

new edition

Grammar

two

Jennifer Seidl



OXFORD

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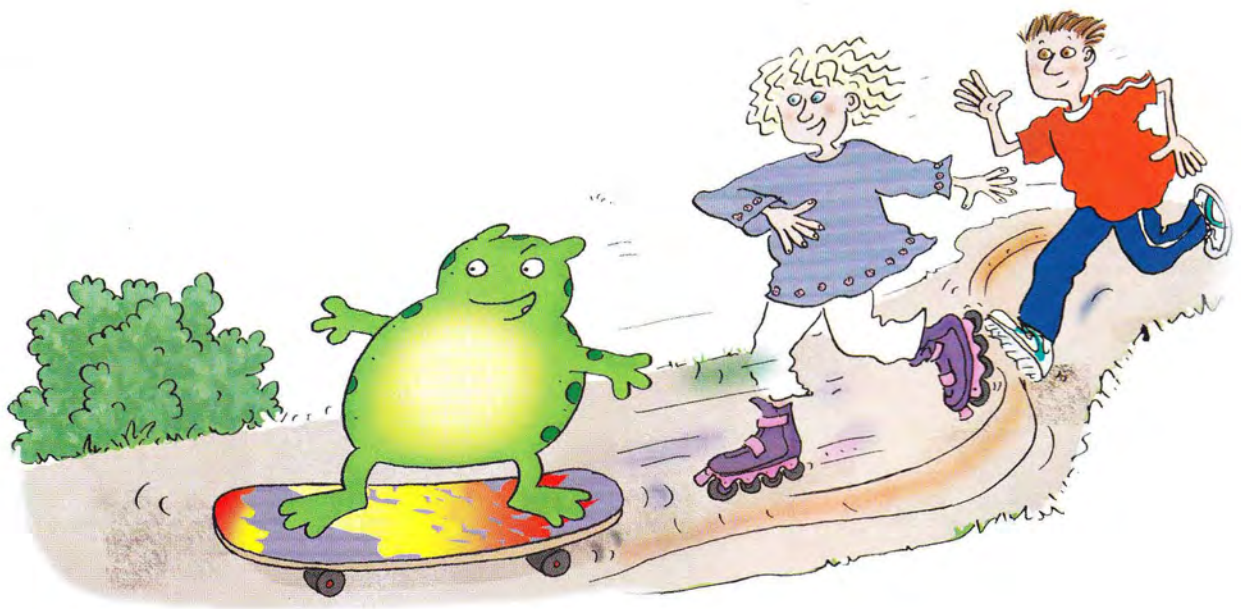
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1

The Bell family

Present simple

This **is** a picture of Nick Bell with his sister Jenny, his parents and their dog Chip. Nick **is** thirteen years old. He **goes** to Park Street School. He's **got** brown hair and brown eyes. He **can** swim and **play** football, but he **can't** do Maths or French. He **likes** sport and music. He **doesn't like** going to school or doing the washing-up.

And **do you remember me?** I'm Trig. I come from a planet called Trigon.



Grammar lesson

Present simple

Look at the verb tables on page 110 for the present simple of **be**, **have got**, **can** and **like**.

We use the present simple

- 1 for repeated actions, especially with **always**, **often**, **never**, **every day**, etc.:
*Nick and Jenny always **walk** to school.*
- 2 for facts which do not change:
*He's **got** brown hair and brown eyes.*
- 3 with verbs such as **like**, **love**, **hate**, **dislike**:
*He **doesn't like** school.*

Spelling (he/she/it)

- 1 Add **s**.
like – likes, play – plays
- 2 Add **es** to **ch**, **o**, **s**, **sh** and **x**.
watch – watches, go – goes, miss – misses,
wash – washes, mix – mixes
- 3 Change **y** to **ies** after a consonant.
hurry – hurries, try – tries

Words to learn

parents	fur	adult	weigh
badge	protect	surface	
breathe	hunt	boring	

1 Jenny and Chip

Write about Jenny and Chip. Use the present simple of **be, go, have got, go, can** and **like**, in the affirmative (✓) or the negative (✗).

Jenny ⇨ **is** (✓) twelve years old. She ¹..... (✓) to Park Street School. She ²..... (✓) blond hair and blue eyes. She ³..... (✓) play the piano, but she ⁴..... (✗) play football. She ⁵..... (✓) music, reading and animals. She ⁶..... (✗) football or rain. Chip ⁷..... (✓) five years old. He ⁸..... (✓) long ears and a short tail. He ⁹..... (✓) bones. He ¹⁰..... (✗) Fluff, the neighbours' cat.

2 Animals in danger

Jenny is telling Nick about pandas.
Cross out the wrong verb forms.

JENNY My book ⇨ ~~say~~/**says** that everybody ¹**love/loves** pandas. This panda ²**look/looks** just like my old teddy bear. He ³**has got/have** got black and white fur.

NICK Do you ⁴**know/knows** where pandas ⁵**live/lives**?

JENNY Here it ⁶**say/says** that they ⁷**live/lives** in China. An adult panda ⁸**weigh/weights** 125 kilos.

NICK What do pandas ⁹**eat/eats**? Elephants?

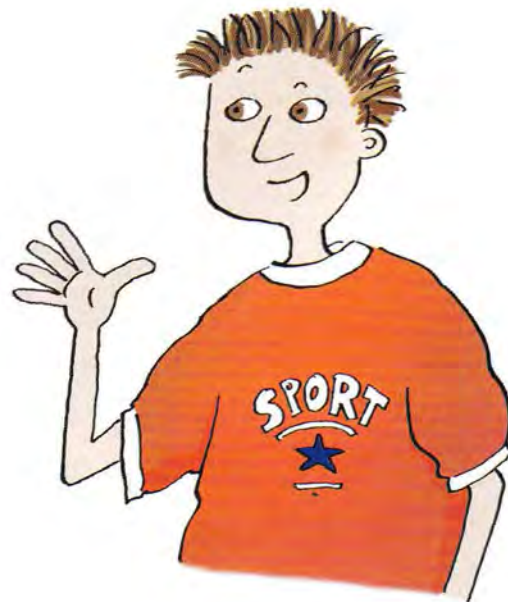
JENNY No, stupid! They ¹⁰**eat/eats** leaves.

NICK I ¹¹**prefer/prefers** pizza.

JENNY There's a panda on my WWF badge. You don't ¹²**know/knows** what WWF ¹³**mean/means**, do you?

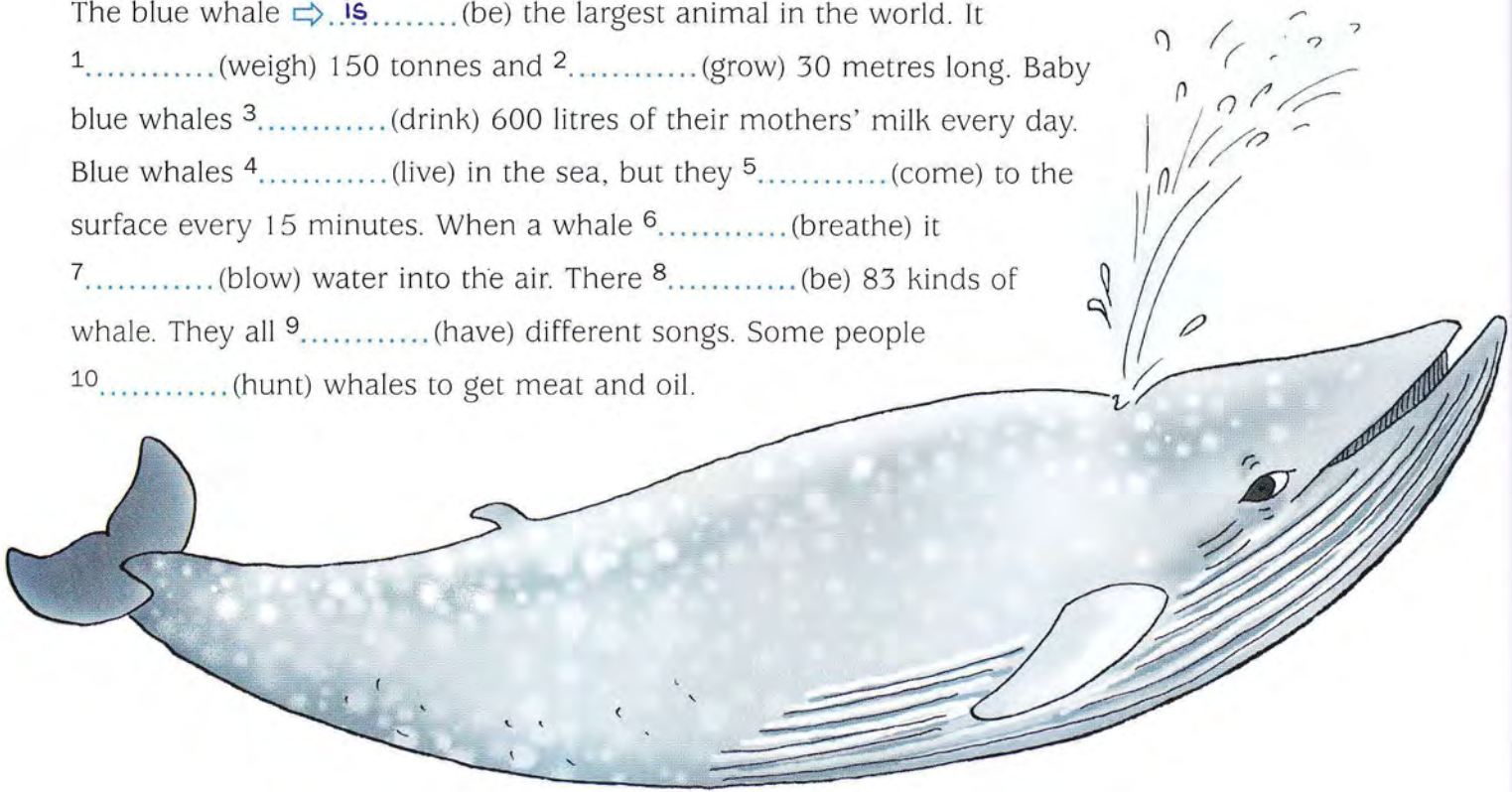
NICK Yes, I ¹⁴**do/does**. The World Wide Fund for Nature ¹⁵**protect/protects** animals.

JENNY So you ¹⁶**am/is/are** not always stupid, Nick!



b Now read about whales. Put the verbs in brackets () in the correct form.

The blue whale ⇨ is.....(be) the largest animal in the world. It
1.....(weigh) 150 tonnes and 2.....(grow) 30 metres long. Baby
blue whales 3.....(drink) 600 litres of their mothers' milk every day.
Blue whales 4.....(live) in the sea, but they 5.....(come) to the
surface every 15 minutes. When a whale 6.....(breathe) it
7.....(blow) water into the air. There 8.....(be) 83 kinds of
whale. They all 9.....(have) different songs. Some people
10.....(hunt) whales to get meat and oil.



c Work with a partner. Tell your partner five things about pandas or whales.

3 My father

Complete what Nick says about his father. Use verbs from the list in the correct form.

- | | | | |
|-------|--------|-------|------|
| buy | get up | wash | do |
| eat | leave | watch | walk |
| carry | read | work | ✓ |

Dad ⇨ works... in London. His office is in a
big, new building, I think. Every morning he
1..... early. He 2..... in cold water
and 3..... cereal for breakfast. Then he
4..... to the railway station. He always
5..... his umbrella. He 6..... a
newspaper and 7..... it on the train. In
the evening, he 8..... work at five o'clock.
After dinner he sometimes 9..... the
washing-up. Then he 10..... television.
What a boring life!



4 Mr Bell

Nick got some things wrong and left some things out. Put in **do**, **does**, **don't** or **doesn't**.

⇒ Mr Bell doesn't work in a big, new building. He works in a small, old building.

- 1 Mr Bell get up early?
- 2 Yes, he
- 3 Nick and Jenny get up early too?
- 4 No, they They get up at seven thirty.
- 5 Mr Bell wash in cold water.
He has a hot shower.
- 6 What Mr Bell drink for breakfast? Orange juice.
- 7 He eat cereal. He eats toast.
- 8 When Mr Bell leave home?
He leaves at seven thirty.
- 9 What Mr Bell do on the train?
He reads the newspaper.
- 10 What time Mr Bell leave work?
He leaves work at six o'clock, not at five o'clock.
- 11 Mr Bell always the washing-up.
- 12 Mr Bell watch television? Yes, but not every night.
- 13 Nick and Jenny watch television with Mr Bell?
- 14 Yes, they
- 15 you think that Mr Bell has a boring life?

5 Nick, Jenny and their friends

Write questions with **be**, **have got** or **can** and the words in brackets ().

⇒ Jenny can play the piano. (Nick)

Can Nick play the piano?

- 1 Nick can play the guitar. (Jenny)
.....
- 2 Mr Bell can speak French. (Mrs Bell)
.....
- 3 Amanda's twelve. (Jenny)
.....
- 4 Nick's got brown hair. (Jenny)
.....
- 5 Nick's eyes are brown. (Jenny's eyes)
.....
- 6 Mr and Mrs Bell have got a new car. (their neighbours)
.....
- 7 Jenny can play table tennis. (Nick)
.....
- 8 Nick and Jenny have got a dog. (Amanda)
.....
- 9 Jenny is twelve. (Nick)
.....
- 10 Nick's got a skateboard. (Jenny)
.....

What's Trig doing?

Present continuous; Present continuous or present simple?

- AMANDA Where's Trig?
 JENNY He's **sitting** over there.
 AMANDA What's he **doing**?
 JENNY He's **reading**.
 AMANDA But the book's upside down.
 JENNY Yes, I **know**. Trig always **reads** books upside down. But he's clever. He **reads** two books every day.



Grammar lesson

Present continuous

We form the present continuous with **be** + the **-ing** form of the verb. Look at the verb tables on page 110.

Spelling

- Add **ing**.
read – **reading**, play – **playing**
- Take away a final **e**.
make – **making**, use – **using**
- After one vowel + consonant, double the consonant.
run – **running**, sit – **sitting**

Present continuous or present simple?

- We use the present continuous for something that is happening at the moment of speaking (now).
*He's **reading**.*
- We use the present simple for repeated actions, things that happen (or don't happen) many times.
*Trig always **reads** books upside down.*
- We also use the present simple for things that do not change.
*He's **clever**.*

Words to learn

upside down clever
surfing busy

1 Lists

Make three lists. Write the **-ing** forms of the verbs in the correct lists.

laugh ✓	have ✓	stop ✓	use	sit
talk	swim	write	eat	drive
put	visit	phone	run	cry

+ ing	e + ing	double consonant + ing
-------	--------------------	------------------------------

⇒ laughing ... ⇒ having ... ⇒ stopping ...

.....

2 What are they doing?

Answer the questions, like this:

⇒ Is Alan swimming?
No, he isn't. He's surfing.



1



2



4



5

- 1 Are Bill and Cathy dancing?
- 2 Is Eric walking?
- 3 Are Kamran and George cycling?
- 4 Is Helen playing tennis?
- 5 Is Sita climbing?
- 6 Are Louise and Mike walking?



3



6

3 They're busy

Trig wants some help with his verbs. His friends can't help him. They're busy. Put the verbs in brackets () in the correct form. Use the present simple or present continuous.

TRIG I ⇒ 'm learning ... (learn) some English verbs. I ⇒ learn ... (learn) two new words every day. Where's Nick, Jenny?

JENNY He 1.....(take) Chip for a walk. He 2.....(take) him for a walk every afternoon.

TRIG 3.....(be) you busy, Jenny?

JENNY Yes, I 4.....(write) a letter. I always 5.....(write) to Aunt Ann on Sunday.

TRIG What 6.....(you, do), Mrs Bell?

MRS BELL I 7.....(make) a cake.

TRIG 8.....(be) Tom here?

MRS BELL No, he 9.....(visit) a friend in Liverpool this weekend.

TRIG Can Mr Bell help me?

MRS BELL I think he 10.....(wash) the car. He 11.....(wash) it every weekend.

TRIG But it 12.....(rain)!

Tom built a go-kart

Past simple of regular and irregular verbs

MR BLAKE What **did** you **do** in the school holiday, Nick?

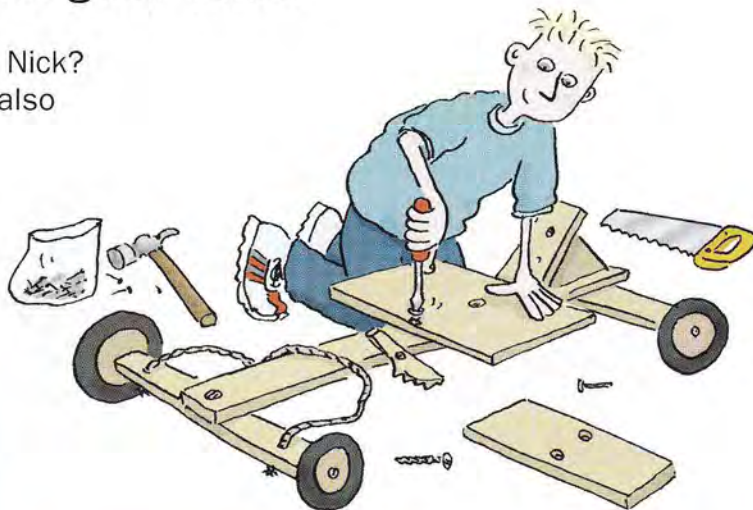
NICK I **went** to Spain in August. I **loved** it. I also **played** a lot of football with Tom.

MR BLAKE What **did** you **do**, Tom?

TOM I **played** football with Nick and I **built** a go-kart.

MR BLAKE **Did** you **play** football, Adam?

ADAM No, I **didn't**. I **broke** my leg. Tom's go-kart **crashed** into me!



Grammar lesson

Past simple of regular and irregular verbs

Look at the verb tables on page 111 for the past simple of **be** and **have**.

- Add **ed** or **d** to the base form of regular verbs in the affirmative.
play – played, love – loved
I played football. I loved it.
- Irregular verbs have a special form.
go – went, break – broke
I went to Spain. I broke my leg.
(There is a list of some irregular verbs on page 111.)
- Use **did not** or **didn't** + base form for the negative and **did** for the question form. Use **did** and **did not (didn't)** in short answers.
I didn't play football.
Did you play football? No, I didn't.
- The form is the same for all persons (**he, she** and **it** are not different).

We use the past simple for an action that started and finished in the past, often with a **time expression**.

I went to Spain in August.

Words to learn

go-kart crash disco competition

1 Jenny's holiday diary

Complete Jenny's holiday diary with the verbs in the past simple.

Saturday We ⇨ arrived (arrive) late and ⇨ were (be) all hungry. Nice hotel. We 1.....(have) dinner and 2.....(go) to bed.

Sunday It 3.....(rain) this morning! We 4.....(stay) in the hotel. This afternoon we 5.....(look) round the town. Dad 6.....(take) some photos. The disco in the evening 7.....(be) fun. We 8.....(meet) some other English kids.

Monday I 9.....(write) six postcards. I 10.....(win) the swimming competition – brilliant!!! We 11.....(see) a film in the evening.

Tuesday We 12.....(spend) the day on the beach. I 13.....(play) volleyball.

Wednesday Nick 14.....(climb) on some rocks and 15.....(hurt) his foot. Stupid! We 16.....(eat) paella in the evening – mmmm!

2 Ask questions

Ask yes/no questions about Nick and Jenny's holiday. Use the past simple.

⇒ Nick and Jenny – go – to Spain

Did Nick and Jenny go to Spain?

1 they – stay – at a nice hotel

.....

2 Mr Bell – take – any photos

.....

3 Nick and Jenny – go – to the disco

.....

4 Jenny – win – swimming competition

.....

5 Nick – climb – on some rocks

.....

Now ask questions with question words.

⇒ Nick hurt his foot. (When?)

When did Nick hurt his foot?

1 It rained. (When?)

.....

2 Jenny wrote some postcards. (How many?)

.....

3 Nick and Jenny ate paella. (When?)

.....

4 Jenny played volleyball. (Where?)

.....

5 Nick and Jenny went to the disco. (When?)

.....

3 They didn't do that

Complete the sentences with **didn't** and a suitable verb.

⇒ Adam didn't build a go-kart.

1 Tom to Spain.

2 Tom his leg.

3 The go-kart into Nick.

4 Adam football.

5 Adam his arm.

4 Now you

a Answer the questions with short answers. Give some extra information. Use the past simple.

⇒ Did you go to bed late last night?

No, I didn't. I went to bed at nine o'clock.

1 Did you watch television last night?

.....

2 Did you do your homework yesterday?

.....

3 Did your best friend visit you yesterday?

.....

4 Did it rain last week?

.....

b Write four more yes/no questions about yesterday or last week. Ask and answer with a partner.

Tom's flying to New York

Present continuous for future plans; **a/an** and **the**

TOM I'm flying to New York at **the** weekend. The plane **leaves** at half past twelve. I'm **staying** at a hotel with my Uncle Joe and Aunt Julie. He's **an** artist and she's a photographer.

NICK What's **the** hotel called?

TOM **The** New York Tower. It has **a** restaurant at the top. **The** restaurant turns round eighteen times a day so you can see **the** whole city. **An** orchestra plays there in **the** evening.

Grammar lesson

Present continuous for future plans

We use the present continuous to talk about future plans, often with **time expressions**.
*I'm flying to New York **at the weekend**.*

If we are talking about fixed travel arrangements we can use the present simple.
*The plane **leaves** at half past twelve.*

a/an and the

We use **a/an**

- 1 with singular countable nouns:
***a** hotel, **a** restaurant, **an** orchestra*
- 2 before a job or occupation in the singular:
***an** artist, **a** photographer*
- 3 in expressions with numbers when it means **every**:
*eighteen times **a** day*

We use **the**

- 1 when we mean 'a particular one' (the listener knows about it):
*What's **the** hotel called?*
***The** New York Tower.*
***The** restaurant turns ...*
- 2 with some time expressions:
*at **the** weekend, in **the** evening*
(also: on **the** first of January)

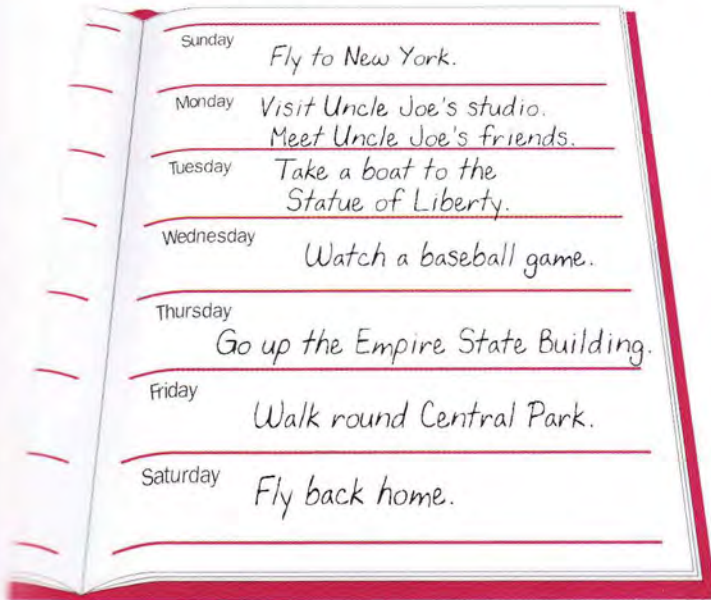


Words to learn

photographer orchestra studio
hospital airport mechanic
reporter actor/actress hairdresser
snack offer piece frightening
ugly scream

1 What are they doing next week?

Here is Tom's diary.



Here is Nick's diary.



Tom is telling Nick his plans for next week. Put in the verbs in the correct form.

I \Rightarrow am flying to New York tomorrow afternoon at 12.30. On Monday I E Uncle Joe's studio and we 2 his friends. On Tuesday I 3 a boat to the Statue of Liberty. On Wednesday afternoon I 4 a baseball game with Uncle Joe and on Thursday we 5 up the Empire State Building. On Friday I 6 round Central Park with Aunt Julie. Then on Saturday I 7 back home.



Now say what Nick is doing next week.

On Sunday he 1 Tom to pack his suitcase. On Monday he 2 Maths. On Tuesday he 3 his room. On Wednesday he 4 his Uncle Paul in hospital. On Thursday he 5 some French verbs. On Friday afternoon he 6 his mother in the garden. On Saturday morning he 7 Tom at the airport.

2 A disco party

Nick's class is having a disco party next Friday evening. Jenny asks Nick some questions about it. Use the present continuous for Jenny's questions.

⇒ Where – you – have the party?

Where are you having the party?

1 What time – the party – start?

.....

2 How many pupils – come?

.....

3 How many teachers – come?

.....

4 Who – make the food?

.....

5 Where – you – buy the drinks?

.....

6 What music – you – play?

.....

7 What time – the party – finish?

.....

8 you – take any photos?

.....

9 you – have – karaoke competition?

.....

10 you – invite friends from other schools?

.....

