
microwave [noun]
missing [adjective]
mood [noun]
moon buggy [noun]
muscle [noun]

Nn

number plate [noun]

Oo

oil [noun]

Pp

papyrus [noun]

patient [noun]

pearl [noun]

pharaoh [noun]

physicist [noun]

poisonous [adjective]

polish [verb]

pollute [verb]

pond [noun]

popular [adjective]

portrait [noun]

pretend [verb]

publish [verb]

pump up [verb]

punish [verb]

Rr

recognise [verb]

record [verb]

replace [verb]

rescue [verb]

rhyme [noun]

rotten [adjective]

rough [adjective]

row [noun]

Ss

safari [noun]

safe [adjective]

scratch [verb]

seal [noun]

service [verb]

sharp [adjective]

shave [verb]

shiny [adjective]

shoot [verb]

show-off [noun]

sign [verb]

sink [verb]

slipper [noun]

snap [verb]

snorkelling [noun]

soapy [adjective]

sour [adjective]

space shuttle [noun]

speech [noun]

spill [verb]

spotty [adjective]

squash [verb]

strike [verb]

stripe [noun]

stripey [adjective]

stroke [verb]

surgeon [noun]

survive [verb]

swap [verb]

Tt

tank [noun]

temperature [noun]

terrifying [adjective]

thunderclap [noun]

tomb [noun]

traffic [noun]

tumble drier [noun]

tyre [noun]

Uu

unbreakable [adjective]

upset [verb]

Ww

wag [verb]

walrus [noun]

weak [adjective]

weather [noun]

weight [noun]

wildlife [noun]

wobble [verb]

wood [noun]

Yy

yawn [verb]

Present forms of verbs

Long forms		Short forms		Questions
Present simple of be				
I am you are he is she is it is we are you are they are	I am not you are not he is not she is not it is not we are not you are not they are not	I'm you're he's she's it's we're you're they're	I'm not you aren't he isn't she isn't it isn't we aren't you aren't they aren't	Am I? Are you? Is he? Is she? Is it? Are we? Are you? Are they?
Present simple (see Chapter 7)				
I like you like he likes she likes it likes we like you like they like	I do not like you do not like he does not like she does not like it does not like we do not like you do not like they do not like		I don't like you don't like he doesn't like she doesn't like it doesn't like we don't like you don't like they don't like	Do I like? Do you like? Does he like? Does she like? Does it like? Do we like? Do you like? Do they like?
Present continuous (see Chapter 7)				
I am working you are working he is working she is working it is working we are working you are working they are working	I am not working you are not working he is not working she is not working it is not working we are not working you are not working they are not working	I'm working you're working he's working she's working it's working we're working you're working they're working	I'm not working you aren't working he isn't working she isn't working it isn't working we aren't working you aren't working they aren't working	Am I working? Are you working? Is he working? Is she working? Is it working? Are we working? Are you working? Are they working?

Past forms of verbs

Long forms		Short forms		Questions
Past simple of be				
I was	I was not		I wasn't	Was I?
you were	you were not		you weren't	Were you?
he was	he was not		he wasn't	Was he?
she was	she was not		she wasn't	Was she?
it was	it was not		it wasn't	Was it?
we were	we were not		we weren't	Were we?
you were	you were not		you weren't	Were you?
they were	they were not		they weren't	Were they?

Long forms		Short forms		Questions
Past simple of regular verbs				
I helped	I did not help		I didn't help	Did I help?
Past simple of irregular verbs				
I went	I did not go		I didn't go	Did I go?
Past continuous (see Chapter 8)				
I was working	I was not working		I wasn't working	Was I working?
you were working	you were not working		you weren't working	Were you working?
he was working	he was not working		he wasn't working	Was he working?
she was working	she was not working		she wasn't working	Was she working?
it was working	it was not working		it wasn't working	Was it working?
we were working	we were not working		we weren't working	Were we working?
you were working	you were not working		you weren't working	Were you working?
they were working	they were not working		they weren't working	Were they working?
Present perfect simple (see Chapters 9, 10 and 11)				
I have worked	I have not worked	I've worked	I haven't worked	Have I worked?
you have worked	you have not worked	you've worked	you haven't worked	Have you worked?
he has worked	he has not worked	he's worked	he hasn't worked	Has he worked?
she has worked	she has not worked	she's worked	she hasn't worked	Has she worked?
it has worked	it has not worked	it's worked	it hasn't worked	Has it worked?
we have worked	we have not worked	we've worked	we haven't worked	Have we worked?
you have worked	you have not worked	you've worked	you haven't worked	Have you worked?
they have worked	they have not worked	they've worked	they haven't worked	Have they worked?
Present perfect continuous (see Chapter 12)				
I have been / have not been working		I've been working	I haven't been working	Have I been working?
you have been / have not been working		you've been working	you haven't been working	Have you been working?
he has been / has not been working		he's been working	he hasn't been working	Has he been working?
she has been / has not been working		she's been working	she hasn't been working	Has she been working?
it has been / has not been working		it's been working	it hasn't been working	Has it been working?
we have been / have not been working		we've been working	we haven't been working	Have we been working?
you have been / have not been working		you've been working	you haven't been working	Have you been working?
they have been / have not been working		they've been working	they haven't been working	Have they been working?
Past perfect simple (see Chapter 14)				
I had seen	I had not seen	I'd seen	I hadn't seen	Had I seen?
you had seen	you had not seen	you'd seen	you hadn't seen	Had you seen?
he has seen	he has not seen	he'd seen	he hadn't seen	Had he seen?
she has seen	she has not seen	she'd seen	she hadn't seen	Had she seen?
it has seen	it has not seen	it'd seen	it hadn't seen	Had it seen?
we had seen	we had not seen	we'd seen	we hadn't seen	Had we seen?
you had seen	you had not seen	you'd seen	you hadn't seen	Had you seen?
they had seen	they had not seen	they'd seen	they hadn't seen	Had they seen?