3 Plans for next week

What about you? What are you doing next week? Use the present continuous and **tomorrow, at the weekend, on Monday**, etc. Say six sentences like this:

⇒ *On Tuesday I'm meeting a friend after school.*

Here are some ideas:

watch your favourite television programme

go shopping

meet a friend

go to the cinema

buy a birthday present for a friend

play football

cook dinner for your family

visit your grandparents



Jobs

Match the names to the jobs. Say what they are.

⇒ Ben is a doctor.

doctor
policeman
mechanic
artist
dentist
reporter
actor
hairstylist
dancer
teacher
pilot



⇒ Ben



1 Helen



2 John



3 Lisa



4 Max



5 Sally



6 Alex



7 Bill



8 Sue



9 Don



10 Liz

Choose one of the jobs and mime it in front of the class.
The class has five guesses.

⇒ CLASS Are you a/an ... ?

Trig and Jenny at the cinema

Put in a, an or the.

⇒ the weekend, Trig and Jenny saw ⇒ a film. It was
1. horror film. 2. film was called 'An Ugly Monster in
Love'. They arrived at 3. cinema at six o'clock in 4.
evening. Jenny bought 5. snack to eat in the cinema. It was
6. big bar of chocolate. She offered 7. little piece to
Trig. But Trig took 8. bar of chocolate and gave 9. little
piece to Jenny. 10. film was very frightening. It was about
11. ugly monster who loved 12. actress. He gave her
flowers five times 13. day. But 14. actress didn't like
15. ugly monster. He got very angry. At 16. end of the
film, Jenny heard 17. scream. She thought it was 18.
ugly monster, but it was only Trig.

We're going to London

the; to + base form for purpose

JENNY On Saturday we're going to London **to show** you **the** Tower of London. We're leaving after breakfast. We're going by train.

NICK London is **the** capital of England. It's on **the** River Thames.

JENNY We're going to a restaurant **to have** lunch.

NICK I'm going to borrow Dad's camera **to take** some photos.



Grammar lesson

the

We use **the**

- when there is only one:
the capital of England, the sun
- with the names of rivers, oceans, seas, deserts and mountain ranges:
the River Thames, the Atlantic Ocean, the Red Sea, the Sahara Desert, the Himalayas

We do not usually use **the** with the names of towns, countries, lakes and mountains:
London, England, Lake Geneva, Mount Everest

We do not use **the** to talk about

- ways of travelling:
by car/bus/train/plane, on foot
- meals: *have breakfast/lunch/dinner*
- days, months and special occasions:
on Monday, in June, at Christmas
- our places of work, our school, our home:
go to work, be at school, come home

to + base form for purpose

We use **to** with the base form of the verb to show a purpose or reason. It usually answers the question 'Why?'
We're going to London (Why?) to show you the Tower of London.

Words to learn

capital river ocean desert
mountain range lake

1 About you

- a** How many times do you need **the** to complete the six questions? Once, twice or not at all?
- ⇒ When do you brush your teeth, before or after breakfast?
- What do you have for breakfast?
 - Do you go to school by bus, or do you go on foot?
 - When do you have your English lesson today, before or after lunch?
 - When do you do your homework, before or after dinner?
 - How do your parents go to work? Do they go by car, by bus or by train?
- b** Write your answers to the questions. Use full sentences, like this:

- ⇒ *I brush my teeth after breakfast.*
-
 -
 -
 -
 -

Why?

Draw lines to find the end of the sentences and then say why they did these things.

⇒ Trig turned on the television to watch cartoons.

⇒ Trig turned on the television

- 1 Mr Bell turned on the radio
- 2 Nick went to the fridge
- 3 Jenny opened her pencil case
- 4 Nick opened his wardrobe
- 5 Jenny went to the wash basin
- 6 Chip went into the garden
- 7 Mr Bell bought a newspaper
- 8 Nick went to the garage
- 9 Mrs Bell bought some flour
- 10 Trig opened his book

- learn some English.
- watch cartoons.
- get his coat.
- listen to the news.
- read on the train.
- get the milk.
- look for her pen.
- chase the cat.
- repair his bike.
- wash her hands.
- make a cake.

Where are they going and why?

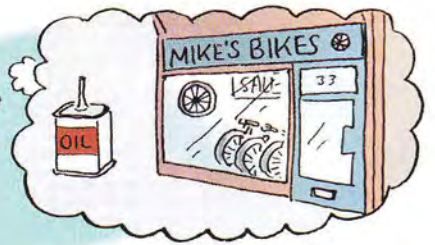
Use the words in the box to make sentences about the pictures. Say where they are going and why.

the bicycle shop/buy/oil
New York/visit/Uncle Joe
the park/play/tennis

the zoo/see/penguins
his bedroom/sleep
the café/meet/Tom



1 Amanda



⇒ Nick



2 Tom



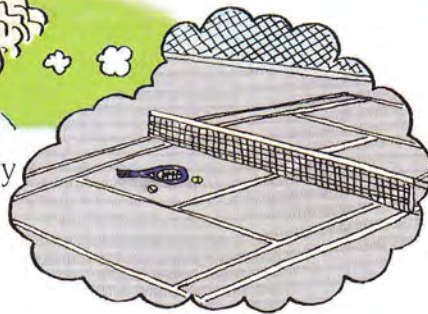
5 Nick



3 Trig



4 Jenny



⇒ Nick's going to the bicycle shop to buy some oil.

- 1
- 2
- 3
- 4
- 5

Jenny writes neatly

Adverbs of manner



Park
Street
SCHOOL

Name: Jenny Bell

REPORT

English	Writes neatly .
French	Learns carefully and works quietly .
Maths	Works hard .
PE	Jenny tries hard but she isn't good at PE.

Jenny behaves **well** in class.



Park
Street
SCHOOL

Name: Nick Bell

REPORT

English	Writes untidily .
French	Learns slowly and speaks badly .
Maths	Works carelessly .
PE	Nick can run fast . He swims and plays football very well .

Nick often behaves **noisily** in class.

Grammar lesson

Adverbs of manner

Adjectives (for example, **neat**, **noisy**) tell us what something or someone is like. They describe **nouns** and **pronouns**.

Jenny's **writing** is **neat**. **It** is **neat**.

Nick is a **noisy person**. **He** is **noisy**.

Adverbs of manner (for example, **neatly**, **noisily**) tell us how someone does something.

They describe **verbs**.

Jenny **writes** **neatly**.

Nick **behaves** **noisily**.

To form an adverb of manner, we usually add **ly** to the adjective.

Adjective	Adverb
neat	neatly
careful	carefully

We change **y** to **i** before **ly**.

untidy	untidily
noisy	noisily

When the adjective ends with **le** we change the **e** to **y**.

gentle	gently
simple	simply

Learn these irregular forms.

good	well
hard	hard
fast	fast
silly	in a silly way
friendly	in a friendly way

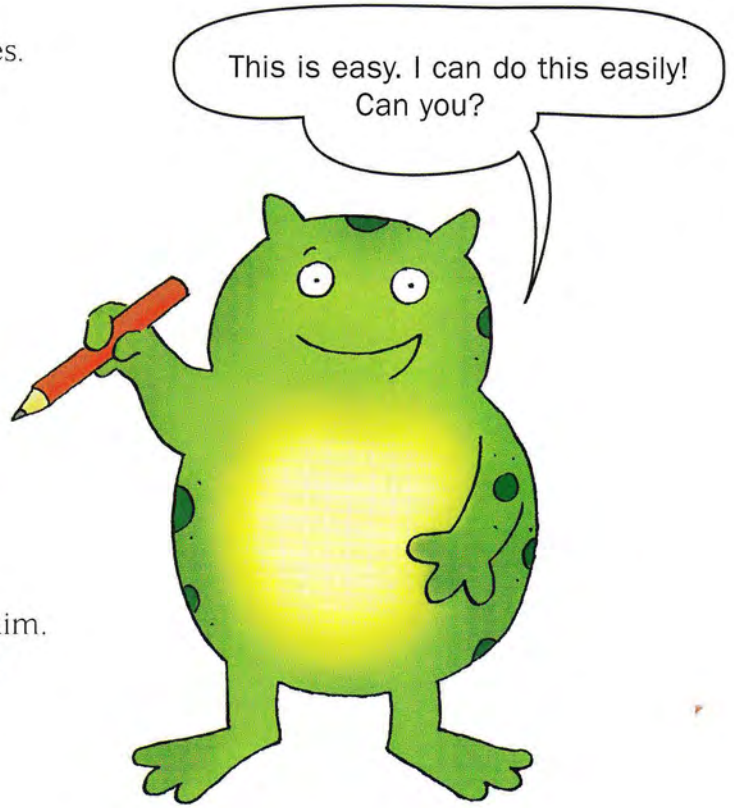
Words to learn

neatly	carefully	quietly	hard
well	untidily	slowly	badly
fast	noisily	carelessly	angrily
loudly	easily	silently	beautifully
correctly	quickly	happily	

At school

Cross out the wrong word and say these sentences.

- ⇒ Nick's writing is ~~bad~~/~~badly~~.
Nick's writing is bad.
- ⇒ He doesn't write ~~neat~~/~~neatly~~.
He doesn't write neatly.
- 1 Jenny's writing is neat/neatly.
 - 2 She writes careful/carefully.
 - 3 She works good/well in class.
 - 4 Her work is usually good/well.
 - 5 Nick works careless/carelessly.
 - 6 He learns slow/slowly.
 - 7 He sometimes behaves bad/badly in class.
 - 8 Nick is often noisy/noisily in class, too.
 - 9 Nick's teachers are often angry/angrily with him.
 - 10 Mr Blake sometimes shouts quite loud/loudly.
 - 11 But Nick is good/well at PE.
 - 12 His PE teacher is very happy/happily.



Adjective or adverb?

Put the words into the correct boxes. Say what the words are.

⇒ *Good* is an adjective.

simply	quietly	noisy	bad	well	angrily
noisily	badly	easy	hard	quiet	slow
easily	simple	good	slowly	angry	fast



3 Animal facts

a Use a word from each box to make sentences. Write as many true sentences as you can.

swim move walk
bark jump run
sing roar

slowly quietly loudly well
badly easily beautifully
fast silently noisily

⇒ Tigers run fast
Tigers move silently.
Tigers roar loudly.

1 Mice

2 Dogs

3 Lions

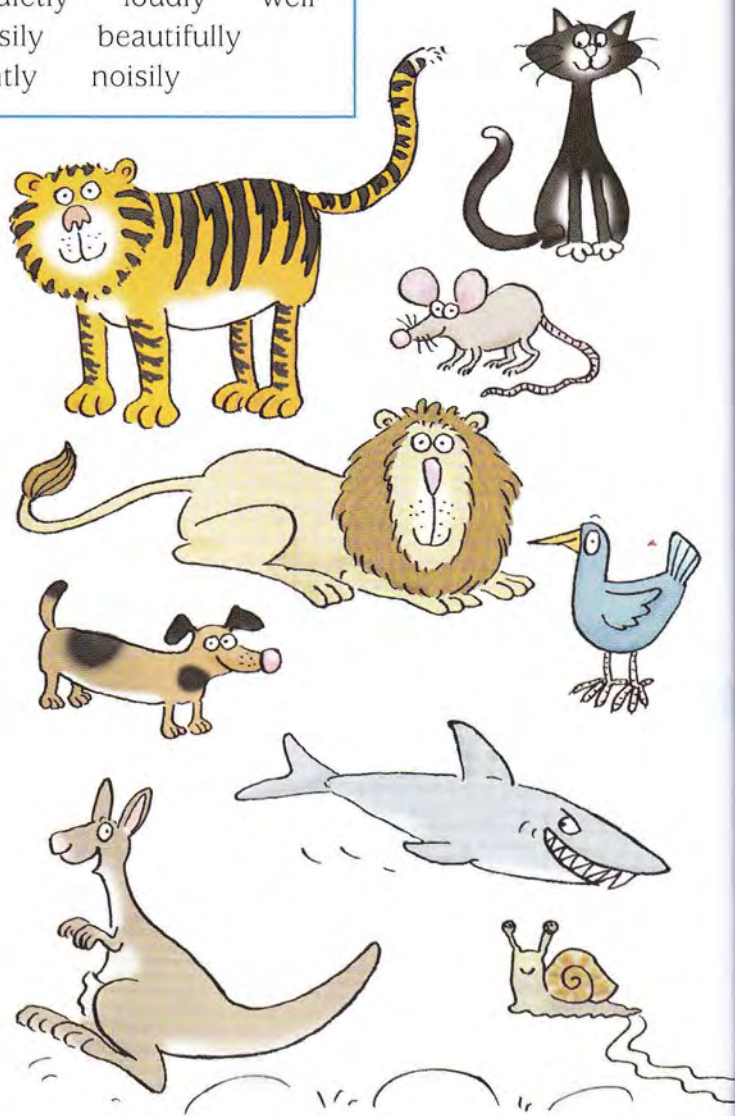
4 Cats

5 Snails

6 Birds

7 Sharks

8 Kangaroos



b Write five questions with **Do** about the animals. Then ask the class.

⇒ YOU *Do tigers bark loudly?*
CLASS *No, they don't.*

- 1
- 2
- 3
- 4
- 5

Trig's dream

Complete the sentences with the correct adverb.

In his dream Trig ...

- ⇒ can spell English words correctly (correct).
- 1 can understand everybody (easy).
- 2 can read (good).
- 3 can make sentences (quick).
- 4 can write words (neat).
- 5 can sing an English song (beautiful).
- 6 can say an English poem (correct).
- 7 listens (careful).
- 8 learns (fast).



Partner interview

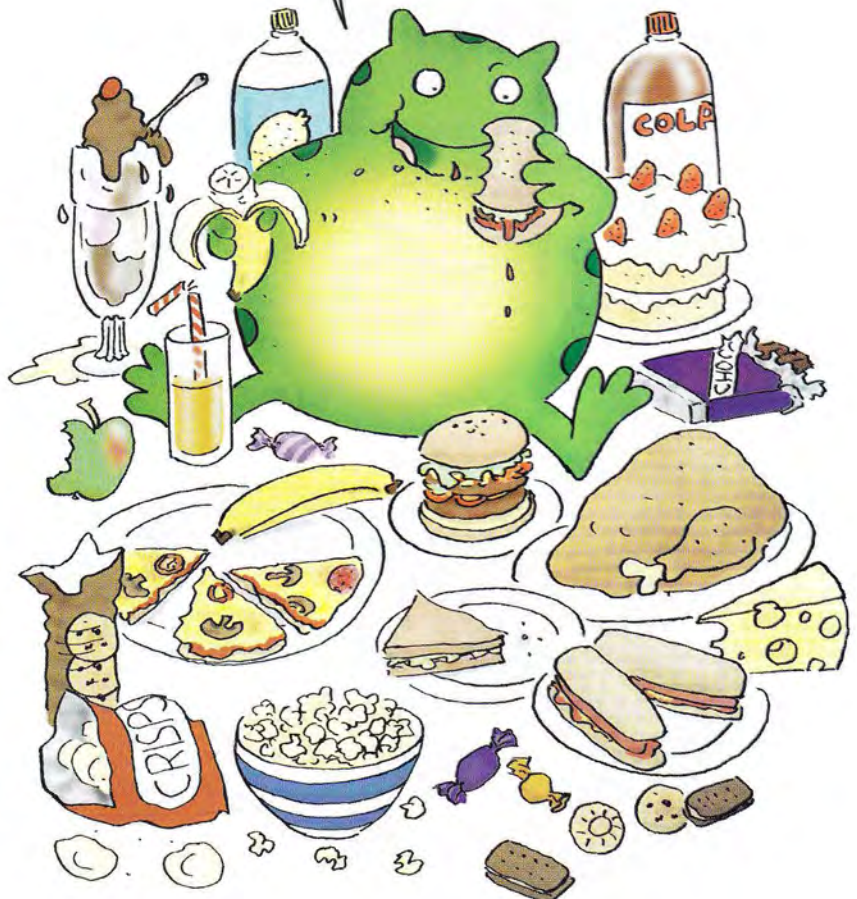
Ask your partner questions like this:

- ⇒ YOU *Can you spell correctly?*
PARTNER *Yes, I can spell correctly.*
- ⇒ YOU *Can you sing well?*
PARTNER *No, I can't sing well.*

Then put a ✓ in the right box.

- | | Yes | No |
|------------------------|-------------------------------------|-------------------------------------|
| ⇒ spell (correct) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| ⇒ sing (good) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 draw (beautiful) | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 run (fast) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 climb trees (easy) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 cook (good) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 work (hard) | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 shout (loud) | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 write (neat) | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 learn (quick) | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 speak English (good) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 eat (slow) | <input type="checkbox"/> | <input type="checkbox"/> |

I can't eat slowly!



Revision 1 (chapters 1–6)

1 Friends

Write sentences with **can**, **have got** and **like**, in the positive and negative forms.

	can	have got	like
Jenny	tennis ✓ golf X	dog ✓ cat X	horse ✓ snake X
Amanda	dance ✓ sing X	cat ✓ rabbit X	chocolate ✓ sweets X
Nick and Jenny	swim ✓ ski X	dog ✓ horse X	phoning friends ✓ doing homework X

⇒ Jenny can play tennis, but she can't play golf. She's got a dog, but she hasn't got a cat. She likes horses, but she doesn't like snakes.

1 Amanda

2 Nick and Jenny

2 Free time

Complete the sentences with the present simple or the present continuous of **go**, **listen**, **play** or **read**.



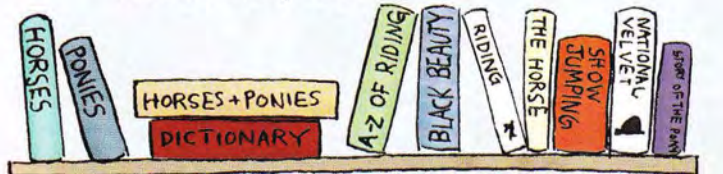
⇒ Tom plays football for the school team.



⇒ He 's playing football now.

1 Amanda to her guitar lesson every Tuesday.

2 But she today instead.



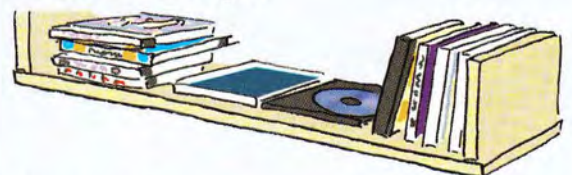
3 Jenny often books about horses.



4 At the moment she a book about dogs.



5 Nick to the radio.



6 He usually to his CDs.

3 What are they doing next week?

Next week Maria and her family are going to London. Here are their plans. What are they doing when?

Monday: (morning) take a boat trip on the River Thames; (afternoon) go on a sightseeing tour

Tuesday: visit the Tower of London; (evening) go to see 'The Lion King'

Wednesday: (morning) look round Madame Tussauds waxwork museum; (afternoon) buy presents

Thursday: travel home

- ⇒ On Monday morning they 're taking a boat trip on the River Thames.
- 1 On Monday afternoon they
 - 2 On Tuesday
 - 3 On
 - 4
 - 5
 - 6

4 School

Complete the sentences with a suitable adverb. Make the adverbs from these adjectives.

careless ✓ fast friendly good
hard neat noisy

- ⇒ Tom had an accident because he was riding his bike carelessly...
- 1 Mr Blake often tells the boys to be quiet. They usually behave in class.
 - 2 Nick doesn't write His homework is often untidy.
 - 3 Most of the girls are quiet. They usually behave in class.
 - 4 Nick didn't pass his French test. He didn't work very
 - 5 Tom's very good at football. He can run
 - 6 Miss Mill is a kind teacher. She always talks to her pupils

5 Mistakes

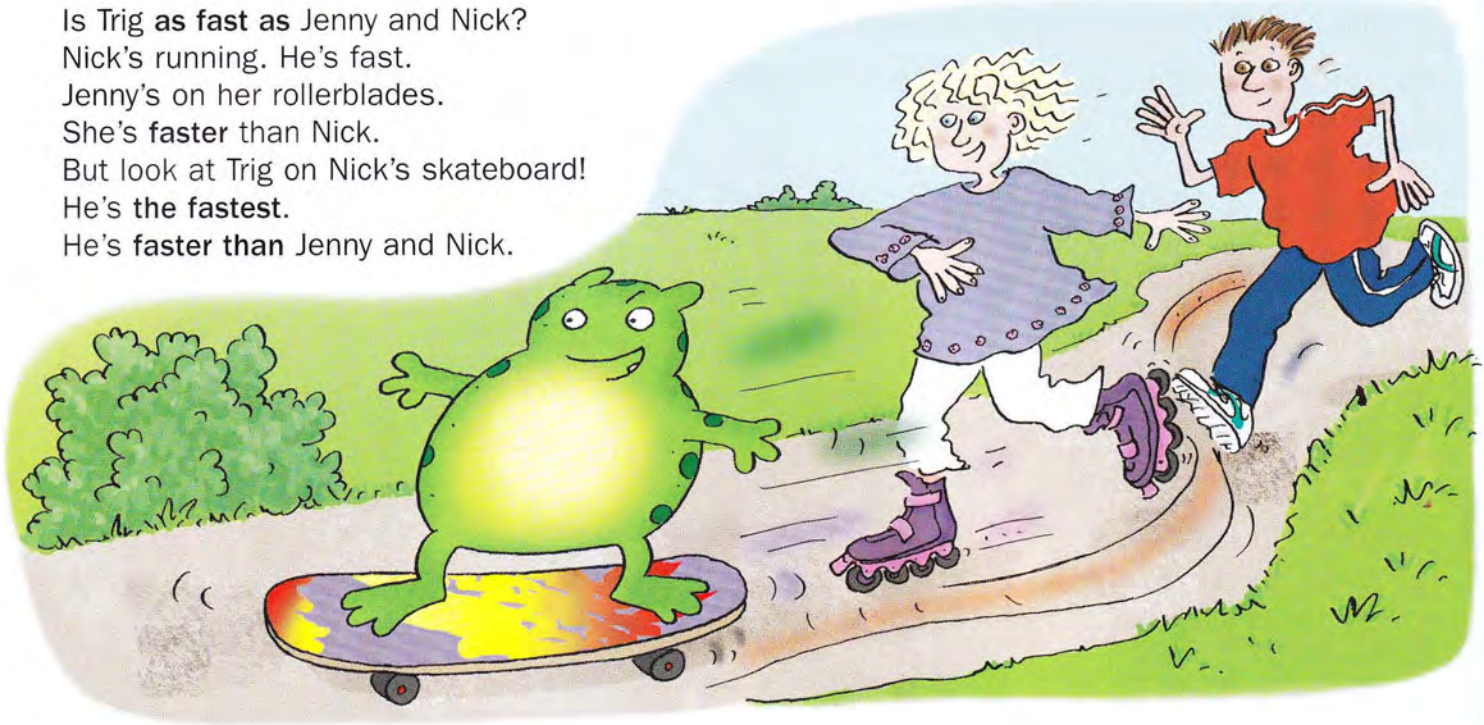
Find the mistakes. Write the words correctly.

- ⇒ Trig ~~is learning~~ some new words every day.
learns.....
- 1 Nick and Jenny didn't went to Italy last year.
 - 2 We're going to the cinema for to see the new Will Smith film.
 - 3 Tom's dad is mechanic.
 - 4 What do you do this weekend?
.....
 - 5 We are travelling to London by the train.
.....
 - 6 Nick often writes very untidy.
 - 7 Where played Nick and Tom basketball yesterday?
 - 8 Saw you 'The Simpsons' on television last night?

Who's the fastest?

Comparison of adjectives with **-er**, **-est**

Is Trig **as fast as** Jenny and Nick?
 Nick's running. He's **fast**.
 Jenny's on her rollerblades.
 She's **faster than** Nick.
 But look at Trig on Nick's skateboard!
 He's **the fastest**.
 He's **faster than** Jenny and Nick.



Grammar lesson

Comparison of adjectives with **-er**, **-est**

We can compare two people or things with the comparative form.

*Jenny is **faster than** Nick.*

We can compare three or more people or things with the superlative form.

*Nick is **fast**, Jenny is **faster**, but Trig is **the fastest**.*

One-syllable adjectives: add **er** and **est** to the adjective to make the comparative and the superlative.

fast	faster	the fastest
nice	nicer	the nicest

One-syllable adjectives with 1 vowel + 1 consonant: double the consonant (except **w**) before **er** and **est**.

hot	hotter	the hottest
big	bigger	the biggest
new	newer	the newest

One-syllable or two-syllable adjectives ending in **y**: change **y** to **i** before **er** and **est**.

dry	drier	the driest
easy	easier	the easiest
heavy	heavier	the heaviest

We can use the comparative + **than** or we can use **(not) as + adjective + as**.

*Jenny is **faster than** Nick.*

*Nick is **not as fast as** Jenny.*

Words to learn

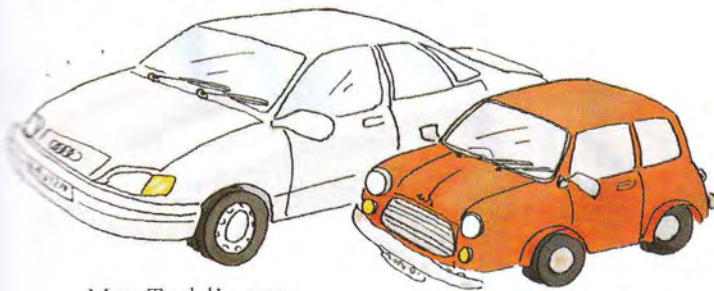
rollerblades	continent	cheap		
nice	heavy	salty	large	pretty
wide	strong	long	thin	high

1 What's missing?

Complete the table. Write the missing words.

Adjective	Comparative	Superlative
fast	⇒ faster	⇒ the fastest
⇒ happy	happier	⇒ the happiest
tall	1.	2.
3.	easier	4.
slow	5.	6.
7.	8.	the fattest
heavy	9.	10.
big	11.	12.
13.	14.	the largest
dirty	15.	16.
hot	17.	18.
19.	20.	the prettiest
cold	21.	22.
23.	smaller	24.

2 Compare the cars



Mrs Todd's car

Mr Allen's car

Write eight sentences comparing the cars, like this:

⇒ small Mr Allen's car is smaller than Mrs Todd's car.

⇒ quiet Mrs Todd's car is quieter than Mr Allen's car.

1 old

2 fast

3 big

4 new

5 slow

6 wide

7 dirty

8 clean

3 Compare the animals

a Make true sentences about the animals. Use **than**, like this:

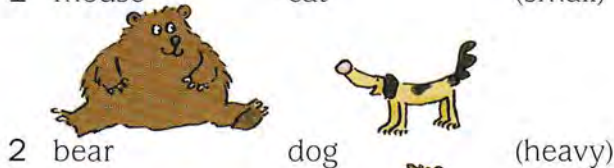


⇒ lion cheetah (fast)

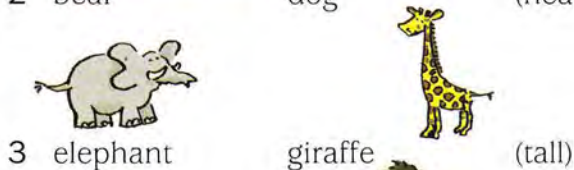
A cheetah is faster than a lion.



1 mouse cat (small)



2 bear dog (heavy)



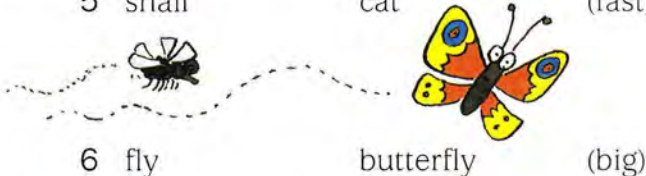
3 elephant giraffe (tall)



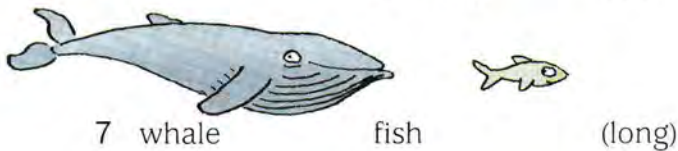
4 monkey gorilla (strong)



5 snail cat (fast)



6 fly butterfly (big)



7 whale fish (long)



8 snake crocodile (thin)

b Now compare the animals with **not as ... as ...**, like this:

⇒ lion cheetah (fast)
A lion is not as fast as a cheetah.

4 Trig and his friends



	Mike	Pete	Trig	Kate
Age	12	11	?	13
Weight	56kg	40kg	54kg	35kg
Height	1.51m	1.45m	0.50m	1.60m

a Make true sentences. Put in the comparative form of the words with **than**.

old young small tall fat thin heavy

⇒ Mike is older than Pete.

⇒ Mike is younger than Kate.

- 1 Mike is Trig.
- 2 Pete is Mike.
- 3 Pete is Trig.
- 4 Pete is Kate.
- 5 Trig is Mike.
- 6 Trig is Pete.
- 7 Trig is Kate.
- 8 Kate is Mike.
- 9 Kate is Pete.
- 10 Kate is Trig.

b Make true sentences. Put in the superlative form of the words.

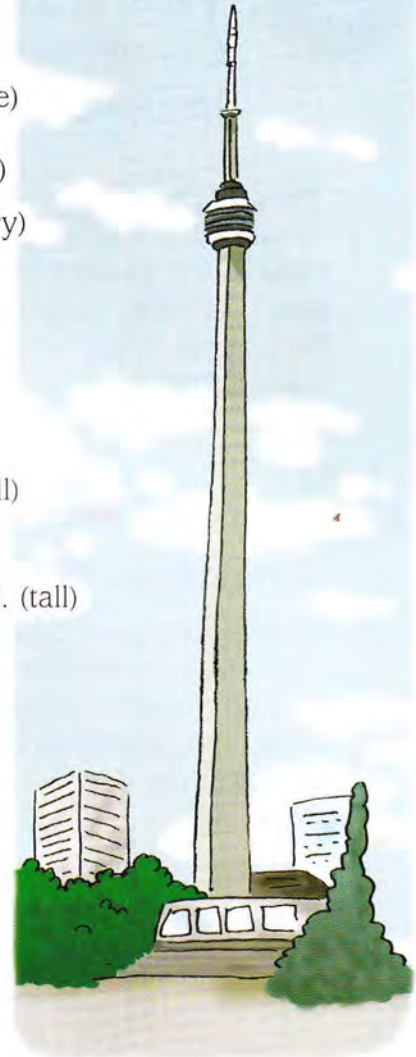
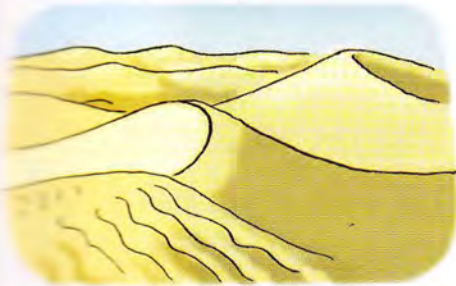
⇒ Trig is the smallest.

- 1 Pete is
- 2 Mike is
- 3 Trig is
- 4 Kate is
- 5 Kate is
- 6 Kate is

5 Geography facts

Complete the facts about these countries and places.

- ⇒ The Pacific Ocean is the largest ocean in the world. (large)
- 1 Mount Everest is mountain in the world. (high)
 - 2 The Atacama Desert is desert in the world. (dry)
 - 3 Columbia is country in the world. (wet)
 - 4 Asia is continent in the world. (large)
 - 5 The Nile is river in the world. (long)
 - 6 Antarctica is continent in the world. (cold)
 - 7 The Vatican City is country in the world. (small)
 - 8 The Dead Sea is sea in the world. (salty)
 - 9 The CN Tower in Canada is tower in the world. (tall)
 - 10 The Sahara Desert is desert in the world. (big)



6 In your town

Read what Nick and Jenny say.

With a partner make short dialogues about your town.

- ⇒ NICK *Which is the tallest building in Merton?*
JENNY *I think it's the new hotel in Wilton Street.*
NICK *I think the church is taller than the hotel.*
- ⇒ JENNY *Which is the biggest shop?*
NICK *The supermarket in Bridge Street.*
JENNY *No, I think the supermarket in Park Street is bigger than the supermarket in Bridge Street.*

Which is/are ...

- the biggest school?
- the oldest building?
- the cheapest shops?
- the nicest places to go after school?

The most interesting planet

Comparison of adjectives with **more** and **most**;
Irregular comparisons

There are nine planets in our solar system. Venus is the closest planet to Earth and Pluto is the **furthest** away from Earth. The **worst** planet to visit is Venus, because it's the hottest. Mars is the **most interesting** planet. Scientists are looking for life there.



I think Mars is **more boring** than Triglon. Triglon is the **best** planet. It's **better** than Mars, but it's **more difficult** to find.

Grammar lesson

Comparison of adjectives with **more** and **most**

- With long adjectives (three syllables or more) we use **more** in the comparative form and **most** in the superlative form.
interesting **more** interesting the **most** interesting
- We use **more** and **most** with two-syllable adjectives, except adjectives ending in y (for example, **happy**, **heavy**).
boring **more** boring the **most** boring

Irregular comparisons

good	better	the best
bad	worse	the worst
far	further	the furthest

Words to learn

The words in exercise 1.

1 What's missing?

Complete the table.

Adjective	Comparative	Superlative
interesting	⇒ <u>more interesting</u>	⇒ <u>the most interesting</u> ..
⇒ <u>good</u>	⇒ <u>better</u>	the best
expensive	1	2
3	worse	4
beautiful	5	6
useful	7	8
boring	9	10
dangerous	11	12
popular	13	14

2 What do you think?

Say what you think with **more ... than**.

Begin with **I think**.

⇒ trains, buses (comfortable)

I think trains are more comfortable than buses.

⇒ comics, magazines (expensive)

I think magazines are more expensive than comics.

1 Maths, Music (useful)

2 English, Chinese (difficult)

3 school, holidays (boring)

4 dogs, cats (intelligent)

5 horror films, science fiction films
(frightening)

6 Geography, Science (interesting)

7 adventure stories, animal stories (exciting)

8 cars, bicycles (dangerous)

9 skateboards, rollerblades (good)

10 flowers, trees (beautiful)

3 Comparing sports

What do you think? Write twenty sentences, two about each sport.

Choose adjectives from the box. Use superlative forms of the adjectives.

good interesting expensive exciting boring dangerous difficult bad popular

⇒ running *I think running is the most boring sport. I don't think running is the most expensive sport.*

1 swimming

2 climbing

3 tennis

4 cycling

5 fishing

6 wind-surfing

7 golf

8 table-tennis

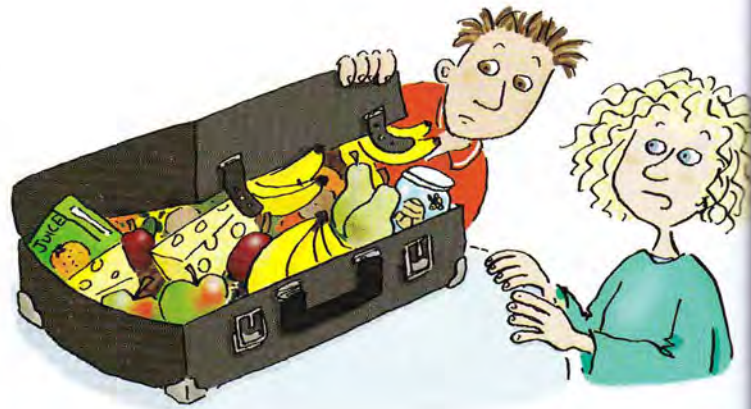
9 football

10 basketball

A lot of food

Expressing quantity

- NICK Jenny, here's Trig's suitcase, ready for his holiday.
- JENNY Is there a **lot of** food in it?
- NICK Yes, there are **lots of** bananas, **a jar of** honey, **a few** pears and **some** cheese.
- JENNY But there's **not much** chocolate, there aren't **many** apples and there's only **a little** orange juice. He can't live without them!



Grammar lesson

Expressing quantity

apple is countable. We say:
an apple (one) some apples (more than one)
But **honey** is uncountable. We say:
some honey (NOT a ~~honey~~)

We can make uncountable nouns countable.
We use the container (**jar, bag, bowl**, etc.)
or the quantity (**kilo, pound**, etc.) + **of**.
a jar of honey **a bowl of soup** **a kilo of meat**

We use **a lot of** or **lots of** with countable
and uncountable nouns to talk about 'a
large amount' or 'a large number'.

a lot of food **a lot of apples**
lots of bread **lots of bananas**

We use **a little** with uncountable nouns and
a few with countable nouns to talk about 'a
small amount' and 'a small number'.

a little orange juice **a few pears**

We use **not much** with uncountable nouns
and **not many** with countable nouns to talk
about 'a small amount' and 'a small number'.
not much chocolate **not many apples**

Words to learn

bag tube loaf carton bottle
packet jar kilo bar tin

1 Help!

Trig made a few mistakes with the shopping list. Correct his shopping list and read it out.

- ⇒ a bag of flour
- ⇒ a bag of toothpaste
- 1 a tube of shampoo
- 2 a loaf of flour
- 3 a carton of tea
- 4 a bottle of soup
- 5 a packet of meat
- 6 a jar of bread
- 7 a kilo of cheese
- 8 a bar of chocolate
- 9 a tin of honey
- 10 a piece of yoghurt
-

2 What's in the cupboard?



Look at the picture and write twelve sentences with a little or a few.

⇒ There's a little tea.

⇒ There are a few apples.

Look carefully at the picture again for one minute. Close your book. How many things can you remember? Say how much food is left. Use a little and a few.

⇒ There's a little tea, a few apples, ...

3 How much do you eat?

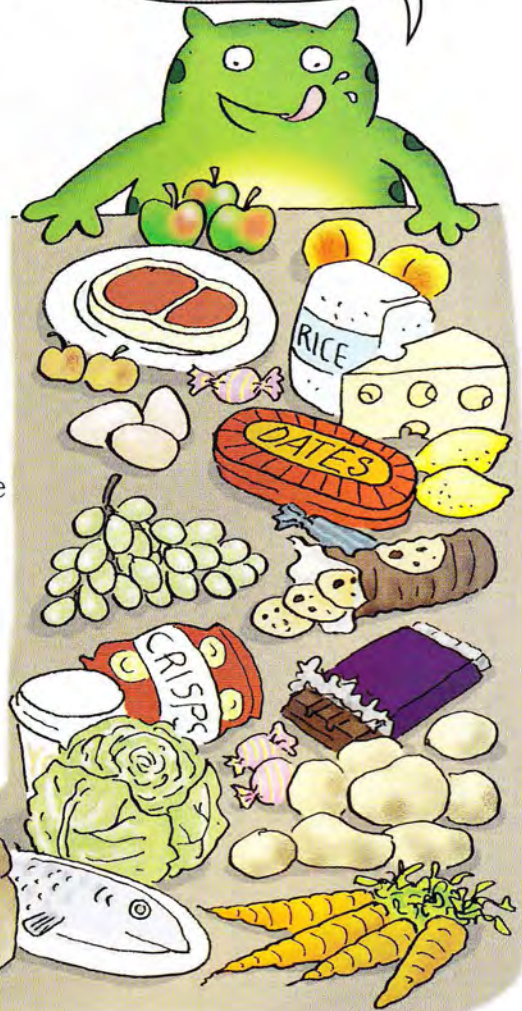
Say how much you eat of these things. Use a lot of/lots of, not much or not many.

⇒ I eat a lot of fish. OR I don't eat much fish.
I eat lots of potatoes. OR I don't eat many potatoes.

⇒ fish
⇒ potatoes

- 1 cheese
- 2 sweets
- 3 apples
- 4 peaches
- 5 lettuce
- 6 meat
- 7 dates
- 8 biscuits
- 9 crisps
- 10 rice
- 11 bread
- 12 chocolate
- 13 grapes
- 14 apricots
- 15 yoghurt
- 16 lemons
- 17 carrots
- 18 eggs

I eat a lot of everything.



4 Shopping list game

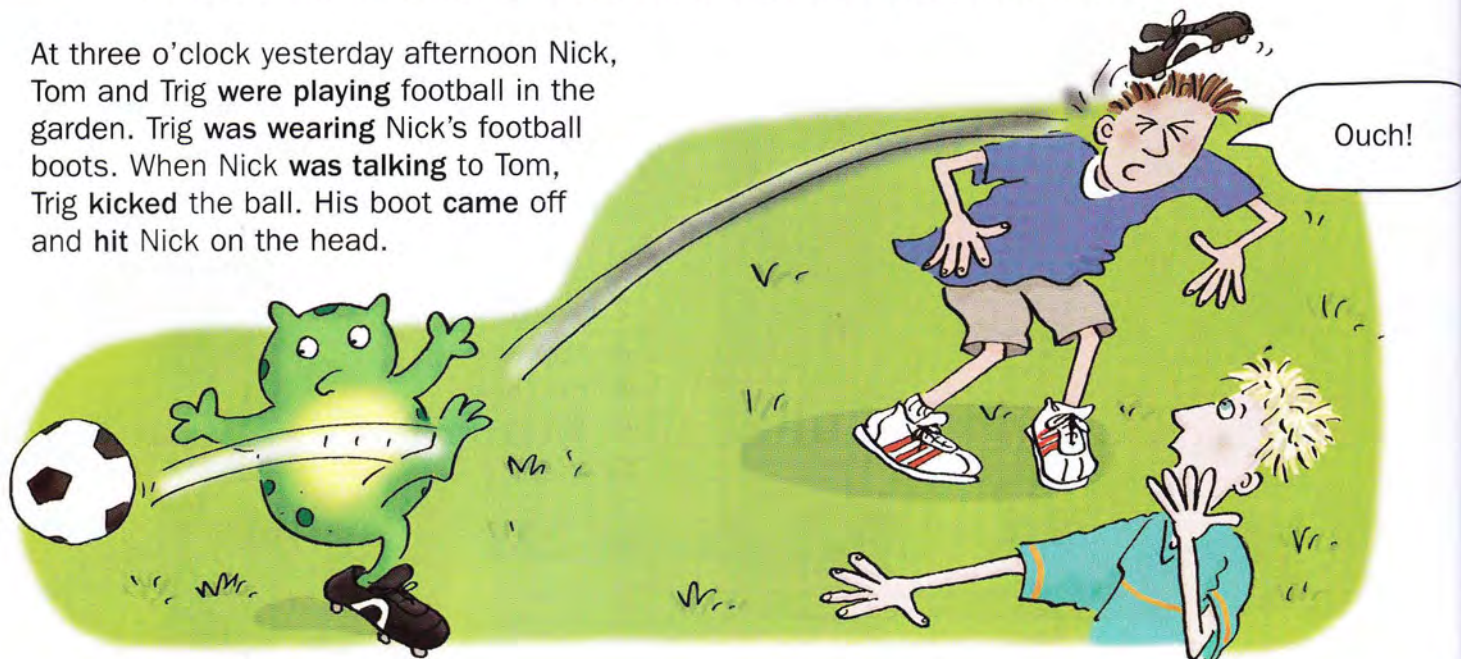
How many items of shopping can you remember? Play this game round the class. If you make a mistake, you drop out!

- ⇒ PUPIL 1 I went to the shop to buy a jar of honey.
- PUPIL 2 I went to the shop to buy a jar of honey and some potatoes.
- PUPIL 3 I went to the shop to buy a jar of honey, some potatoes and a packet of biscuits.

Trig was playing football when ...

Past continuous; Past continuous and past simple

At three o'clock yesterday afternoon Nick, Tom and Trig **were playing** football in the garden. Trig **was wearing** Nick's football boots. When Nick **was talking** to Tom, Trig **kicked** the ball. His boot **came off** and hit Nick on the head.



Grammar lesson

Past continuous

We form the past continuous tense with the past simple of **be** + the **-ing** form of the verb.

I **was**
you **were**
he **was**
she **was**
it **was**
we **were**
you **were**
they **were**

} playing

I **was not** OR **wasn't**
you **were not** OR **weren't**
he **was not** OR **wasn't**
she **was not** OR **wasn't**
it **was not** OR **wasn't**
we **were not** OR **weren't**
you **were not** OR **weren't**
they **were not** OR **weren't**

} playing

Questions and short answers
Was he playing? Yes, he **was**.
Were you playing? No, I **wasn't**.

We use the past continuous tense for an action that was already happening at a particular time in the past.

*At three o'clock yesterday afternoon Nick, Tom and Trig **were playing** football.*

Past continuous and past simple

When one action interrupts another, we use the past continuous and the past simple together in one sentence.

*When Nick **was talking** to Tom, Trig **kicked** the ball.*

- 1 We use the past continuous (**was talking**) for the longer action.
- 2 We use the past simple (**kicked**) for the shorter 'interrupting' action.

Words to learn

spill chop lift break down
babysit bleed knock over

3 Saturday afternoon

What were Jenny's friends doing at three o'clock on Saturday afternoon?

⇒ Amanda was writing a letter.

- 1 Tom and Adam
- 2 Ann
- 3 Diana
- 4 Leo
- 5 Kate
- 6 David
- 7 Beth
- 8 Sarah
- 9 Peter and Joe
- 10 Mike
- 11 Lucy and Emma



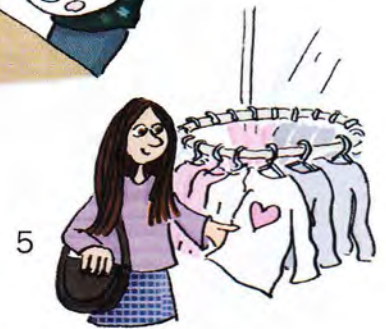
⇒



1



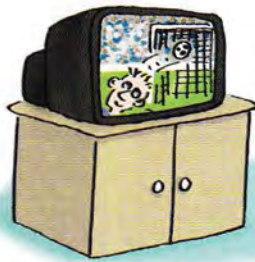
2



5



4



8



7



11



10



2 What were they doing?

Say what the pupils were doing when the teacher walked into the classroom. Use:

- listen to music
- read comics
- drink cola
- draw on the board ✓
- fight
- play cards
- dance
- play the piano
- eat crisps
- stand on the teacher's desk
- play football

⇒ Amanda was drawing on the board.



3 What happened?

Several things went wrong yesterday. Draw lines to find the end of the sentences and then say what happened. Use **when**.

⇒ Nick was walking to school when he dropped his bag.

⇒ Nick was walking to school

- 1 Mrs Bell was hanging the clothes on the line
- 2 Jenny was painting a picture
- 3 Mr Bell was driving to the station
- 4 Mrs Bell was cooking dinner
- 5 Nick and Tom were playing football
- 6 Mr Bell was going up to the fifth floor
- 7 The children were watching television
- 8 Nick and Jenny were having a picnic

- she spilled the paint.
- he dropped his bag.
- it started to rain.
- their ball broke a window.
- the lift stopped.
- his car broke down.
- the lights went out.
- the washing line broke.
- she cut her finger.

4 A terrible evening

Put the verbs in brackets () in the correct form. Use the past continuous or the past simple.

One night Amanda ⇒ was babysitting (babysit). Sam ¹..... (play) in his room and Sarah ²..... (watch) television. When Amanda ³..... (make) some sandwiches in the kitchen, she ⁴..... (cut) her finger. Oh, no! Her finger ⁵..... (bleed), so she ⁶..... (run) into the bathroom. When she ⁷..... (look) for a plaster, she ⁸..... (knock) over a bottle of shampoo. It ⁹..... (fall) onto the floor and ¹⁰..... (break). Oh, no! Later, when she ¹¹..... (listen) to the radio, she ¹²..... (hear) a noise outside. The wind ¹³..... (blow) and it ¹⁴..... (rain). She quickly ¹⁵..... (turn off) the radio and ¹⁶..... (listen). She ¹⁷..... (look) out of the window. Then she ¹⁸..... (hear) the noise again. What was it?

Write the end of the story.

5 Partner game

Write the first part of a sentence with **When I** + past continuous on a strip of paper, like this:

When I was having a bath,

Fold the paper so that the first part of the sentence is at the back. Exchange papers with your partner. Don't read what's on the paper!

Write the second part of the sentence with **I** + past simple, like this:

I wrote a letter.

Read out the two parts together to the class.

⇒ *When I was having a bath, I wrote a letter.*

You should work harder

should for obligation and advice

NICK Trig, we **should have** a little talk. I think you're too fat. You **shouldn't eat** so much. And you're getting lazy. You **should work** harder. Do you understand?

TRIG Yes. I understand.

NICK Well, write it down.



Nick should work harder.
Nick shouldn't eat
so much.



Is that right?

Grammar lesson

should for obligation and advice

We use **should** and **should not (shouldn't)** + base form to say what is the right thing to do and to give or ask for advice.

I	}	should work
you		
he/she/it		
we		
you		
they		

I	}	should not OR shouldn't work
you		
he/she/it		
we		
you		
they		

Questions and short answers

Should he eat so much? No, he **shouldn't**.

Should I work harder? Yes, you **should**.

Don't use an **s** with **he/she/it**.

Words to learn

waste behave healthy
save vegetables

1 Trig shouldn't do that

Say what Trig should or shouldn't do.

- ⇒ He gets up late.
He shouldn't get up late.
 - ⇒ He doesn't study English every day.
He should study English every day.
- 1 He goes to bed late.
 - 2 He doesn't practise writing every day.
 - 3 He wastes time.
 - 4 He eats all day.
 - 5 He behaves badly.
 - 6 He doesn't study grammar every day.
 - 7 He hides from Nick and Jenny.
 - 8 He draws on the walls.
 - 9 He never uses his dictionary.
 - 10 He pulls up the flowers.
 - 11 He pulls Chip's tail.
 - 12 He doesn't help in the kitchen.