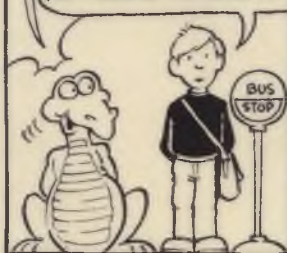
Irregular verbs

Base verb		Past simple		Past participle
be	→	was/were	→	been
begin	→	began	→	begun
blow	→	blew	→	blown
break	→	broke	→	broken
bring	→	brought	→	brought
build	→	built	→	built
buy	→	bought	→	bought
catch	→	caught	→	caught
choose	→	chose	→	chosen
come	→	came	→	come
cut	→	cut	→	cut
dig	→	dug	→	dug
do	→	did	→	done
draw	→	drew	→	drawn
drink	→	drank	→	drunk
drive	→	drove	→	driven
eat	→	ate	→	eaten
fall	→	fell	→	fallen
feed	→	fed	→	fed
feel	→	felt	→	felt
find	→	found	→	found
fly	→	flew	→	flown
forget	→	forgot	→	forgotten
freeze	→	froze	→	frozen
get	→	got	→	got
give	→	gave	→	given
go	→	went	→	gone/been
hang	→	hung	→	hung
have	→	had	→	had
hear	→	heard	→	heard
hide	→	hid	→	hidden
hit	→	hit	→	hit
keep	→	kept	→	kept
know	→	knew	→	known
lay	→	laid	→	laid
leave	→	left	→	left
lend	→	lent	→	lent
light	→	lit	→	lit

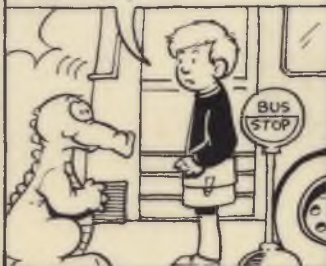
Base verb		Past simple		Past participle
lose	→	lost	→	lost
make	→	made	→	made
meet	→	met	→	met
mow	→	mowed	→	mown
pay	→	paid	→	paid
put	→	put	→	put
read	→	read	→	read
ride	→	rode	→	ridden
ring	→	rang	→	rung
run	→	ran	→	run
say	→	said	→	said
see	→	saw	→	seen
sell	→	sold	→	sold
send	→	sent	→	sent
shoot	→	shot	→	shot
show	→	showed	→	shown
shut	→	shut	→	shut
sing	→	sang	→	sung
sink	→	sank	→	sunk
sit	→	sat	→	sat
sleep	→	slept	→	slept
speak	→	spoke	→	spoken
spend	→	spent	→	spent
spill	→	spilt	→	spilt
stand	→	stood	→	stood
steal	→	stole	→	stolen
strike	→	struck	→	struck
sweep	→	swept	→	swept
swim	→	swam	→	swum
take	→	took	→	taken
teach	→	taught	→	taught
tell	→	told	→	told
think	→	thought	→	thought
understand	→	understood	→	understood
upset	→	upset	→	upset
wake	→	woke	→	woken
win	→	won	→	won
write	→	wrote	→	written

YOU'RE STARTING THE GRAMMAR LAB THREE TODAY, AREN'T YOU?

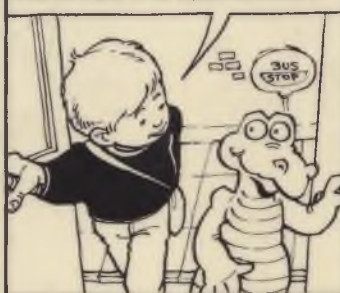
WELL, YES, BUT I'M NOT GOING TO READ IT.



I'VE READ ALL THE FUNNY STORIES IN BOOKS ONE AND TWO. I'VE SEEN ALL THE LOVELY PICTURES AND CARTOONS,...



...I'VE UNDERSTOOD ALL THOSE NICE EASY GRAMMAR EXPLANATIONS, AND I'VE DONE ALL THE EXERCISES.



SO, YOU SEE, I REALLY DON'T NEED TO READ BOOK THREE.



CAN I HAVE YOUR COPY, THEN?

YES, OF COURSE.



HA HA, THAT'S FUNNY!

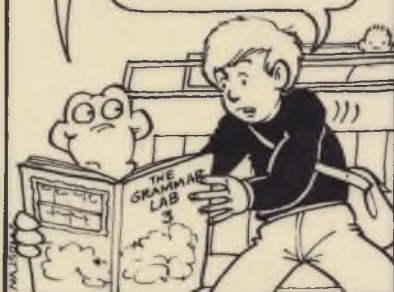


AH, NOW THAT'S REALLY INTERESTING.



I'M GLAD I LEARNED THAT BEFORE TODAY'S TEST...

GIVE ME THAT!



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