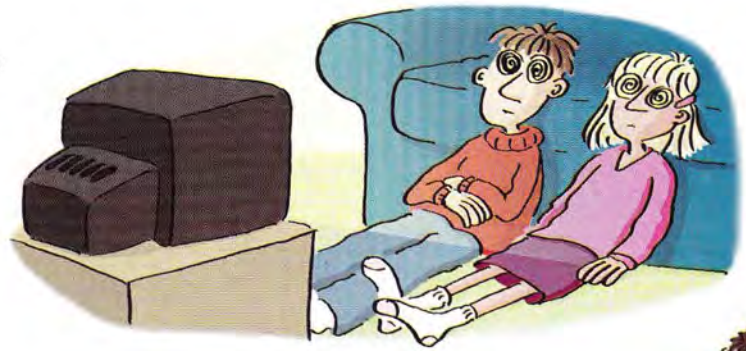


Teachers and children

What do you think teachers and children should or shouldn't do? Use the ideas in the list. Make ten sentences.

⇒ *Children should tidy their bedrooms.*

- behave badly in class
- listen to their parents
- have longer holidays
- shout
- give pupils a lot of homework
- watch a lot of television
- make pupils do tests
- do their homework
- tidy their bedrooms
- let pupils eat in class
- waste time
- arrive at school late



Problems

Nick wants to get a good school report.
 Trig wants to be healthy.
 Amanda wants to save money.
 What advice do you give to Nick, Trig and Amanda? Write twelve sentences with **should** and **shouldn't**.

You should or shouldn't ...

- work hard in class ✓
- drink fizzy drinks ✓
- buy things you don't need ✓
- eat vegetables and fruit
- take more exercise
- buy sweets and biscuits
- watch television all day
- learn a lot every day
- waste time in class
- do your homework
- listen to the teachers
- buy a lot of clothes
- spend all your pocket money
- go shopping at the weekend
- do a lot of babysitting

Nick

⇒ *You should work hard in class.*

Trig

⇒ *You shouldn't drink fizzy drinks.*

Amanda

⇒ *You shouldn't buy things you don't need.*

Revision 2 (chapters 7–11)

1 Opposites

Use adjectives from the box to make pairs of opposites.

heavy bad fat small careless ugly
expensive boring stupid long far

- ⇒ good bad
- 1 interesting
- 2 clever
- 3 cheap
- 4 light
- 5 short
- 6 large
- 7 careful
- 8 pretty
- 9 thin
- 10 near

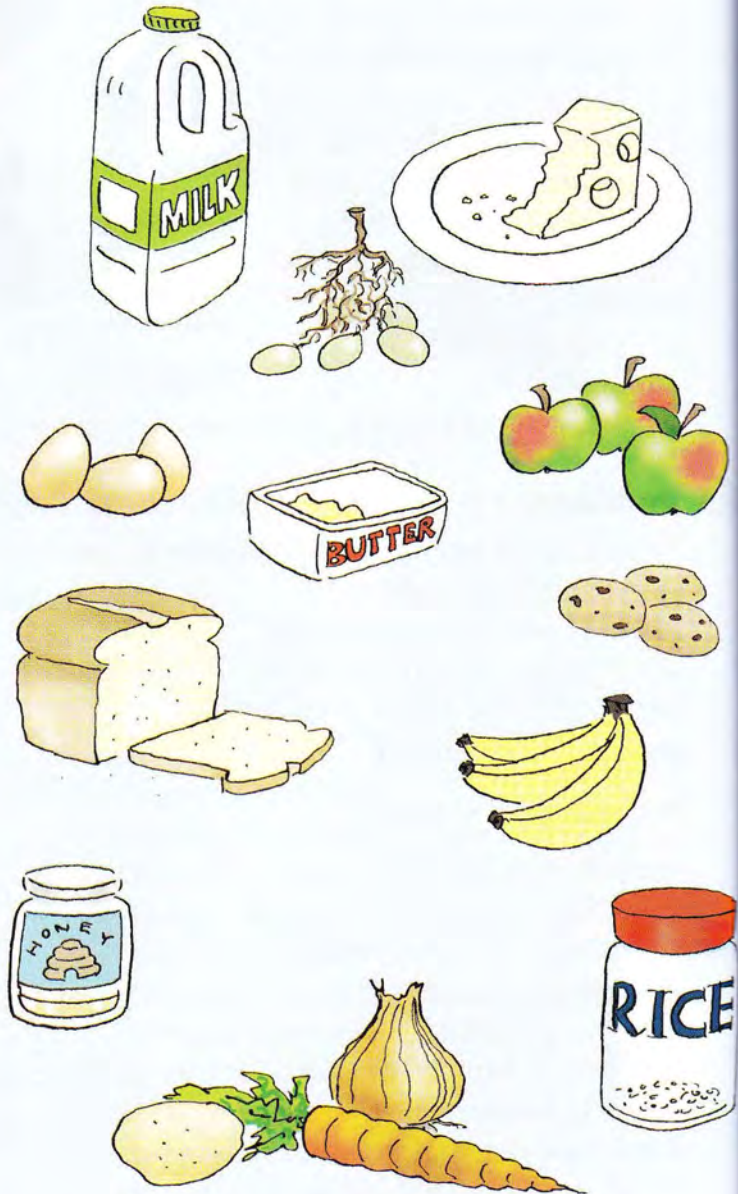
2 About New York

Complete what Tom says about New York. Use the comparative or superlative form of the adjectives in brackets ().

The people of New York think they have the ⇒ best (good) city in America. They think that everything is ¹..... (big) and ²..... (good) than in other cities. They have some of the ³..... (tall) and ⁴..... (famous) buildings in the world. Uncle Joe says New York is one of the ⁵..... (interesting) cities in the world, but it is one of the ⁶..... (noisy) and ⁷..... (dirty) cities, too. I don't care, because I think it's ⁸..... (exciting) than London.

3 How much is there?

How much food is there? Use a little, a few, much and many.



⇒ There's a little milk. There are a few grapes. There isn't much bread. There aren't many biscuits. There

.....

.....

.....

.....

Shopping

Complete what Mrs Bell is saying to Nick with a **packet of**, a **bag of**, a **loaf of**, etc.

MRS BELL Buy ⇒ a tin of vegetable soup and ¹ white bread,
² chocolate biscuits, ³ flour,
⁴ tomato ketchup, ⁵ orange juice ...
NICK And ⁶ chocolate?

Accidents

What were Jenny's friends doing when the accidents happened? Complete their sentences with the past simple or the past continuous.

- ⇒ AMANDA: I burnt my hand when I was helping (help) my mother in the kitchen.
- 1 MARIA: I cut my finger when I (make) sandwiches.
- 2 TOM: When I was playing with Adam's dog, it (bite) my hand.
- 3 CARLO: I (fall) and broke my arm when I (skate) in the park.
- 4 GEORGE: When Tony and I (play) football I (hurt) my leg.
- 5 ZOE: When Maria and I (watch) a football game, the ball (hit) me on the head.
- 6 LAYLA: I (drop) some paint on the floor when I (painting) my bedroom.

What should they do?

Make sentences with **should** and **shouldn't**.

- ⇒ Amanda must get up at 6 o'clock tomorrow. (go to bed early/stay up late)
She should go to bed early. She shouldn't stay up late.
- 1 Nick has got a lot of homework. (watch television/start his homework now)
.....
- 2 Jenny has got a bad cold. (stay at home/go out)
.....
- 3 Tom's leg hurts. (play football/rest)
.....
- 4 George is going to school soon. It's raining. (walk /go by bus)
.....
- 5 Maria doesn't want any breakfast. (take an apple to school/buy sweets)
.....
- 6 Carlo can't do his Maths homework. (ask his friend to help him/copy from his friend)
.....

I've just finished it

Present perfect simple (1); **just, already, yet**

Mr and Mrs Bell are out. Jenny and Nick are cooking dinner to surprise them.

JENNY I've washed the lettuce and I've chopped the tomatoes. I can make the salad now.

NICK No you can't. You haven't sliced the cucumber yet.

JENNY Oh yes, I have. Look! I've already done it. And what have you done? Have you finished the washing-up yet?

NICK Yes, I've just finished it.



Grammar lesson

Present perfect simple (1)

have or has + past participle

I **have** OR I've
 YOU **have** OR you've
 he **has** OR he's
 she **has** OR she's
 it **has** OR it's
 we **have** OR we've
 YOU **have** OR you've
 they **have** OR they've

finished

I **have not** OR haven't
 YOU **have not** OR haven't
 he **has not** OR hasn't
 she **has not** OR hasn't
 it **has not** OR hasn't
 we **have not** OR haven't
 YOU **have not** OR haven't
 they **have not** OR haven't

finished

Questions and short answers

Have you finished? No, I haven't.

Has he finished? Yes, he has.

The past participle for regular verbs is the same as the past simple.

Base form	Past simple	Present perfect
wash	washed	have OR has washed
finish	finished	have OR has finished

The past participle for irregular verbs is often different.

do **did** have OR has **done**

be **was** have OR has **been**

Look at page 111 for a list of some irregular verbs and their past participles.

We use the present perfect simple for a completed action which has an effect or result in the present.

I've sliced the cucumber. – Look! Here it is.

just, already, yet

Use **just** for a very recent action (a few seconds/minutes ago).

*Trig has **just** finished the chocolate pudding.*

Use **already** in positive sentences.

*I've **already** done it.*

Use **yet** in negative sentences and in questions. It goes at the end of the sentence.

*You haven't sliced the cucumber **yet**. Have you finished the washing-up **yet**?*

Words to learn

lettuce salad slice pudding
suntan comb set (the table)

1 Irregular verbs

Here are ten simple past forms and ten past participles of irregular verbs. Which is which? Make two lists.

ate ✓	seen	saw	drank
given	wrote	took	forgotten
written	went	drove	gave
did	eaten ✓	taken	drunk
done	driven	forgot	gone

past simple	past participle
⇒ ate	⇒ eaten
.....
.....
.....
.....
.....
.....
.....
.....
.....

What's happened?

Match and say the sentences.

⇒ Trig's taken my pencils. I can't find them.

⇒ Trig's taken my pencils.

- 1 I've bought you a hat.
- 2 Tom's been on holiday.
- 3 I haven't eaten anything today.
- 4 Nick hasn't done his homework yet.
- 5 Jenny's cut her finger.
- 6 You haven't combed your hair.
- 7 I've caught a cold.
- 8 Amanda's passed her exam.
- 9 He hasn't washed his hands.
- 10 I've lost my key.

- He can't go out.
He's got a suntan.
I can't get into the house.
She's very happy.
It looks untidy.
I've got a temperature.
I'm very hungry.
It's bleeding.
Try it on.
I can't find them.
They're dirty.

3 What have they just done?

Write eight sentences. Use the present perfect of the verbs and **just**.

break wash comb cut eat
 finish ✓ have make write



⇒ He has just finished the chocolate pudding.



1 He



2 She



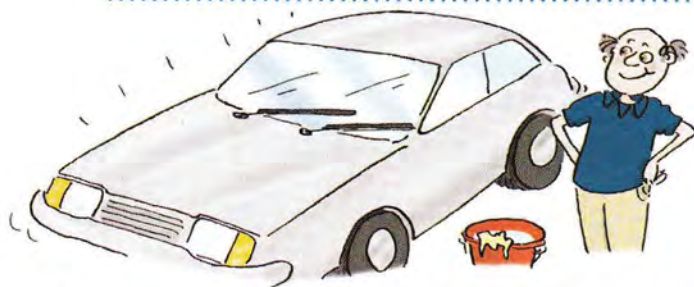
3 They



4 She



5 He



6 He



7 She



8 He

Jobs

What have they already done? What haven't they done yet? Write ten sentences.

Jenny's jobs

⇒	slice the cucumber ✓
⇒	cook the fish ✗
1	wash the lettuce ✓
2	chop the tomatoes ✓
3	make the salad ✗
4	make the chocolate pudding ✓

Nick's jobs

5	do the washing-up ✓
6	dry the dishes ✗
7	tidy the kitchen ✗
8	set the table ✗
9	take Chip for a walk ✗
10	empty the rubbish bin ✓

⇒ Jenny has already sliced the
cucumber.

⇒ Jenny hasn't cooked the fish
yet.

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

Today

Have you done these things today? Answer with **already** or **yet**.

⇒ Have you had breakfast?
Yes, I've already had breakfast.

⇒ Have you had lunch?
No, I haven't had lunch yet.

- 1 Have you made your bed?
- 2 Have you had a bath?
- 3 Have you done your homework?
- 4 Have you brushed your teeth?
- 5 Have you had dinner?
- 6 Have you seen your best friend?
- 7 Have you cleaned your shoes?
- 8 Have you phoned your friends?
- 9 Have you had a drink of water?
- 10 Have you combed your hair?

Word square

Find the past participles. Be careful! Some words are past simple forms of irregular verbs.

D	R	A	N	K	X	D	Y	G	O	N	E
Z	B	E	E	N	L	R	S	Q	A	T	E
G	I	V	E	N	L	U	Z	W	E	N	T
B	Y	D	S	D	Y	N	D	O	N	E	O
R	J	R	E	R	P	K	N	E	W	L	O
O	G	A	E	E	X	G	R	O	W	N	K
K	M	W	N	W	T	A	K	E	N	Q	P
E	H	N	D	R	O	V	E	Z	W	A	S
N	W	R	I	T	T	E	N	W	E	R	E

How many past participles have you found?

Have you been to China?

Present perfect simple (2); **would like**

MR BLAKE Today we're going to talk about China. **Has** anyone **been** to China?

TOM I've never **been** to China, but I'd **like** to go there.

NICK I've never **been** to China, but I've **walked** through Chinatown. I've **eaten** Chinese food at the 'China Palace' restaurant lots of times! **Have** you ever **been** there, Mr Blake?



Grammar lesson

Present perfect simple (2)

We use the present perfect simple for a finished action when we don't know the time of the action, or when the time of the action isn't important.

*She's **been** to China.*

*I've often **eaten** Chinese food.*

(We don't know when. The fact is important, not the time.)

We often use **ever** and **never** with the present perfect simple to ask or talk about past events and situations.

*Have you **ever** been to China?*

*Nick has **never** been to China.*

would like

would like means 'want', but it is more polite. We usually use the short forms:

I'd/you'd/he'd/she'd/we'd/they'd like;

I wouldn't like, etc.

*I'd **like** to go there.*

***Would** you **like** milk in your tea?*

*I **wouldn't** like milk but I'd **like** lemon.*

When a verb follows **would like**, use **to** + base form.

*I'd **like to go** to Egypt.*

***Would** you **like to see** the Pyramids?*

Words to learn

snake snail coconut
ghost helicopter spider

1 Have you ever ... ?

With a partner, ask and answer these questions. Give short answers.


⇒ YOU *Have you ever driven a tractor?*
PARTNER *Yes, I have. OR No, I haven't.*


- 1 Have you ever seen a snake?
- 2 Have you ever eaten snails?
- 3 Have you ever drunk coconut milk?
- 4 Have you ever seen a ghost?
- 5 Have you ever forgotten a friend's birthday?
- 6 Have you ever swum in a lake?
- 7 Have you ever had a bad dream?
- 8 Have you ever ridden a camel?
- 9 Have you ever gone to bed after midnight?
- 10 Have you ever caught a fish?
- 11 Have you ever seen a Disney film?
- 12 Have you ever read an English comic?

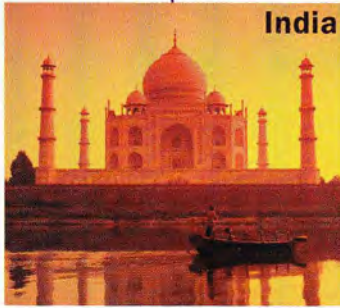
Countries and places


Angela Anna and Maria Tom and Jack

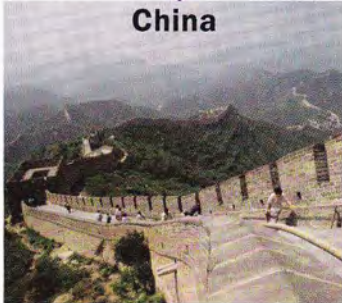
Fatima and Layla Max Ahmed Dimitris


France

The Eiffel Tower


Italy

The Colosseum

India

The Taj Mahal

England

The Tower of London

China

The Great Wall of China

Egypt

The Pyramids

America

The Statue of Liberty

Look at the pictures. Who has been where? Write sentences like this:

⇒ Angela has been to Egypt.

⇒ Tom and Jack have been to America.

1 Anna and Maria

2 Max

3 Fatima and Layla

4 Ahmed

5 Dimitris

Who has seen what? Make sentences like this:

⇒ Angela has seen the Pyramids.

Work with a partner. Ask and answer five questions like this:

⇒ YOU Has Angela been to Egypt?

PARTNER Yes, she has.

⇒ YOU Has Max seen the Pyramids?

PARTNER No, he hasn't.

3 Before and after



Nick's room yesterday



Nick's room today

Nick has tidied his room. What has he done?

Write about: ➡ his books

- | | |
|------------------|---------------|
| 1 his trousers | 6 the drawers |
| 2 the bin | 7 his desk |
| 3 his bed | 8 his shoes |
| 4 his coat | 9 the plant |
| 5 his school bag | 10 his guitar |

Use some of these verbs more than once:

close empty hang make put tidy water

➡ He has put his books on the shelf.

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

5 I've never ...

Say which of these things you've never done, and which you've done once, twice or a lot of times.

- ⇒ been late for school
I've never been late for school.
- ⇒ seen a spaceship
I've seen a spaceship lots of times.



- | | | |
|-------------------------|--------------------------|-------------------------|
| 1 met a film star | 6 ridden a camel | 11 climbed a mountain |
| 2 seen a snake | 7 played football | 12 been to Australia |
| 3 eaten with chopsticks | 8 broken an arm or a leg | 13 fallen off a bicycle |
| 4 flown in a helicopter | 9 walked ten kilometres | 14 used a calculator |
| 5 won a lot of money | 10 used a computer | 15 been fishing |

5 What would you like to do?

Read the list and write down five things that you would like to do. Then try to guess what your partner wrote. Score one point for a 'Yes'. Continue until the answer is 'No'. The first person with five points is the winner.

- ⇒ YOU *Would you like to ride an elephant?*
PARTNER *Yes, I would. (One point.)*
- YOU *Would you like to see a ghost?*
PARTNER *No, I wouldn't.*
(No point, so now it's your partner's turn.)
- PARTNER *Would you like to ... ?*

- ride an elephant
- see a ghost
- fly to the moon
- meet a pop star
- be on television
- write a book
- travel round the world
- learn judo or karate
- have an English penfriend
- learn Chinese
- have a pet monkey
- go to Disney World
- work in a circus
- be an astronaut
- take two months off school

6 What would you like?

Say which of these things you would or wouldn't like.

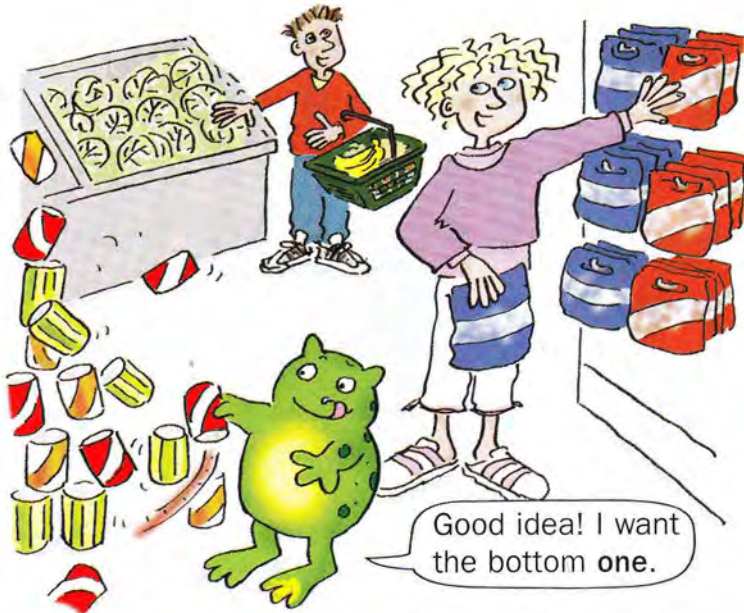
- ⇒ a piece of chocolate cake
I'd like a piece of chocolate cake.
- ⇒ more homework
I wouldn't like more homework.

- 1 a pet spider
- 2 a motorbike
- 3 a new computer
- 4 a cold
- 5 a ticket to the North Pole
- 6 an onion sandwich
- 7 a dancing lesson
- 8 a mobile phone
- 9 a horse
- 10 a cold drink

Who took the bottom one?

one(s) for substitution; **who** and **what** as subjects

- NICK Does Mum want a big cabbage or a small **one**?
- JENNY A big **one**, I think. And here are the sweets. I want the soft **ones** in the blue wrappers. Which **ones** do you want?
- NICK I like the **ones** in the red wrappers best. And let's buy some cans of drink.



- MANAGER **What** happened? **What** made that noise? Oh, no! My cans! **Who** did it? **Who** saw it? **Who** knocked over my cans?



Grammar lesson

one(s) for substitution

We can use **one** or **ones** instead of repeating a countable noun. We use **one** to replace a singular countable noun. *Does Mum want a big cabbage or a small **one**?*

We use **ones** to replace a plural countable noun.

*Do you want soft sweets or hard **ones**?
I want the **ones** in the red wrappers.*

who and **what** as subjects

When **who** or **what** ask about the subject of the sentence, the verb is usually in the affirmative form. We do not use the auxiliary verb **do** for the question.

Subject	Main verb	Object
Somebody	knocked over	the cans.
Who	knocked over	the cans?
Somebody	did	it.
Who	did	it?
Something	happened.	
What	happened?	

When **who** or **what** is the object of the sentence, we use the auxiliary verb **do** for the question.

***Who did** the manager see? (The manager is the subject. He saw someone.)*

***What did** the manager find?*

Words to learn

bottom cabbage soft wrapper
 knock over can hard blond
 striped suit accident foggy
 van ambulance

4 The one with the blond hair

Which words can we replace with **one** or **ones**? Underline the words first, then write the sentence with **one** or **ones**.

⇒ Which girl is Jenny? – She's the girl with the blond hair.

She's the one with the blond hair.

1 Which sweets would you like? – The sweets in the blue wrappers.

2 Does Mum want a big cabbage or a small cabbage?

3 Which boy is Tom? – He's the tall boy.

4 Which car belongs to Mr and Mrs Bell? – It's that car over there.

5 Which girl is Amanda? – She's the girl who's wearing a red T-shirt.

6 Do you want a fruit cake or a chocolate cake?

7 The striped socks are nicer than the white socks.

8 Which man is the manager? – He's the man who's wearing a suit.

9 The chocolate biscuits taste better than the other biscuits.

10 Which dog is Chip? – He's the dog with the long ears and the short tail.

11 Which house is Jenny and Nick's? – It's the house with the white door.

12 I've got some sweets here. Which sweets do you want?

13 Are you going to buy an expensive bicycle or a cheap bicycle?

14 Our neighbours have got two dogs, a brown dog and a white dog.

15 The white T-shirt is more expensive than the blue T-shirt.

2 Which one?

Which one would you like? Ask your partner.
Use **one** or **ones** in your answers.

⇒ YOU Which cake would you like?
PARTNER I'd like the big one (OR the one with the cherry).
OR I'd like the small one (OR the one without the cherry).



1 Which sweets would you like?

5 Which trainers would you like?



2 Which dog would you like?

6 Which book would you like?



3 Which socks would you like?

7 Which T-shirt would you like?



4 Which bicycle would you like?

8 Which car would you like?

3 An accident

A friend tells you about an accident. You want to know more. Ask questions with **who** or **what**.

FRIEND It was very foggy. I saw a dog in the road. Then there was a loud noise. A van stopped suddenly and a car crashed into it. Someone phoned the police. Someone phoned for the ambulance.

⇒ Who saw the accident?

1 caused the accident? The bad weather or the dog?

2 told the police?

3 made the loud noise?

4 phoned for the ambulance?

5 came first. The police car or the ambulance?

6 happened to the van driver?

7 went to hospital?

8 happened to the dog?

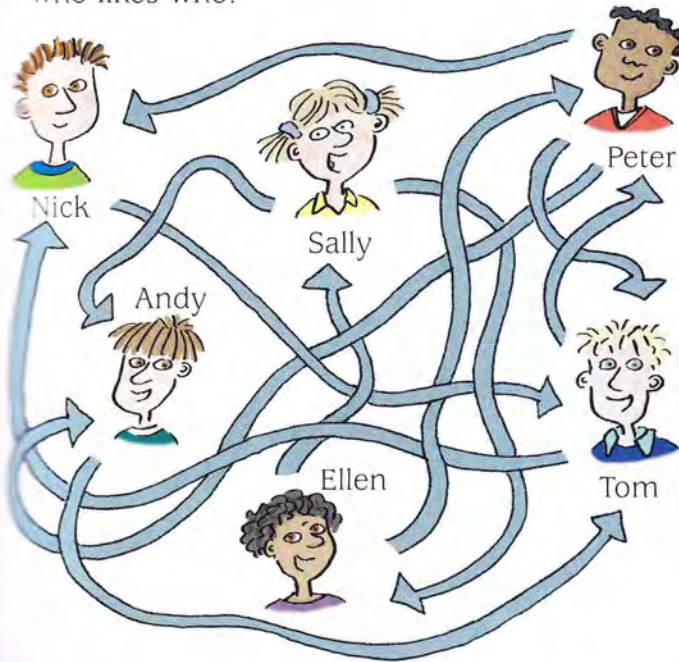
9 answered the policeman's questions?

10 happened next?



Who likes who?

Here are some pupils from Nick's class. Say who likes who.



- ⇒ Who likes Peter?
Ellen and Tom like Peter.
- ⇒ Who does Peter like?
Peter likes Nick, Tom and Andy.

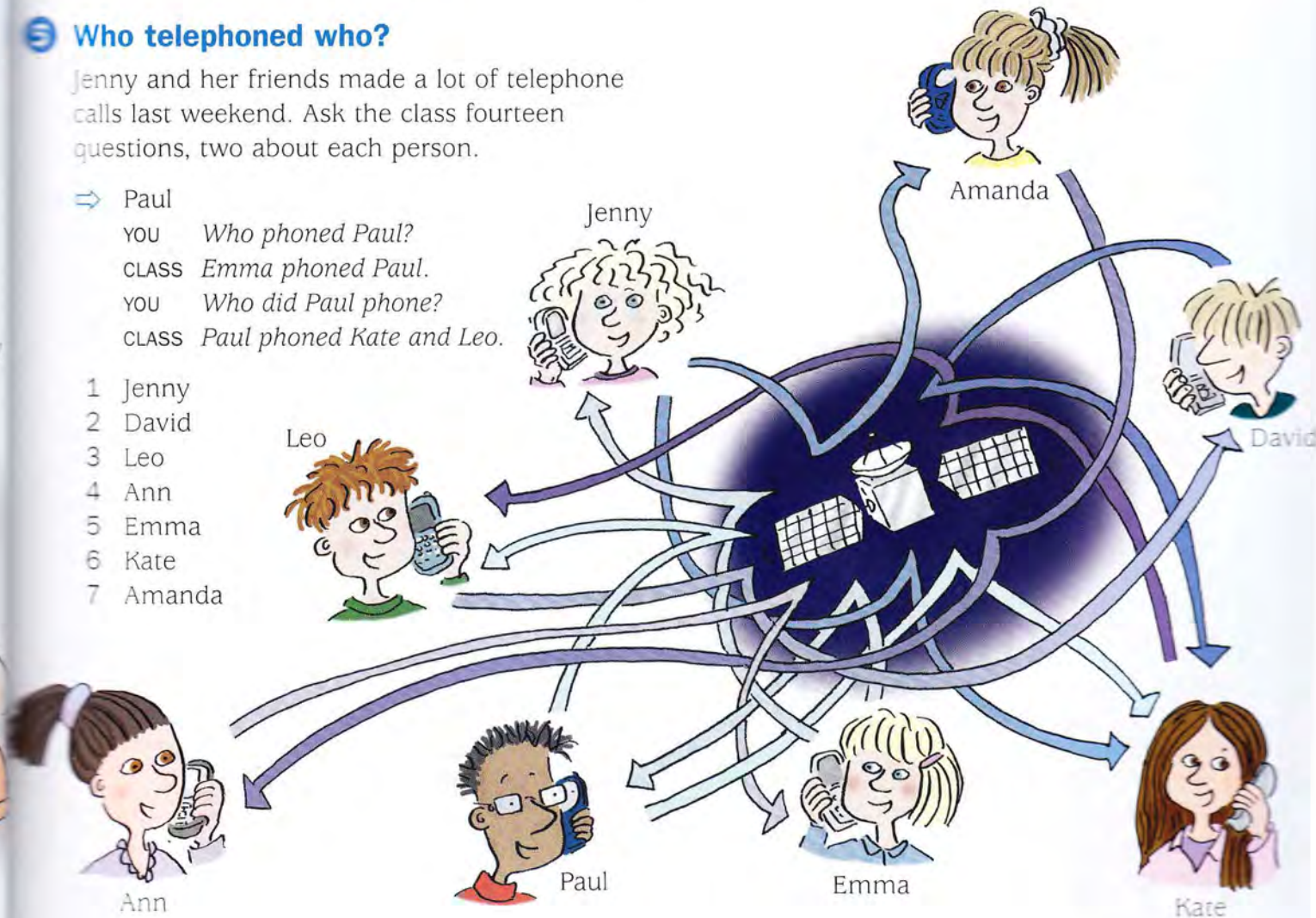
- 1 Who likes Nick?
- 2 Who does Nick like?
- 3 Who likes Ellen?
- 4 Who does Ellen like?
- 5 Who likes Tom?
- 6 Who does Tom like?
- 7 Who likes Andy?
- 8 Who does Andy like?
- 9 Who likes Sally?
- 10 Who does Sally like?

Who telephoned who?

Jenny and her friends made a lot of telephone calls last weekend. Ask the class fourteen questions, two about each person.

- ⇒ Paul
YOU *Who phoned Paul?*
CLASS *Emma phoned Paul.*
YOU *Who did Paul phone?*
CLASS *Paul phoned Kate and Leo.*

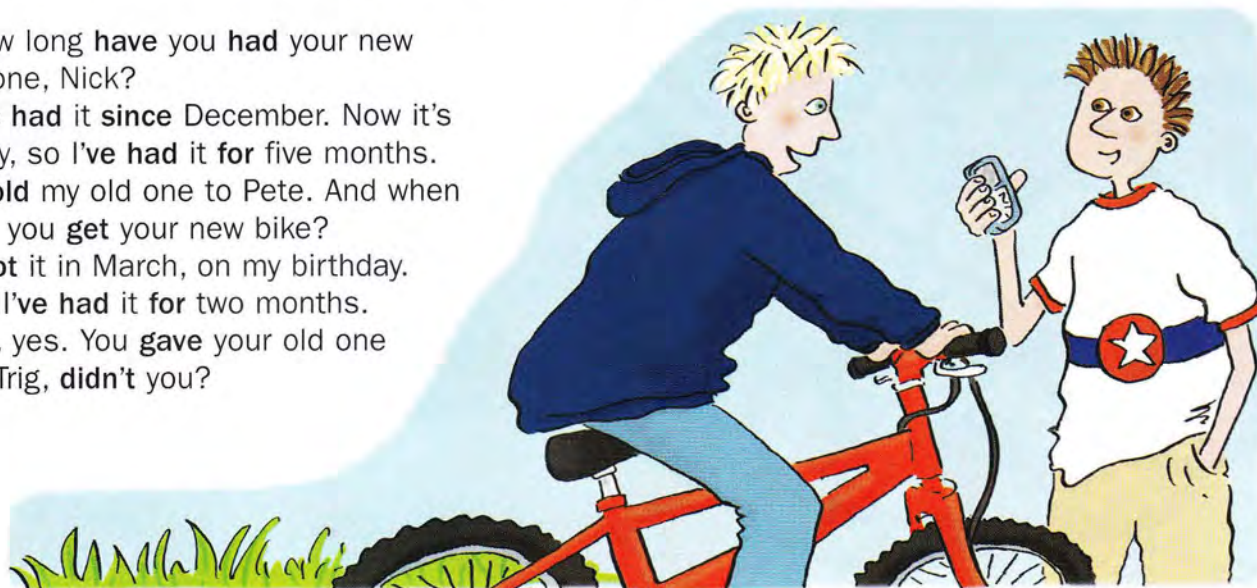
- 1 Jenny
- 2 David
- 3 Leo
- 4 Ann
- 5 Emma
- 6 Kate
- 7 Amanda



I've had it for five months

Present perfect with **for** and **since**;
Present perfect or past simple?

- TOM How long **have** you **had** your new phone, Nick?
- NICK I've **had** it **since** December. Now it's May, so I've **had** it **for** five months. I **sold** my old one to Pete. And when **did** you **get** your new bike?
- TOM I **got** it in March, on my birthday. So I've **had** it **for** two months.
- NICK Oh, yes. You **gave** your old one to Trig, **didn't** you?



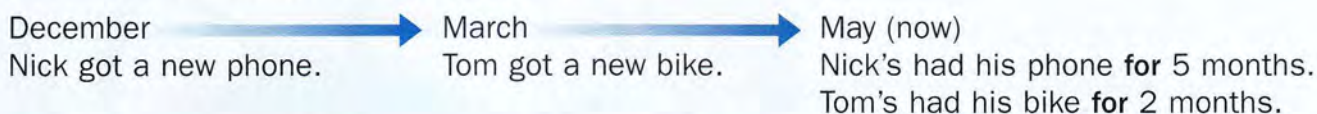
Grammar lesson

Present perfect with **for** and **since**

- 1 We use **for** with the present perfect when we are talking about a **period of time**.

*Nick has had his new phone **for five months**.*

*Tom has had his new bicycle **for two months**.*



- 2 We use **since** with the present perfect when we are talking about a **point in time**, such as a date or an event.

*Tom has had his new bike **since his birthday**.*



Present perfect or past simple?

- 1 We use the present perfect for an action that started in the past and is still true in the present.

*Nick **has had** his new phone **since** December.
(He still has it.)*

- 2 We use the past simple for an action that started and finished in the past, often with a time expression.

*Nick **got** a new phone **in** December.*

Words to learn

The time expressions in exercise 1.

Time expressions

Do you use these time expressions with **for** or **since**? Put them in the right list.

yesterday ✓	three years
2001	a long time ✓
Wednesday	ten minutes
this morning	my birthday
three weeks	two years
six hours	Friday evening
a week	last month
eight o'clock	two months
five days	last summer
June	a day

for	since
⇒ a long time.....	⇒ yesterday.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

How long?

Put in **for** or **since**.

- ⇒ The Bell family has lived in Merton **for**..... six years.
 - ⇒ Trig has lived with Nick and Jenny **since**..... he came to Earth.
- 1 Mr Bell has worked in London 2002.
 - 2 Mr Bell is in Cairo now. He has been there a week.
 - 3 Mrs Bell has been at the hairdresser's nine o'clock.
 - 4 Chip has lived with Nick and Jenny he was a puppy.
 - 5 Nick has known Tom he moved to Merton.
 - 6 Tom has played in the school football team four months.
 - 7 The team hasn't lost a match four months.
 - 8 Miss Mill has been Jenny's teacher six months.
 - 9 Mr Blake has been Nick's teacher last year.
 - 10 Mr and Mrs Bell have had their new car the spring.
 - 11 The Todd family has lived in Willow Road a long time.
 - 12 The Allen family has lived in Cedar Avenue 2001.

3 Cities

a Mr Bell has visited a lot of cities. Which cities has he been to? When did he go?
Use the present perfect and the past simple.

2001	2002	2003	2004
Athens	Athens	Rome	Rome
Paris	Paris	Berlin	Tokyo
Alexandria	Istanbul	Alexandria	Istanbul
	Barcelona		Barcelona

⇒ He has been to Athens. He went there in 2001 and in 2002.

b Answer these questions. Use the present perfect or the past simple.

⇒ How many cities did Mr Bell go to in 2001? He went to three cities in 2001.

⇒ Has he been to Berlin since 2003? No, he hasn't.

- 1 How many cities did Mr Bell go to in 2002?
- 2 Did he go to Paris in 2002?
- 3 How many cities did he go to in 2004?
- 4 When did he go to Rome?
- 5 Has he been to Alexandria since 2001?
- 6 Which cities did he go to in 2001?
- 7 How many cities did he go to in 2003?
- 8 How many times has he been to Alexandria?
- 9 Did he go to Istanbul in 2002?
- 10 Has he been to Tokyo more than once?

Conversations

Write five conversations. Use the present perfect and the past simple.

- | | | |
|--------|---------------------|---------------------------|
| ⇒ buy | a new computer game | last Saturday |
| 1 buy | a new T-shirt | yesterday |
| 2 get | a new mobile phone | for my birthday last week |
| 3 hear | a great new CD | last night on the radio |
| 4 mend | my bicycle | last weekend |
| 5 sell | my old phone | two weeks ago |

- ⇒ A *I've bought a new computer game.* 3 A
- B *Oh, great! When did you buy it?* B
- A *I bought it last Saturday.* A
- 1 A 4 A
- B B
- A A
- 2 A 5 A
- B B
- A A

Now write your own conversations in the same way. Put in your own nouns and time expressions. Read them with a partner.

Partner game

Write a negative action using the present perfect on a strip of paper, like this:

I haven't brushed my teeth

Fold the paper so that your action is at the back, like this:

Exchange papers with your partner. Don't read what's on the paper! Now write a time expression with **for** or **since** on the paper. Look at exercise 1 for some ideas.

for a year.

Open the paper and read the whole sentence to the class.

- ⇒ *I haven't brushed my teeth for a year.*
⇒ *I haven't washed my face since my birthday.*

Will I be rich?

Future with **will**; **may/might** for possibility

Nick is talking to a fortune teller at a funfair.

FT One day you **will** be a successful man. You **won't** be famous, but there **will** be many interesting people in your life.

NICK **Will** I be rich?

FT I'm not sure. You **may** be rich one day but you **might** be poor.

NICK **Will** I always live in England?

FT I don't know. You **might** live in a different country.

NICK I hope it **won't** be France. I can't speak French. What **will** the questions be in our French test tomorrow? Can you tell me that?



Grammar lesson

Future with will

I
you
he/she/it
we
you
they

} **will** OR **'ll** be rich

I
you
he/she/it
we
you
they

} **will not** OR **won't** be rich

Questions and short answers

Will it rain? **Yes, it will.**

Will it be sunny? **No, it won't.**

- We use **will** + base form to talk about a future action, event or situation.
*You **will be** a successful man.*
- We often use **will** after the verbs **hope**, **expect**, **think**, **be afraid** and **be sure**.
*I **hope it won't be** France.*
- The future of **there is** and **there are** is **there will be**.
***There will be** many interesting people in your life.*

may/might for possibility

We use **might** or **might not** + base form to say what will possibly happen (or not happen) in the future.

I
you
he/she/it
we
you
they

} **might** OR **might not** be rich

We can use **may** instead of **might**. The meaning is the same.

*You **may be** rich one day.*

There are no short forms of **may/might** and **may not**. There is a short form of **might not** (**mightn't**).

Words to learn

rich	successful	famous
different	windy	sunny
cloudy	snow	

3 In the future

Complete the sentences with **will** or **won't**.

- JENNY Dad, ⇒ **will**..... we use cars in the future?
- MR BELL Yes, I think we ¹....., but they ²..... use petrol. They ³..... be electric.
- JENNY ⁴..... we still have pollution?
- MR BELL I hope we ⁵....., but I think we ⁶.....
- JENNY And what ⁷..... I be like?
- MR BELL You ⁸..... be older.
- JENNY But ⁹..... I be different?
- MR BELL You ¹⁰..... be taller.
- JENNY But ¹¹..... I be green and drive a spaceship?
- MR BELL Don't worry, Jenny. You ¹²..... look like Trig.



3 What will happen?

Complete the sentences with **will** or **won't**.

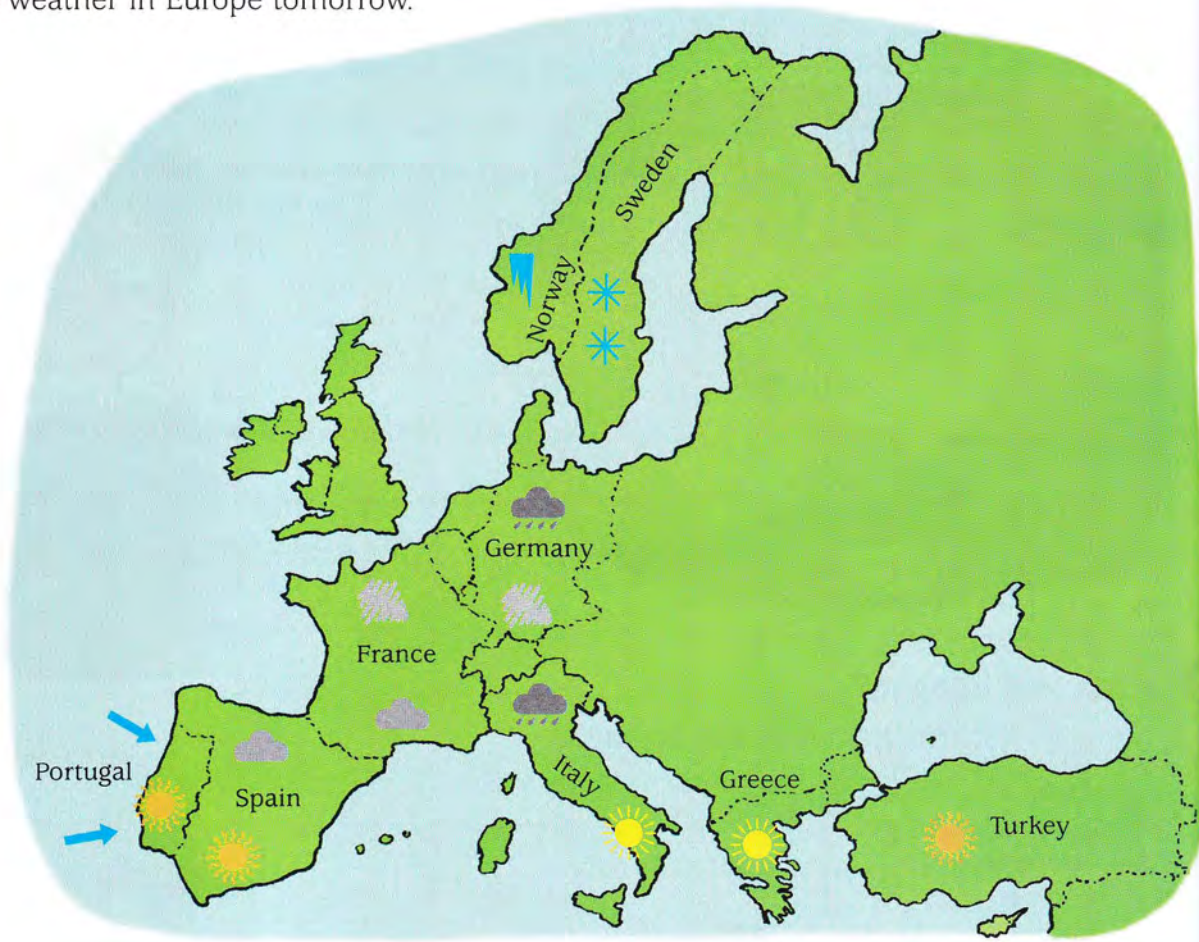
- ⇒ **Will**..... it rain tomorrow?
- ⇒ I hope it **won't**..... rain.
- 1 How old you be next year?
 - 2 I be thirteen.
 - 3 Our teacher's ill, so she be at school next week.
 - 4 We earn £5 an hour, so it take us two hours to earn £10.
 - 5 you be at home tomorrow?
 - 6 No, we We're visiting our aunt and uncle tomorrow.
 - 7 Next week I be in America! I've already packed my suitcase.
 - 8 It's raining. Put on your coat, or you get wet.
 - 9 You be late. It only takes ten minutes to get there.
 - 10 I think the journey to London be very uncomfortable.
 - 11 I expect the train be very full.
 - 12 Take some sandwiches. There be any food on the train.
 - 13 there be many people at John's party?
 - 14 Who be there?
 - 15 Your English is very good. I'm sure you pass the English test.
 - 16 Nick pass his French test. He doesn't work hard enough.

3 Tomorrow's weather

Write about the weather in Europe tomorrow.

Use:

- hot 
- sunny 
- windy 
- rain 
- cloudy 
- cold 
- snow 
- foggy 



What will the weather be like in ...

⇒ the north of Spain? *In the north of Spain it will be cloudy, but it won't rain.*

- 1 the south of Spain?
- 2 the north of Germany?
- 3 Turkey?
- 4 the north of Italy?
- 5 Sweden?
- 6 Greece?
- 7 the north of France?
- 8 Norway?
- 9 the south of Italy?
- 10 Portugal?
- 11 the south of Germany?
- 12 the south of France?

Life in the year 2100

What may happen in the future? What might life be like?

Rewrite the sentences with **might** or **might not**.

⇒ Perhaps people will live on the moon.

People might live on the moon.

⇒ Perhaps there won't be enough food on earth.

There might not be enough food on earth.

1 Perhaps there will be cities on the moon.

2 Perhaps people will live in space stations.

3 Perhaps people won't go to work any more.

4 Perhaps robots will do all the work.

5 Perhaps there won't be any schools.

6 Perhaps there won't be enough room for everybody on earth.

7 Perhaps there will be cities under the sea.

8 Perhaps there will be fast underground trains across the world.

Your future

With a partner ask and answer questions about the future, like this:

⇒ YOU *Do you think you'll be rich?*

PARTNER *I may be rich, but I might be poor.*

YOU *Will you be famous?*

PARTNER *I hope I'll be famous.*

Use these ideas:

be rich / famous / successful / poor / happy

live in a different country / England / America

have lots of friends / a big house / a farm

Revision 3 (chapters 12–16)

1 Match

Put the verbs in brackets () into the present perfect. Then match the two parts of the sentences.

- | | |
|---|---|
| ⇒ Nick <u>has spent</u> (spend) his pocket money, | so there isn't much food in the fridge. |
| 1 Amanda and Zoe(miss) the bus, | so he can't buy any comics now. |
| 2 Nick(not tidy) his room, | so they might be late for school. |
| 3 Jenny and Trig(make) a cake, | so now he can't find his mobile phone. |
| 4 Mr and Mrs Bell(not do) the shopping, | so he can't play football. |
| 5 Tom(break) his leg, | so Mrs Bell is very pleased. |
| 6 Nick(not repair) his bike, | so he can't ride it today. |

2 Have you done the shopping?

Complete the conversation with the verbs in the present perfect and write short answers where necessary.

- NICK Mum, I'm hungry. ⇒ Have you done (you/do) the shopping yet?
- MRS BELL No, ¹..... But I ².....(just, make) some sandwiches.They're in the fridge. ³.....(you/do) your homework?
- NICK Yes, ⁴..... But Jenny ⁵.....(not do) hers yet.
- JENNY I ⁶.....(not finish) my Maths, but I ⁷.....(already/learn) my French words.
- NICK Can we have chicken and chips? You ⁸.....(not cook) that for a long time, Mum. And after that, chocolate pudding.
- MRS BELL No chips, no pudding. You ⁹.....(not eat) any vegetables or fruit this week, Nick.
- TRIG I think we should have a picnic in the garden. We ¹⁰.....(not have) a picnic since yesterday.

3 A phone call

Tom has been to a football match with his dad. Tom is talking to Nick on his mobile phone, but Nick can't hear him very well. He's asking Tom some questions. What is he asking? Use **who** and **what**.

- TOM
- ⇒ xxx won the match.
- ⇒ I met xxx after the match.

- 1 xxx played badly.
- 2 xxx said Manchester played well.
- 3 My dad said xxx.
- 4 I saw xxx at the match.
- 5 xxx asked me to his party.
- 6 I told him xxx.
- 7 I phoned xxx.
- 8 xxx phoned me.

- NICK
- Who won the match?
- Who did you meet after the match?

.....

.....

.....

.....

.....

.....

.....

.....

I like the blue one

Complete the sentences. Use **one** or **ones**.



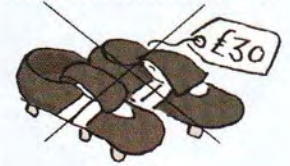
⇒ Jenny likes the blue coat. She doesn't like the black one.



3 Zoe's got a red T-shirt. She hasn't got



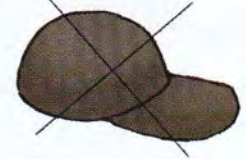
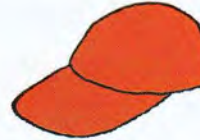
1 Amanda bought the big bananas. She didn't buy



4 Tom would like the expensive football boots. He doesn't want



2 Nick likes the blue bike. He doesn't like



5 Trig wears a red cap. He doesn't wear a

Nick's Uncle Peter

Complete the text with the present perfect or past simple of the verbs in brackets ().

Uncle Peter ⇒ has lived (live) in Scotland for twenty years, but he
 1..... (travel) to many places and he 2..... (see) a lot of countries.
 He 3..... (make) lots of friends all over the world. Last year he
 4..... (visit) America and he 5..... (go) to Brazil.
 NICK Uncle Peter, 6..... (you/ever/be) to Japan?
 PETER Yes, I have. I 7..... (fly) to Tokyo three years ago.
 NICK And when 8..... (you/go) to China?
 PETER Four years ago.

Weather words

Complete the text.

Last summer the Bell family went on holiday to Spain. It was ⇒ sunny ☀️ and
 1..... ☀️. Nick and Jenny were happy, but Mrs Bell wasn't. She likes cold,
 2..... ☁️ weather. At Easter they went to Scotland to visit Uncle Peter. The weather was
 3..... ➡️ and it 4..... ☁️ a lot. It even 5..... ❄️ on the mountains.
 One day they almost had a car accident because the weather was very 6..... 🌧️.

Let's go swimming

-ing form as subject and object; **go + -ing** form

- JENNY Let's **go cycling** this afternoon.
 NICK It's too hot. **Cycling** is hard work on a hot day. Let's **go swimming** instead. We all like **swimming** and we all enjoy **going** to the Water Park.
 TRIG I don't like **doing** sports. I prefer **having** a picnic and **sleeping** under a tree on a hot day.
 NICK Trig, you're lazy. You prefer **sleeping** and **eating** every day.

Grammar lesson

-ing form as subject and object

We can use the **-ing** form as a noun. We can use it as a subject or an object. A noun can follow it.

Subject **Cycling** is hard work.

Object We all like **swimming**.
I prefer **having** a picnic.

We use the **-ing** form after **like, enjoy, love, prefer, hate** and **don't like**.

Spelling

- 1 Add **ing**.
read – reading, play – playing
- 2 Take away a final **e**.
dance – dancing, ride – riding
- 3 After one vowel + consonant, double the consonant.
run – running, swim – swimming

go + -ing form

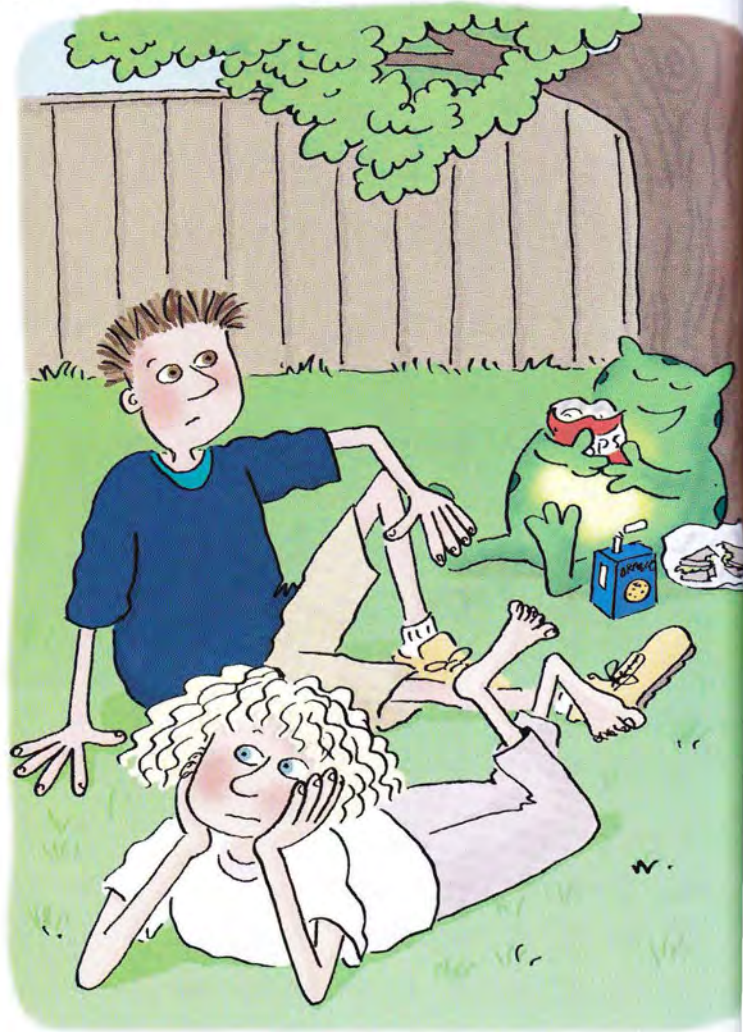
We can use the **-ing** form after **go**. We use **go + -ing** form for sports and activities which we can do alone (we don't need other people).

*Let's **go cycling**.*

*Nick **goes swimming** every weekend.*

Words to learn

The sports and activities in exercise 2.



1 Using **-ing** forms

a Write the **-ing** forms of these verbs.

⇒ clean cleaning

- 1 eat
- 2 do
- 3 cycle
- 4 listen
- 5 phone
- 6 play
- 7 run
- 8 swim

Put the **-ing** forms in the sentences.

⇒ Nick hates cleaning his room.

1 Tom enjoys football in the park.

2 Jenny prefers when it's sunny.

3 Carlo likes to music.

4 Trig enjoys most.

5 friends is Amanda's favourite activity in the evenings.

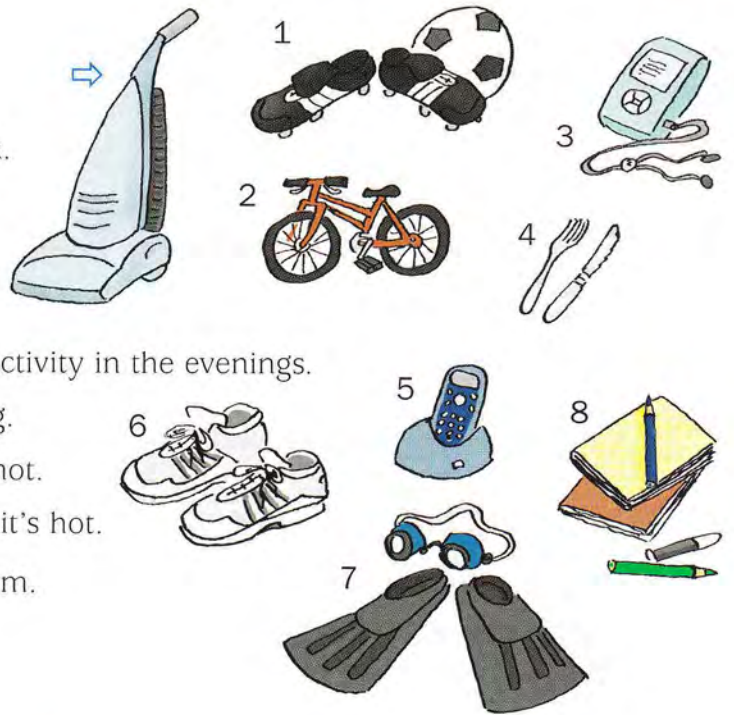
6 Zoe thinks in the park is boring.

7 All the children love when it's hot.

8 They all hate homework when it's hot.

Now make suggestions with **let's + go + -ing** form.

⇒ *Let's go swimming.*



It's easy!



a Write six sentences about the activities or sports. Are they easy or difficult?

⇒ Swimming is easy.

⇒ Skiing is difficult.

b Which activities or sports do you like? Which ones do you hate? Write six sentences.

⇒ I like swimming.

⇒ I hate dancing.

Relative pronouns

Tom has been on an adventure holiday. He's showing Nick his photos.

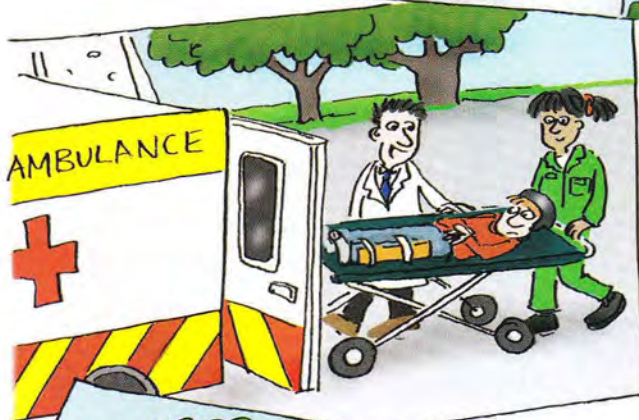
TOM This is Alan. He's the boy **who** fell in the lake on the first day. This is the climbing wall **which** was five metres high.

NICK Who is the girl **who** is on the climbing wall?

TOM That's Susie, the girl **who** won the climbing competition. And here's Simon, the boy **who** broke his leg.

NICK How did he break his leg?

TOM He fell off the climbing wall. This photo shows the ambulance **that** took him to hospital and the doctor **that** looked after him. And here's a photo **that** shows all the kids in our group.



Grammar lesson

Relative pronouns

We use **who** for **people** and **which** for **things**.

He's the **boy who** fell in the lake.

This is the **climbing wall which** was five metres high.

We can also use **that** for **people** and **things**.

The **doctor that** looked after him.

The **ambulance that** took him to hospital.

We use **which** or **that** for animals, but we often use **who** or **that** for pets.

people	who OR that
things	which OR that
animals	which (OR who for pets) OR that

Relative pronouns are the same in the singular and the plural.

Words to learn

astronaut	gardener	musician
builder	secretary	

4 People who work

Trig can't remember. Tell him who the people are and what they do. Match the people and the jobs. Then write simple sentences with **who**, like this:

⇒ Jack is a baker. *A baker is someone who makes bread.*

⇒ Bob is a waiter. *A waiter is someone who serves food.*



Jack (make, bread)



Bob (serve, food)



John (go into, space)



Olivia (type, letters)



David (build, houses)



George (repair, cars)



Ken (plant, flowers)



Sophie (report, news)



Charles (cook, food)



Helen (cut, hair)



Mike (play, music)



Ron (deliver, letters)



Diane (take, photos)



Fred (drive, a taxi)



Nancy (fly, an aeroplane)



Louise (paint, pictures)

- 1 is an astronaut.
- 2 is a pilot.
- 3 is a mechanic.
- 4 is a reporter.
- 5 is a postman.
- 6 is a gardener.
- 7 is a musician.
- 8 is an artist.
- 9 is a cook.
- 10 is a builder.
- 11 is a hairdresser.
- 12 is a taxi-driver.
- 13 is a photographer.
- 14 is a secretary.

2 Animal facts

Put the words in order and add **which** to make true sentences about these animals and birds.

⇒ in Australia lives is a kangaroo an animal

A kangaroo is an animal which lives in Australia.



1 is at the North Pole an animal a polar bear lives



2 a koala leaves eats an animal is



3 an animal a camel is in the lives desert



4 can a parrot is a bird learn to talk



5 lives a penguin is at the South Pole a bird



6 a tall animal a giraffe lives is in Africa



7 can a canary sing beautifully a bird is

8 run fast can an ostrich a bird is



3 Things that ...

How are they the same? Write sentences with **that**. Use:

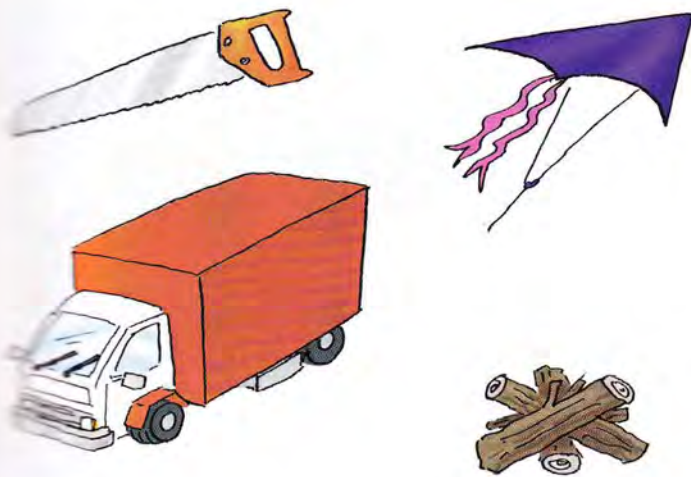
- | | | |
|------------|--------------|----------|
| we drink ✓ | we eat | we watch |
| we fly | cut ✓ | grow |
| we read | we listen to | burn |
| we drive | we wear | melt |

⇒ scissors knife saw

They are things that cut.

⇒ milk fruit juice water

They are things that we drink.



1 aeroplane helicopter kite

2 apple bread cheese

3 book comic newspaper

4 shirt trousers coat

5 wood oil paper

6 television film play

7 radio CD song

8 ice butter chocolate

9 flower tree grass

10 car lorry tractor

3 Who or which?

Complete the sentences with **who** or **which**.

⇒ Who is the woman **who** is talking to the postman?

⇒ A dictionary is a book **which** explains the meanings of words.

1 The people are standing in the queue want tickets for the football match.

2 These are the shoes cost a hundred pounds.

3 That's the man lives next door.

4 This is the tooth hurts.

5 That's the shop assistant served me yesterday.

6 This is the boy knows Nick Bell.

7 Zoe is the girl comes from Greece.

8 Pandas are animals live in China.

9 Penguins are birds can't fly.

10 Jenny and Nick are the children live in Merton.

Could you swim?

could and **be able to** for ability

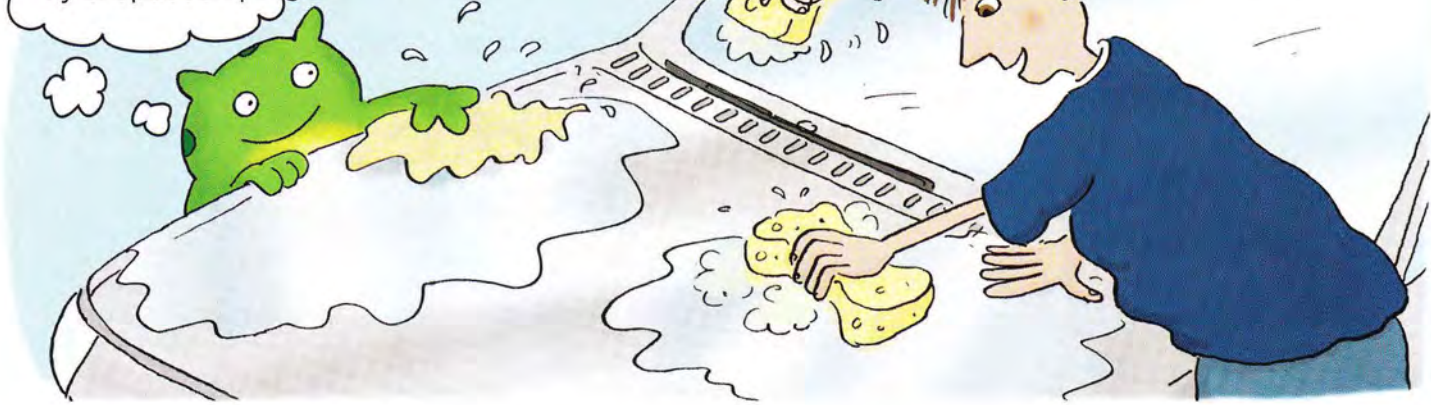
TOM **Could** you swim when you were five?

NICK No, I **couldn't**. But I can swim now. I **could** ride a bike when I was six.

TOM We'll **be able to** drive a car when we're seventeen.

NICK Yes, but we won't **be able to** buy a car. We won't have enough money!

When I was six I **could** fly a spaceship.



Grammar lesson

could for ability

could is the past form of **can**. We use **could** or **could not (couldn't)** for ability (or lack of ability) in the past.

I	}	could swim
you		
he/she/it		
we		
you		
they		

I	}	could not OR couldn't swim
you		
he/she/it		
we		
you		
they		

Questions and short answers

Could you swim? **No, I couldn't.**

Could he ride a bike? **Yes, he could.**

After **could** we use the base form.

*I **could** ride a bike when I was six.*

*I **couldn't** swim.*

Could you swim when you were five?

be able to for ability

We use **will** or **won't + be able to** for ability (or lack of ability) in the future.

*We'll **be able to** drive a car.*

Words to learn

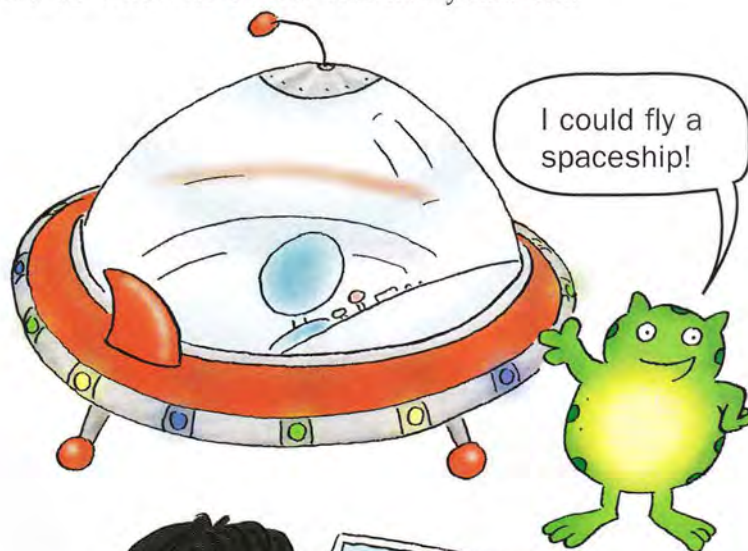
count fly accident cousin

What could you do?

Work with a partner. Ask what your partner could do when he or she was five years old.

⇒ YOU *Could you read?*
PARTNER *Yes, I could. OR No, I couldn't.*

read	draw
swim	play the piano
ride a horse	write in English
cook a meal	write
run fast	use a computer
play football	use a calculator
dive	count to a hundred
ride a bicycle	climb trees
use the telephone	drive a car
fly a spaceship	



An email

Complete Maria's email with **can**, **can't**, **could**, **couldn't**, **will be able to**, **won't be able to**.



Hi Barbara!

Sorry I ⇒ **couldn't** phone you last week. We had a lot of homework and a Maths test today. My brother Giovanni had an accident, so he 1..... go to school last week. I'll tell you how the accident happened. When he came home from school, there was nobody at home. He 2..... find his key. He 3..... see that his bedroom window was open, so he tried to climb up a tree near the window. Well, he fell and broke his right arm and his left leg. He's in hospital now, but I think he 4..... come home soon. He 5..... go to school again next month, but he 6..... do any homework because he 7..... write. At the moment he 8..... do much at all because he 9..... walk. But he 10..... phone his friends and watch television all day. He wants to go to our cousin's birthday party soon. He 11..... dance, but he says he 12..... eat lots of food – with his left arm!

Maria

Shall I do the shopping?

shall and could for offers and suggestions

- NICK **Shall** I do the shopping today, Mum?
- MRS BELL Yes, please.
- NICK I **could** post your letters, too.
- MRS BELL Thank you, Nick.
- NICK My room's messy. **Shall** I tidy it after school?
- MRS BELL Nick? What do you want?
- NICK Oh, nothing, nothing at all. What **shall** we do on Saturday? I know! I've got an idea. We **could** go to town and buy me a new football and some new football boots.



Grammar lesson

shall and **could** for offers and suggestions

- We use **Shall ... ?** to offer to do something for someone.
Shall I do the shopping today?
- We use **Shall ... ?** for suggestions:
Shall I tidy it after school?
What shall we do on Saturday?
- We use **could** to offer to do something for someone.
I could post your letters.
- We use **could** to make suggestions or say what's possible.
We could go to town.

After **shall** and **could** we use the base form.

Words to learn

lift up suitcase ambulance
kite travel invite

1 Asking for suggestions

Complete the sentences with a question word and **shall we**. Use:

where when what how
how much who

- ⇒ What shall we do tomorrow?
- ⇒ Where shall we go tomorrow evening?
- buy Mum for her birthday?
 - spend?
 - go on holiday? To Scotland?
 - go? In July?
 - travel? By car?
 - do at the weekend?
 - go on Sunday? To a museum?
 - invite to the party?

2 Offering help

Offer to help the people in the pictures. Use **Shall I** and a verb from the box.

open carry do post repair
phone lift up ✓ close get



⇒ you
Shall I lift you up?



1 your suitcase



2 those letters



3 the door



4 an ambulance



5 the washing-up



6 the window



7 your bike



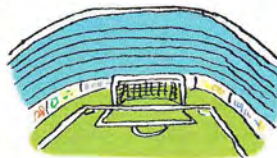
8 your kite

3 Making suggestions

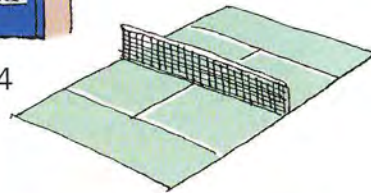
You are with a friend. You see these places.



1



4



2



5



3



6



Write suggestions with **We could** and the words from the box.

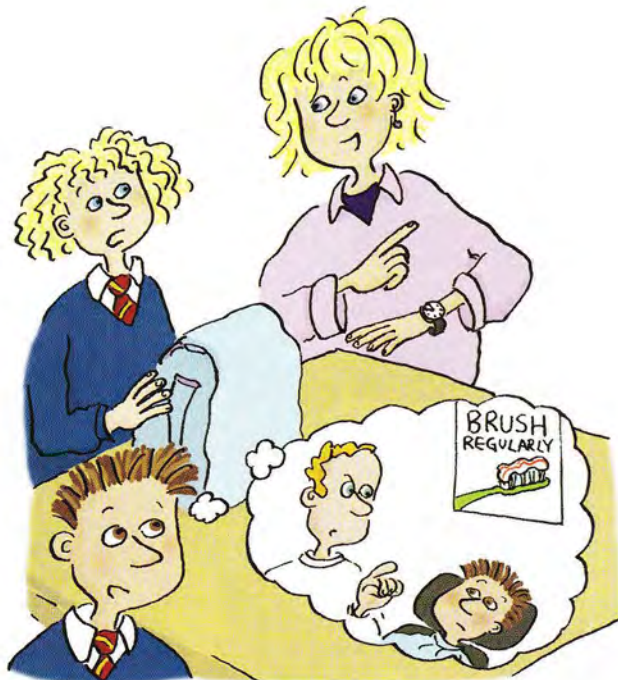
have look at ✓ watch play
visit buy see

⇒ We could look at the bikes.

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

Jenny has to go have to

- MRS BELL Do you **have to** hand in any homework tomorrow?
- JENNY I **have to** do some Maths and Nick **has to** do some French. But we **don't have to** study for any tests.
- MRS BELL That's good, because you've **got to** go to the dentist's at five o'clock, Jenny.
- JENNY Oh no. **Have I got to** go? I hate it.
- MRS BELL Everybody **has to** go to the dentist's. Nick **had to** go last week.
- JENNY **Did you have to** go when you were young?
- MRS BELL Yes, I **did**. I hated it too. But you **won't have to** go again this year.
- NICK But I **will have to** go again soon. The dentist said I eat too many sweets.



Grammar lesson

have to

We use **have to** + base form to say what's necessary. We can also use **must**.

I **have to**
you **have to**
he **has to**
she **has to**
it **has to**
we **have to**
you **have to**
they **have to**

go

I **do not** OR **don't**
you **do not** OR **don't**
he **does not** OR **doesn't**
she **does not** OR **doesn't**
it **does not** OR **doesn't**
we **do not** OR **don't**
you **do not** OR **don't**
they **do not** OR **don't**

have to go

Questions and short answers

Does Jenny have to go? Yes, she does.

Do they have to study? No, they don't.

In the present we can also use **have got to**. We usually use the short form.

I've got to go.

I haven't got to go.

Have I got to go? Yes, you have.

We use **had to** or **didn't have to** to say what was or wasn't necessary in the past and **will have to** or **won't have to** say what will or won't be necessary in the future. We don't use **must** or **have got to**.

Past: Nick **had to** go last week.

Future: You **won't have to** go again this year.

Words to learn

hand in project trip on time

English lessons

What do you have to do in your English lessons? Write sentences with **have to** or **don't have to**.

⇒ vocabulary

We have to learn vocabulary.

⇒ read long books

We don't have to read long books.

1 listen to the teacher

.....

2 do exercises

.....

3 sing

.....

4 read to the class

.....

5 write stories

.....

6 read newspapers

.....

7 learn poems

.....

8 translate sentences

.....

9 learn grammar rules

.....

10 use a dictionary

.....

11 do projects

.....

12 answer questions in English

.....

Daily routine

What do they have to do every day? Write six sentences.

	Mr Bell	Nick and Jenny
get up	7.00	7.30
leave home	8.00	8.30
do homework		4.00
go to bed		9.00
go to sleep		9.30

⇒ *Mr Bell has to get up at seven o'clock.*

.....

.....

.....

.....

.....

.....

3 Things to do

a What did or didn't Jenny have to do last week? What does or doesn't she have to do this week? What will or won't she have to do next week?

	YES	NO
Last week	visit Zoe in hospital go to the dentist's go shopping with Trig	help Maria with her homework help mum to clean the house
This week	phone Aunt Trish clean her room	finish her History project hand in her English project take money to school for the school trip
Next week	buy a birthday present for Amanda hand in her English project take money to school for the school trip	give Chip a bath get up early on Saturday

⇒ Last week Jenny had to visit Zoe in hospital.

She

⇒ This week she doesn't have to finish her History project.

She

⇒ Next week she'll have to buy a birthday present for Amanda.

She

b Work with a partner. Ask five questions with **Did ... have to ... ?**
Give short answers: **Yes, she did.** OR **No, she didn't,** etc.

⇒ YOU Did Jenny have to help mum to clean the house last week?

PARTNER No, she didn't.

⇒ YOU Did she have to go to the dentist's last week?

PARTNER Yes, she did.

Schools

Put in present, past and future forms of **have to** or **don't have to**.

⇒ It's Saturday. Nick and Jenny don't have to go to school.

- 1 Children in England go to school on Saturday.
- 2 Trig doesn't go to school, so he get up early on Monday.
- 3 Yesterday Nick's Maths homework was wrong, so he do it again.
- 4 Yesterday Mrs Bell took the children to school by car, so they walk.
- 5 Nick and Jenny get up early at the weekend.
- 6 Amanda passed her piano exam, so she take it again next year.
- 7 In the History test Tom answer all the questions. He had to answer three of them.
- 8 George didn't pass his swimming test, so he try again next year.
- 9 This morning the school bus came on time, so the children wait long at the bus stop.
- 10 In some countries children go to school until they are six or seven.
- 11 In hot countries children start lessons early in the morning when it's still cool.
- 12 Some children in Australia have lessons by radio, television or computer because they live too far away from a school.
- 13 In some schools children of different ages learn together in one class.
- 14 In some countries there aren't many schools, so a lot of children go to school at all.



Revision 4 (chapters 17–21)

1 Maria's pen-friend

Complete the text. Choose a verb from the box and use **-ing** forms. Sometimes you must use **go + -ing** form.

cycle do go have ✓ listen meet read study swim watch write

⇒ **Having**..... a pen-friend is fun. Maria also thinks ¹..... emails to friends in other countries is exciting. Maria's new pen-friend Josie comes from Sydney, Australia. She loves ²..... books about animals and she enjoys ³..... to CDs. At weekends she likes ⁴..... her friends. They often go to Bondi beach. They always ⁵..... in the sea. Josie has a mountain bike, so in the winter she ⁶..... with her friends. Josie likes school, but she doesn't like ⁷..... for tests and she doesn't like ⁸..... homework. She prefers ⁹..... television or ¹⁰..... to the cinema in the evenings.

2 Adventure World

Amanda has been to an adventure theme park. She's showing her friends some photos. Put in the relative pronouns **who** or **which**.

⇒ Adventure World is a theme park **which**..... has thousands of visitors every year.

- 1 There's a bus takes you from the car park to the entrance.
- 2 Look, here's a photo of Louise and Simon, went with me.
- 3 That's the train takes you round the park.
- 4 That's Sarah, a friend came with Louise.
- 5 This is the best photo. It's the King Coaster, the ride really makes you scream.
- 6 That's a boy has been on the King Coaster a hundred times.
- 7 That's the zoo has hundreds of birds and animals.
- 8 Those are some of the monkeys are in the zoo. They were very funny.
- 9 And this photo shows some of the clowns do tricks for the children.
- 10 The clown is standing on his head was my favourite.

3 Sports week

Last week the school had a sports week. The children couldn't go to all the sports competitions because sometimes they had to do other things. Put in **couldn't**, **had to** or **didn't have to**.

Jenny wanted to enter the table tennis competition, but she ⇒ **couldn't**..... because she ¹..... go to her piano lesson. Tom and Nick wanted to watch a basketball match, but they ²..... because Tom ³..... go to football practice and Nick ⁴..... visit his aunt. But on Thursday they ⁵..... do other things, so they all went to watch the school football match against the teachers. Tom played in the pupils' team and they won, so the teachers ⁶..... buy all the players an ice-cream.

5 Questions and answers

Ask for suggestions with a question word and **shall**. Answer the questions.

Make suggestions with **could** and the ideas below.

all our friends Saturday morning ✓ to the shops go swimming on Friday evening

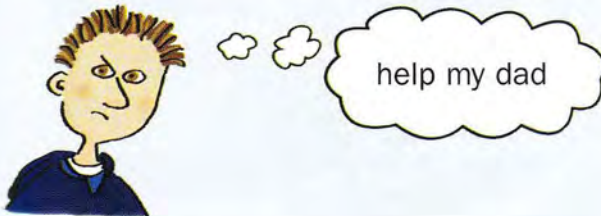
- ⇒ When shall we go to the park? We could go to the park on Saturday morning.
- 1 invite to the party?
- 2 go tomorrow afternoon?
- 3 do after school?
- 4 go to the cinema?

5 I have to finish my homework

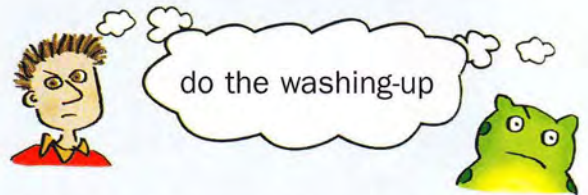
What do they have to do? What don't they have to do?



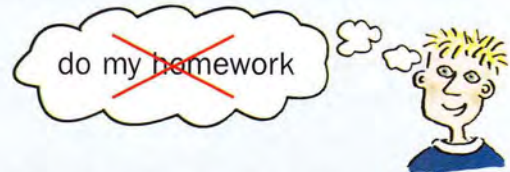
- ⇒ Jenny would like to go shopping with Amanda, but she has to finish her homework.



- 1 Carlo would like to watch television, but he



- 2 Nick and Trig would like to play computer games, but they



- 3 Tom is going to drive his go-kart because he



- 4 Zoe and Amanda can go shopping because they

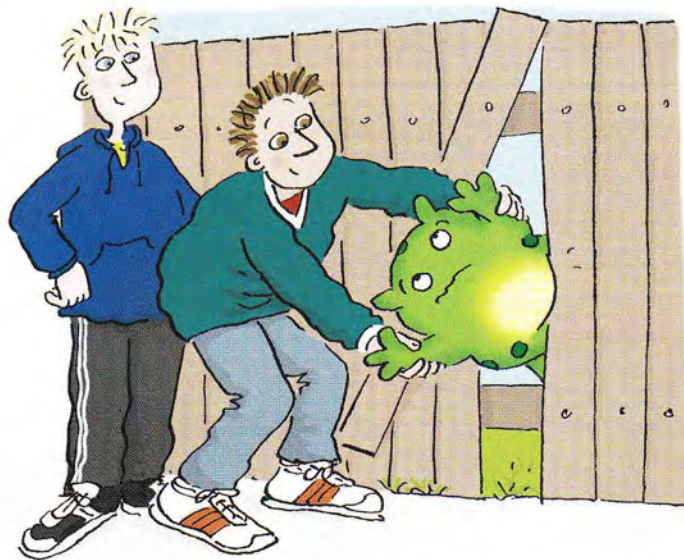
5 Mistakes

Find the mistakes. Write the words correctly.

- ⇒ It's so hot today. Let's go to swim! swimming.
- 1 Nick can't go to the cinema. He have to do his homework.
- 2 Is that the man which sold you the apples?
- 3 Shall I to do the shopping for you today, Mum?
- 4 Yesterday I must write my Maths homework again. It was untidy.
- 5 Had you to do the shopping for your mum yesterday? No, I didn't.
- 6 A canary is a bird who sings beautifully.
- 7 We could to go skateboarding in the park tomorrow.
- 8 Let's go to cycle after school. We haven't got much homework.

Trig is too fat

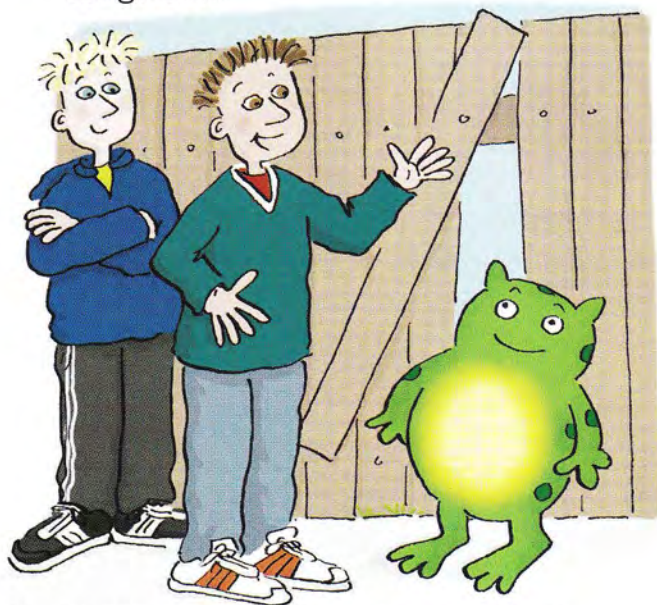
Prepositions of place and movement; **too** and **enough**



NICK Hello, Trig. Are you stuck? You're **too** fat. You know you're **too** fat to go **through** the fence.

TOM And you can't climb **over** the fence. You're **too** small. You're not tall **enough** to climb **over** it.

NICK And you mustn't use a ladder. It's **too** dangerous.



TOM Now you can go **across** the road and **round** the corner to the sweet shop. Be careful. Don't stop to look in the toyshop **opposite** the sweet shop.

NICK And when you come back you can run **round** the garden to get fit!

Grammar lesson

Prepositions of place and movement



through the fence



over the fence



up the ladder



down the ladder



across the road



round the corner



opposite the toy shop



in front of the sweet shop

too and enough

We put **too** before an **adjective** or **adverb**.

Trig can't go through the fence. He's **too fat**.

Trig walks **too slowly**.

We can use **to** + base form after the adjective or adverb.

Trig's **too fat to go** through the fence.

He walks **too slowly to get** fit.

We put **enough** after an **adjective** or an **adverb**.
Trig can't climb over the fence. He isn't **tall enough**.

Trig doesn't walk **fast enough**.

We can use **to** + base form after **enough**.

Trig's **not tall enough to climb** over the fence.

Trig doesn't walk fast enough **to get** fit.

Words to learn

stuck fence ladder corner fit
hill entrance slide race brave

A chase

Chip is chasing Fluff again. Put in the correct preposition.



⇒ **over** the wall



1 the tree



2 the hill



3 the hill



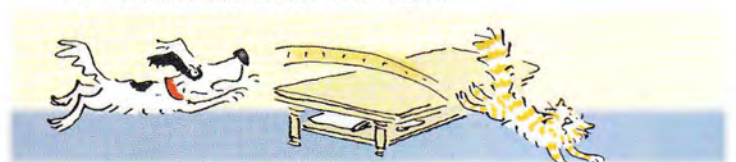
4 the dustbin



5 the window



6 the chair



7 the table



8 the stairs



9 the bed



10 the stairs

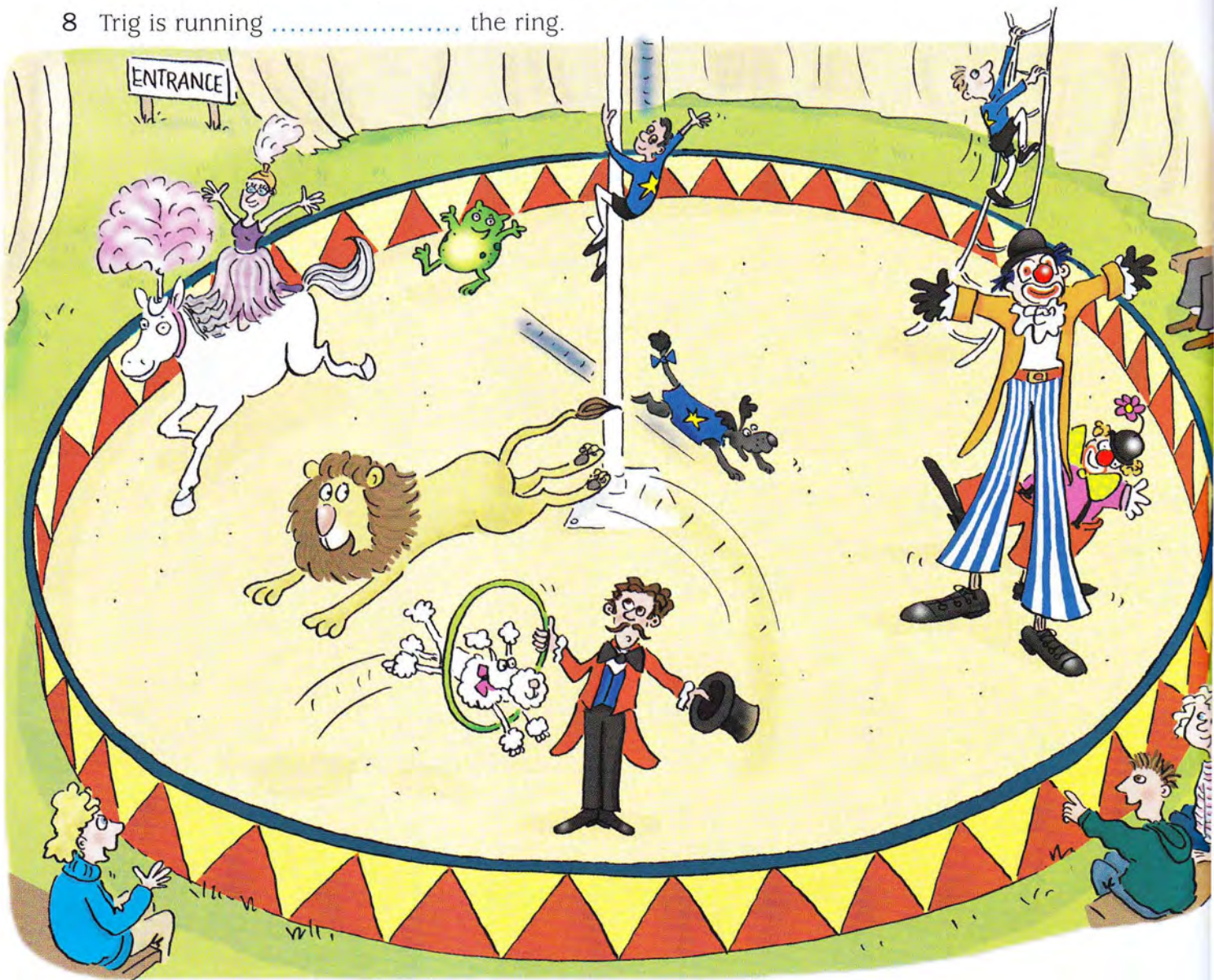
2 At the circus

Describe what you can see. Put in the correct preposition. Use the words in the box.

across through over up in front of down opposite ✓ round (x2)

⇒ Nick and Jenny are sitting opposite the entrance.

- 1 The white dog is jumping the hoop.
- 2 The girl is riding the ring.
- 3 The black dog is running the ring.
- 4 One acrobat is climbing the ladder.
- 5 Another acrobat is sliding the pole.
- 6 The lion is jumping the man.
- 7 The tall clown is standing the small clown.
- 8 Trig is running the ring.



3 Can they ...?

Make one sentence.

⇒ Trig can't touch the ceiling. He's too small.

Trig's too small to touch the ceiling.

⇒ Jenny and Nick can't drive a car. They're not old enough.

Jenny and Nick aren't old enough to drive a car.

1 Trig can't go through the fence. He's too fat.

2 Amanda won't win the competition. She can't swim fast enough.

3 The children can't go to discos. They're too young.

4 Jenny and Nick can't carry Mr Bell's heavy suitcase. They aren't strong enough.

5 Trig won't win the race. He runs too slowly.

6 Nick can't run very fast. He isn't fit enough.

4 Too or enough?

Say why. Use **too** or **enough** with the adjective in brackets ().

⇒ Trig can't go through the fence. (fat)
He's too fat.

⇒ Trig can't climb over the fence. (tall)
He isn't tall enough.

- 1 Trig got stuck. (fat)
- 2 Nick can't carry a piano. (strong)
- 3 Nick didn't win the race. (slow)
- 4 Chip can't catch Fluff. (fast)
- 5 Chip mustn't jump on the bed. (dirty)

5 Can you ...?

Can you do these things? Why not? Answer with **too** or **enough**. Use these adjectives to help you. Sometimes two answers are possible.

heavy old fast small young clever
tall difficult high far big strong

⇒ Can you lift 25 kilos?
No, I can't. I'm not strong enough. OR *No, I can't. It's too heavy.*

- 1 Can you throw a ball fifty metres?
- 2 Can you touch the ceiling?
- 3 Can you drive a car?
- 4 Can you do this sum in your head?
 $32,065,318 + 462,788 - 558,907,325 =$
- 5 Can you run two kilometres in a minute?
- 6 Can you carry a piano?
- 7 Can you put an apple in your mouth?
- 8 Can you say the English alphabet backwards in ten seconds?



JENNY **Someone's** left this box here. It **looks** interesting.

NICK It looks like a present. Does it **feel** heavy? Who's it for?

JENNY **Nobody** knows. I've asked **everyone**. I can't see a name on it **anywhere**. Can you smell **something**?



NICK Yes, I can. It **smells** strange.

JENNY Well, open the box, Nick. What's in it?

NICK Oh dear, **nothing** interesting. Just my old trainers. I expect **someone** found them in the gym and brought them here.

Grammar lesson

something, nobody, everywhere, anyone, etc.

things	some-	no-	every-	any-
	something	nothing	everything	anything
people	somebody	nobody	everybody	anybody
	someone	no one	everyone	anyone
places	somewhere	nowhere	everywhere	anywhere

somebody and **someone**, **nobody** and **no one**, etc. mean the same thing.

- We use **some-**, **every-** and **no-** in affirmative sentences.
Someone's left this box here.
- We usually use **any-** in questions and in negative sentences.
I can't see a name on it anywhere.
- We can use **some-** in questions when we ask for permission or help, or when we expect the answer 'Yes'.
Can you smell something?

Verbs of sensation + adjective

We can use a verb of sensation such as **look, sound, smell, taste** and **feel** with an **adjective**.

It **looks interesting**.

Does it **feel heavy**?

It **looks strange**.

Words to learn

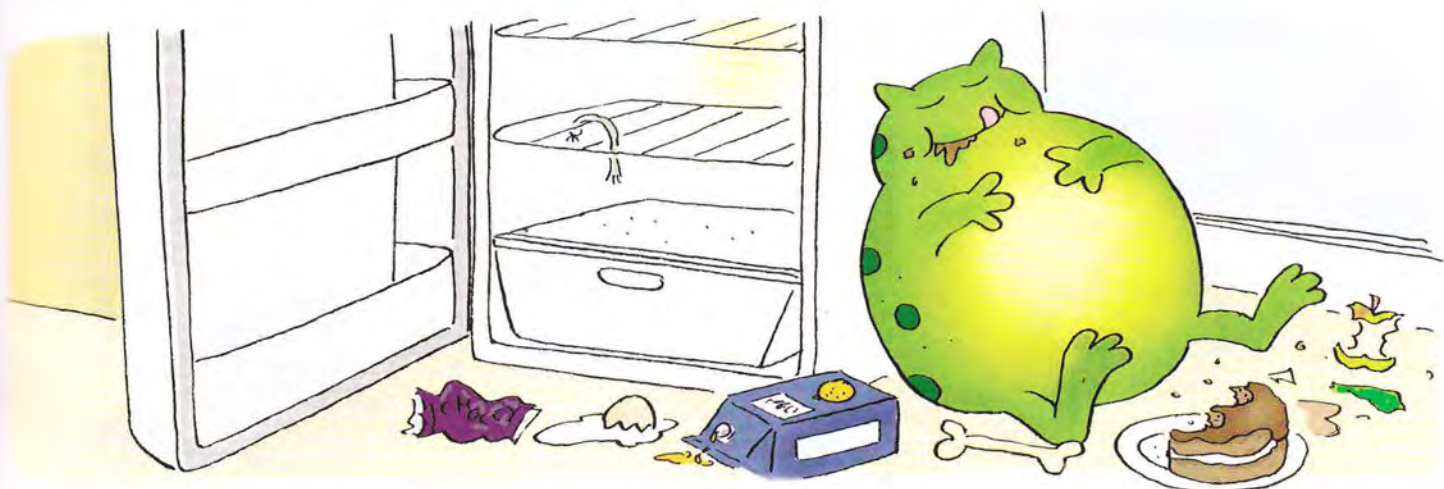
strange	expect	steal	disappear
freezer	frozen	terrible	delicious

3 Things, people and places

Cross out the wrong word.

⇒ There's ~~something~~/~~nothing~~ in my soup. It's a fly!

- 1 There's ~~someone~~/~~anyone~~ at the door. I heard the doorbell ring.
- 2 ~~Somebody~~/~~Nobody~~ lives in that old house. It's been empty for years.
- 3 Let's have ~~anything~~/~~something~~ to drink. How about orange juice?
- 4 Remember, don't tell ~~anybody~~/~~nobody~~ about the money. It's a secret.
- 5 I don't want ~~something~~/~~anything~~ to drink. I'm not thirsty.
- 6 I can't find my keys. I've looked ~~anywhere~~/~~everywhere~~.
- 7 I went shopping, but I didn't buy ~~anything~~/~~something~~.
- 8 Don't sit there doing ~~something~~/~~nothing~~. Help me to do the washing-up.
- 9 We can't decide where to go on holiday. There's ~~nowhere~~/~~anywhere~~ that we all like.
- 10 Let's have a party. ~~Someone~~/~~Everyone~~ likes parties.
- 11 I didn't get ~~nothing~~/~~anything~~ from Pete for my birthday. He forgot it.
- 12 I've had a terrible day. ~~Everything~~/~~Anything~~ went wrong.
- 13 Can you get me ~~something~~/~~anything~~ to drink, please?
- 14 I put my keys ~~nowhere~~/~~somewhere~~, but I can't remember where.
- 15 Why is Nick looking under the table? Has he lost ~~something~~/~~anything~~?
- 16 Trig's taken all the food out of the fridge. It's empty. There's ~~something~~/~~nothing~~ in it!
- 17 We're looking for Chip. We can't find him ~~anywhere~~/~~somewhere~~.
- 18 My eye hurts. I think there's ~~something~~/~~anything~~ in it.



2 The history book

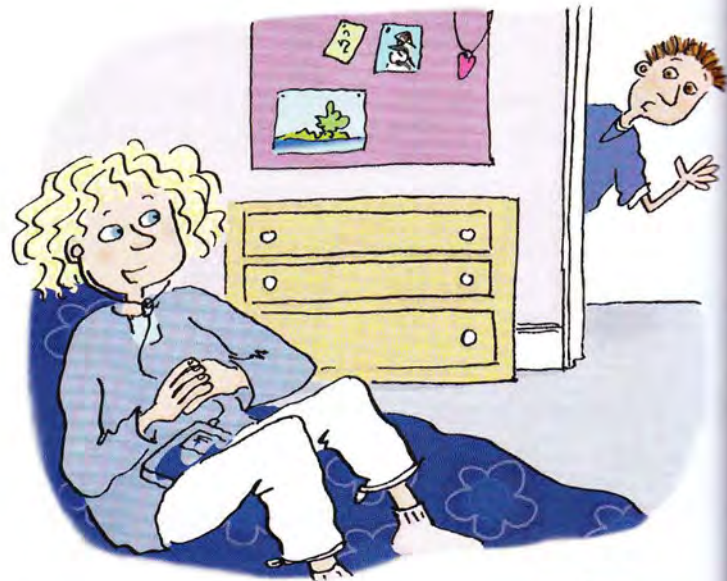
- a Put in **something, anything, nothing** or **everything**.

NICK Do you know \Rightarrow **anything** about the American Civil War?

JENNY No, ¹..... Sorry. Perhaps Tom knows ².....

NICK No, he doesn't know ³..... either.

JENNY Look in your History book. It tells you ⁴..... about the American Civil War.



- b Put in **somebody, anybody, nobody** or **everybody**.

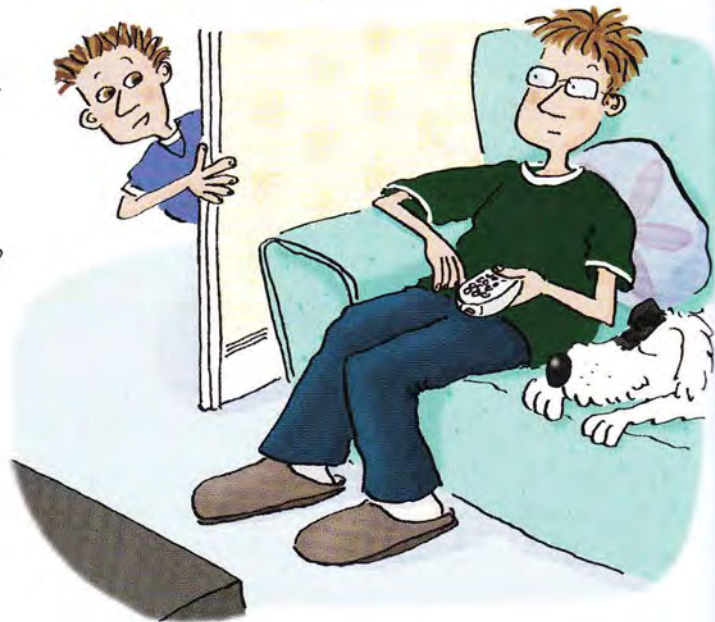
NICK Does ¹..... know where my History book is?

MR BELL Has ²..... in your class got it?

NICK No. I've asked ³..... ⁴..... has seen it.

MR BELL Well, perhaps ⁵..... has stolen it.

NICK Stolen it? Who would steal a History book?



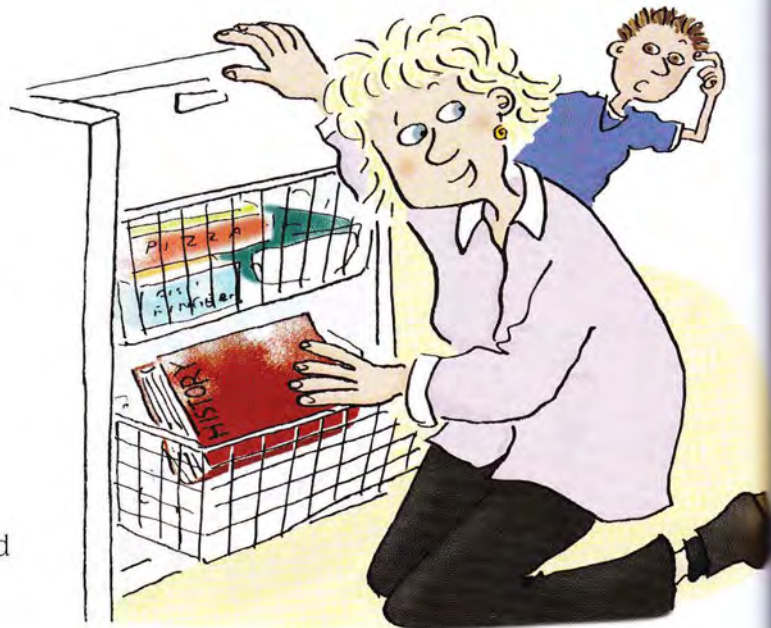
- c Put in **somewhere, anywhere, nowhere** or **everywhere**.

NICK Mum, my History book has disappeared. Have you seen it ¹.....?

MRS BELL I expect it's ²..... in your room.

NICK No, it isn't ³..... in my room. I've looked ⁴.....

MRS BELL Well, it's ⁵..... in the kitchen. Oh, Nick. Look what I've found in the freezer. A frozen History book!



3 It sounds terrible

Write a sentence about each picture. Use these adjectives.

terrible ✓ (x3) beautiful dangerous delicious
frightened heavy salty soft



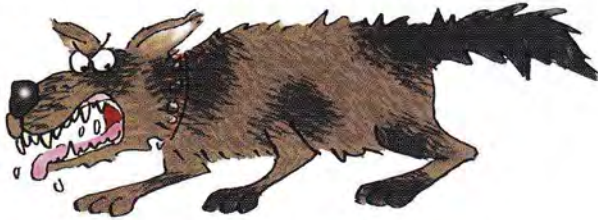
⇒ smell

Nick's trainers smell terrible.....



5 sound

The violin
.....



1 look

The dog
.....



6 feel

The box
.....



2 look

Trig
.....



7 taste

The soup
.....



3 feel

The kitten
.....



8 smell

Mrs Bell's roses
.....



4 taste

The spaghetti
.....



9 sound

Tom
.....

They used to have fun used to

- JENNY Dad, **did** you **use to** have a computer when you were my age?
- MR BELL We didn't have computers when I was young.
- JENNY What **did** you **use to** do?
- MR BELL Well, I **used to** get up at six o'clock every morning to help my father on the farm and every evening I **used to** study until nine o'clock.

- MRS BELL Yes, but you **used to** leave the house at midnight to go swimming in the lake and you **used to** take apples from Mrs Smith's garden.
- JENNY My parents **didn't use to** have computers but they **used to** have fun.

Grammar lesson

used to

We use **used to** + base form for things that happened regularly in the past or for things that were true in the past but are not true now.

I	}	used to have
you		
he/she/it		
we		
you		
they		

I	}	did not use to OR didn't use to have
you		
he/she/it		
we		
you		
they		

Questions and short answers

Did Mr Bell **use to** help his father?

Yes, he did.

Did Mr Bell **use to** have a computer?

No, he didn't.

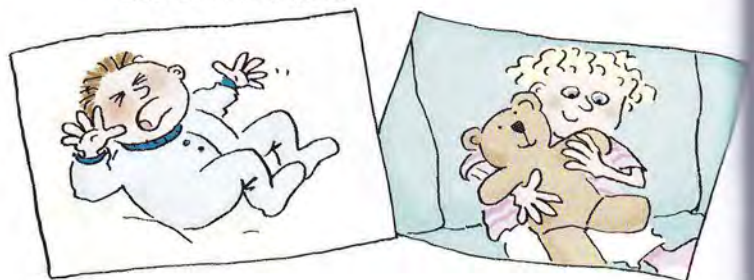
Words to learn

farm lake fairy witch typewriter
wooden plastic environment recycle

1 What Nick and Jenny used to do

Put in **used to** or **didn't use to**.

- ⇒ Nick used to cry a lot when he was a baby, but Jenny was a quiet baby. She didn't use to cry.
- When Nick was a baby, he love water. Jenny didn't use to like water. She was afraid of it.
 - Jenny used to have a teddy bear, but Nick have one.
 - Nick was sometimes naughty. He often fight with other children. Jenny didn't use to fight.
 - When Nick was two, he used to throw his food on the floor, but Jenny throw her food on the floor.
 - Jenny like stories about fairies and witches, but Nick didn't use to like them.



2 Then and now

Complete the sentences with **used to** or **didn't use to** and a verb.

- ⇒ We used to write letters on typewriters, but now we write letters on computers.
- 1 Children with wooden toys. Now they play with plastic ones.
 - 2 People on aeroplanes, but now they travel by air a lot.
 - 3 People about the environment. Now everyone cares about the environment much more. .
 - 4 We old paper and glass. Now we recycle them.
 - 5 People their food in small shops. Now lots of people buy their food in big supermarkets.
 - 6 People emails. They used to send letters.
 - 7 We food from our own countries. Now we eat food from around the world.
 - 8 We people at home. Now we can phone people on mobile phones.

3 Partner interview

Ask a partner questions about when he or she was a baby. Make ten questions with **Did you use to ...?** Give short answers.

- ⇒ YOU *Did you use to throw your food on the floor?*
PARTNER *No, I didn't.*
YOU *Did you use to hate going to bed?*
PARTNER *Yes, I did.*

4 Your parents

What did your parents use to do? Ask them. Make six sentences.

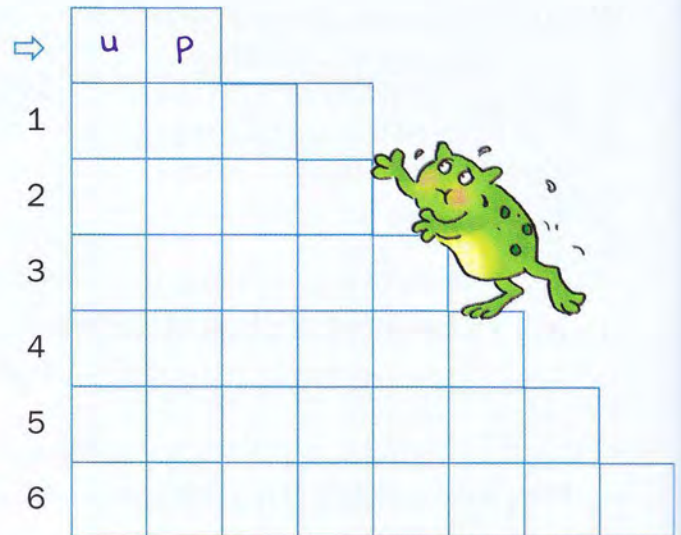
- ⇒ *My father used to collect things.*
⇒ *My mother used to have singing lessons.*

Revision 5 (chapters 22–4)

1 Prepositions

Complete the sentences and put the prepositions into the puzzle.

- ⇒ Can Trig climb up that big hill?
No, he can't. He isn't fit enough.
- 1 Trig tried to climb the fence, but he couldn't.
 - 2 Trig once fell a ladder.
 - 3 There's a telephone box just the corner from the Bells' house.
 - 4 You can go the road now, Trig. There aren't any cars coming.
 - 5 The neighbours' cat jumped our window.
 - 6 The toy shop is the sweet shop, Trig. Can you see it?



2 Is she fast enough?

Answer the questions. Begin your answers with **No, he/she ...** .
Use **too ... to** or **not ... enough ... to** and the words in brackets ().

- ⇒ Do you think Zoe will win the race? (fast)
No, she isn't fast enough to win the race.
- 1 Can Trig run up the hill? (fat)
.....
 - 2 Can Chip jump over the fence? (big)
.....
 - 3 Can Jenny drive a car? (young)
.....
 - 4 Zoe's little brother is four. Can he go to school? (old)
.....
 - 5 Does Nick get good marks in French? (study hard)
.....
 - 6 Does Carlo play in the football team? (run slowly)
.....

3 A party

Complete the conversation with **something, nobody, everywhere, anybody, etc.**

NICK It's a nice party, but we don't know \Rightarrow anybody 1..... here is from Gina's school.
 TOM Do you want 2..... to drink?
 NICK Yes, I do. I'm thirsty.
 TOM There's some orange juice on the table. But there's 3..... to eat. We arrived too late. There's no food left.
 NICK There's probably 4..... to eat in the kitchen. 5..... said there's some ice cream in the freezer. Let's ask Gina. Where is she?
 TOM I don't know. I've looked for her 6..... . And I've asked 7.....
 8..... has seen her. She has disappeared. She isn't 9..... in the house.
 NICK But she must be 10..... It's her party!

4 It feels ...

Complete the sentences. Use a verb from one box and an adjective from the other box.

- | | | | | |
|-------------|-----------|-------|---------|----------|
| feel ✓ (x2) | look | smell | sound | taste |
| bored | delicious | heavy | strange | terrible |

\Rightarrow JENNY: I wonder what Trig's put in here.
 It feels heavy.....
 1 TOM: Nick
 2 TRIG: This chocolate cake
 3 JENNY: Trig should practise more. It
 4 NICK: What's in here? It



5 Homework

Complete the conversation with **used to, didn't use to** and **did ... use to?**

MR BELL Don't be so slow with your homework, Nick. I \Rightarrow used to do mine much faster when I was your age. I 1..... waste so much time.
 NICK 2..... (you) learn French?
 MR BELL Yes, of course I did. Your mum and I 3..... be good at French. We 4..... do our homework together sometimes. Your mum 5..... live quite close to our farm.
 NICK 6..... (you) go to school on the same bus?
 MR BELL Yes, we did – if I didn't miss it.
 NICK And 7..... (you) do your homework on the bus sometimes?
 MR BELL No, I 8..... do it on the bus – well, not very often.

Don't hurt yourselves!

Reflexive and emphatic pronouns

- MR BELL Be careful. Don't hurt **yourselves** with the hammer. And Nick, don't cut **yourself** with the saw again.
- NICK No, Dad, I won't cut **myself**. We're enjoying **ourselves**.
- MR BELL Do you need any help?
- NICK No, thanks. We can do it **ourselves**. Trig's just sticking the legs to the ch ... Oh, no! Trig has just stuck **himself** to the chair!



Grammar lesson

Reflexive and emphatic pronouns

Pronouns	Reflexive pronouns
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

- We use a reflexive pronoun after the verb when the subject and the object are the same person.
*Nick, don't cut **yourself** with the saw.*
*No, I won't cut **myself**.*
*Trig has stuck **himself** to the chair.*
- We do not usually use **myself**, etc. with the verbs **wash** and **dress**. But we use reflexive pronouns with them when we talk about small children and animals.
*Susie is only two, but she can dress **herself**.*
*Look at the cat. It's washing **itself** again.*
- These verbs are often reflexive: **burn, cut, enjoy, hurt, look at**.
*We're enjoying **ourselves**.*
- We also use **myself**, etc. for emphasis, usually at the end of the sentence. 'I can do it myself' means 'I can do it without another person.'
*We can do it **ourselves**.*

Words to learn

hurt hammer saw stick
mirror chauffeur cleaner
gardener

1 Do it yourself

Put in **myself, yourself**, etc.

- ⇒ Trig likes looking at **himself** in the mirror.
- Nick and Jenny are making a chair for Trig. They are enjoying
 - He has stuck to the chair.
 - Jenny said, 'Making the chair was fun. We really enjoyed
 - The children enjoyed at Amanda's birthday party.
 - The knife is sharp, Nick. Don't cut!
 - When Jenny was making a cake, she burnt on the oven.

2 Do you do it yourself?

What do you or don't you do yourself?

⇒ wash your hair I wash my hair myself.

⇒ cut your hair I don't cut my hair myself.

1 make your bed

2 cook your dinner

3 clean your room

4 make your clothes

5 choose your clothes

6 wash your clothes

7 pack your school bag

8 buy your school books

3 They used to do it themselves

The Smith family won a lot of money in the lottery. Their lives have changed. What did they use to do themselves?

clean the house

clean the windows

cook dinner

do her hair

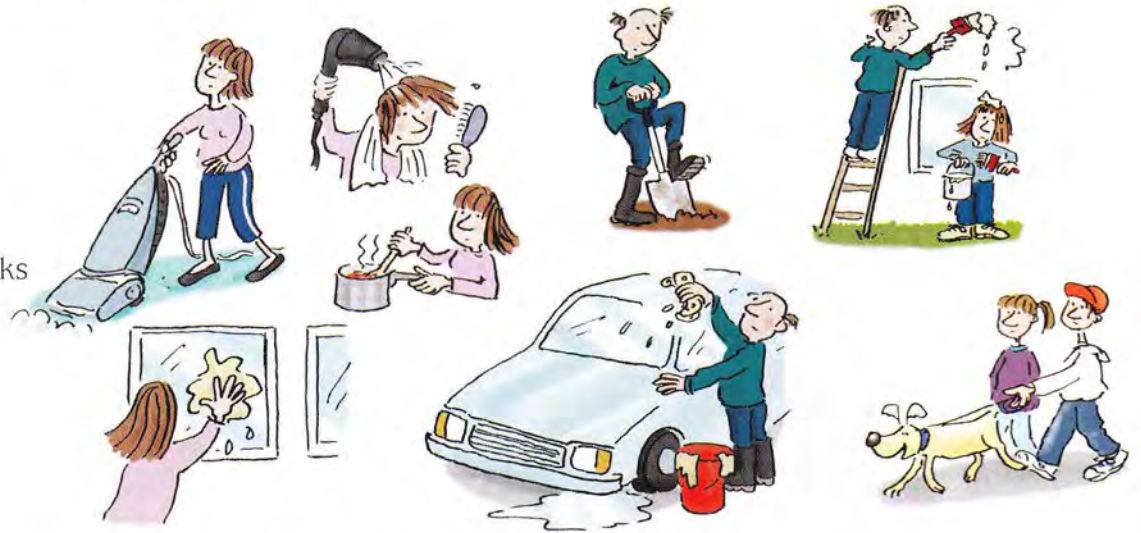
do the gardening

drive the car

take the dog for walks

paint the house

wash the car



⇒ Mrs Smith used to do her hair herself... Now she goes to the hairdresser's.

1 Mr Smith used to Now he has chauffeur.

2 Mrs Smith used to Now she has a cleaner.

3 Mr Smith says, 'I used to Now my chauffeur takes it to the car-wash.'

4 Mrs Smith used to Now she has a cook.

5 Mr Smith says, 'I used to Now I have a gardener.'

6 Mrs Smith used to Now she has a window-cleaner.

7 Mr and Mrs Smith say, 'We used to Now we have a painter to paint it.'

8 Ann and Joe Smith say, 'We used to Now we pay our friends to do it.'

The passive

Jenny has visited a chocolate factory.

JENNY Now I know how chocolate **is made**.

NICK What did you see in the factory?

JENNY We saw how cocoa beans **are made** into chocolate. Millions of bars of chocolate **were made** last year. Next year five new chocolate bars **will be invented**.

NICK **Is** the chocolate **tested**?

JENNY Of course. It's **tested** by professional tasters – and by children. Chocolate which doesn't pass the test **isn't sold**.

Grammar lesson

The passive

Active The factory **makes** chocolate.

Passive Chocolate **is made** at the factory.

For the passive we use a form of **be** + past participle. (There is a list of past participles of irregular verbs on page 111.)

Present Cocoa beans **are made** into chocolate. Chocolate which doesn't pass the test **isn't sold**.

Past Millions of bars of chocolate **were made** last year.

Future Next year five new chocolate bars **will be invented**.

- 1 We use the passive when the person who does something is not known or is not important.

*Now I know how chocolate **is made**.*
(The fact is important. We do not know who makes the chocolate and we do not need to know.)

- 2 Sometimes the person is interesting or important. Then we put **by** + the person after the passive verb.

*It's **tested by professional tasters** – and **by children**.*

Words to learn

factory roast pour shape
wrap fresh deliver
destroy invent discover

1 Making chocolate

Describe how chocolate is made. Use the present passive of the verbs in brackets ().

⇒ The cocoa beans **are put** (put) in piles to dry.

1 Then they (take) to the factory.

2 They (wash) and (dry).

3 Then the beans (roast) in hot ovens.

4 Liquid chocolate (make) from the beans.

5 The liquid chocolate (mix) with cocoa butter, sugar and milk.

6 Sometimes other ingredients (add).

7 The chocolate (pour) into shapes.

8 When the chocolate is hard (wrap) to keep it fresh.

9 The chocolate bars (deliver) to the shops.

10 The chocolate (eat) by children – and by Trig.

2 Rainforests

Nick is doing a project on rainforests. He has made notes. Put his notes into sentences like this:

⇒ large parts of the rainforests – destroy – every year

Large parts of the rainforests are destroyed every year.

1 6,000 trees – cut down – every hour

2 the wood – sell – to many countries

3 furniture – make – with the wood

4 rainforests – burn down – by farmers

5 animals – kill – by the fires

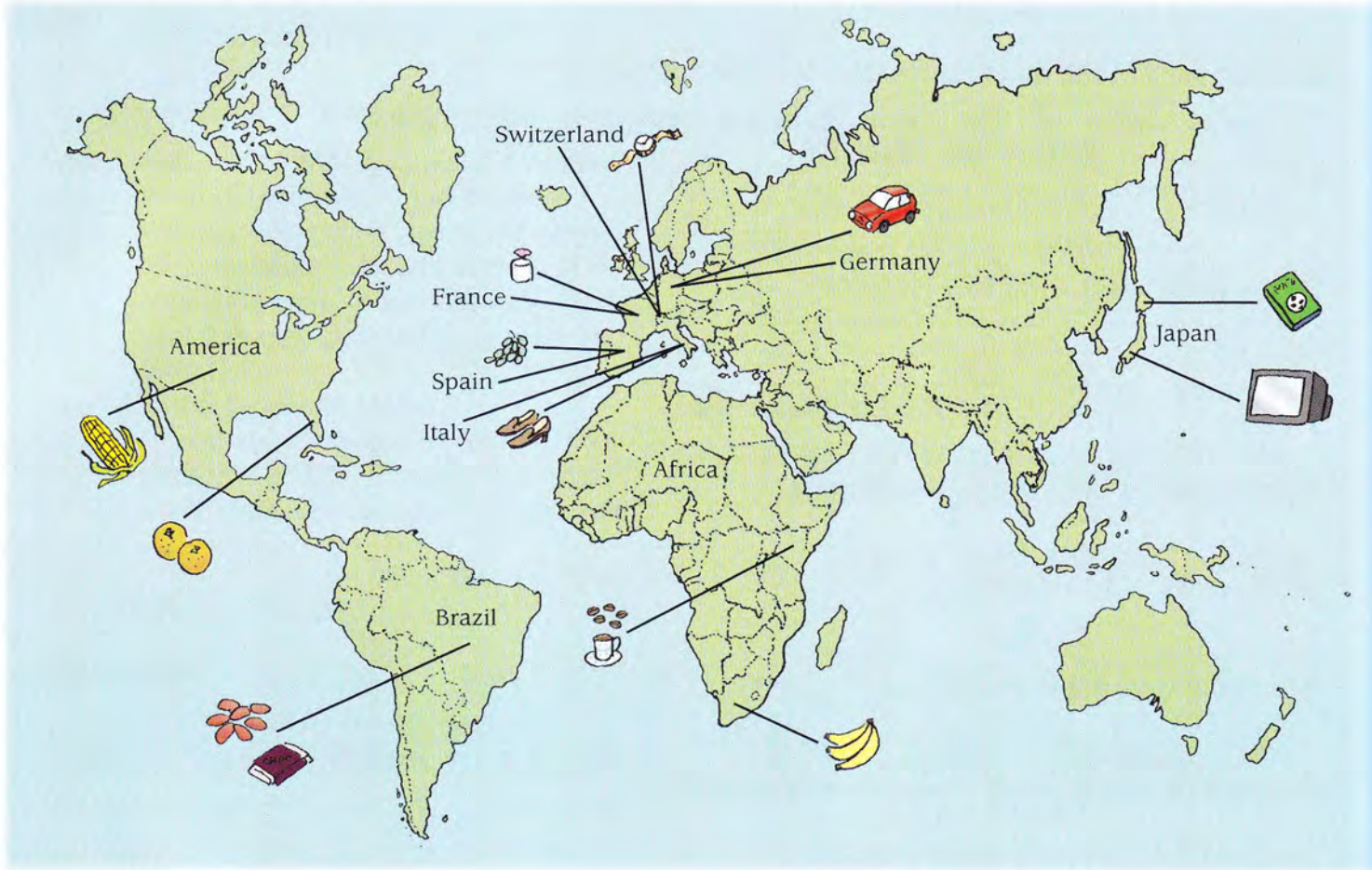
6 houses – destroy – by the fires

7 many rainforest plants – use – to make medicines

8 people's lives – save – by the rainforests



3 Where was it grown?



Where did these things come from?

Use **make** or **grow**.

⇒ The cocoa beans were grown in Brazil.

⇒ The computer game was made in Japan.

- 1 The watch
- 2 The oranges
- 3 The corn
- 4 The bananas
- 5 The shoes
- 6 The grapes
- 7 The coffee beans
- 8 The television
- 9 The car
- 10 The perfume

4 Language quiz

Do you know which languages are spoken where? Think carefully. In some countries more than one language is spoken.

Languages: Arabic English French
 German Italian Spanish

⇒ Egypt
Arabic is spoken in Egypt.

- 1 Germany
- 2 Italy
- 3 Australia
- 4 Canada
- 5 Mexico
- 6 Ireland
- 7 Switzerland

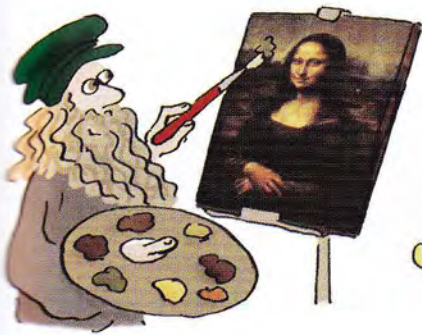
5 Famous people quiz

Use the past passive and **by** to say who did what. Use these verbs:

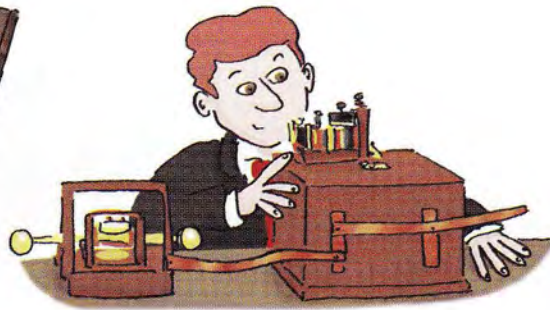
write paint invent (x2) build (x2) discover

⇒ The 'Mona Lisa' was painted by Leonardo da Vinci.

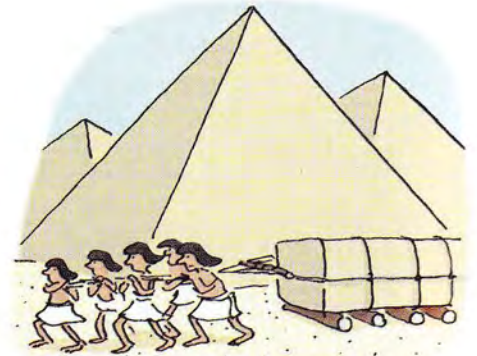
- 1 The radio
- 2 The Pyramids
- 3 America
- 4 The telephone
- 5 The Parthenon
- 6 'Romeo and Juliet'



⇒ Leonardo da Vinci



1 Marconi



2 the Ancient Egyptians



3 Christopher Columbus



4 Alexander Graham Bell



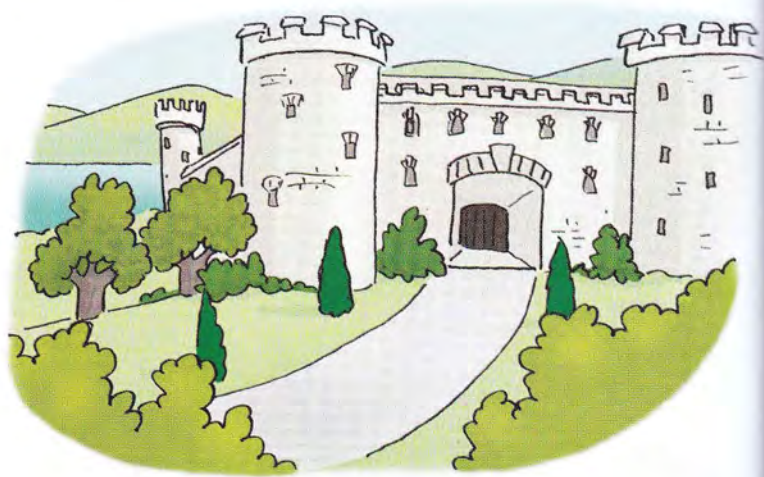
5 the Ancient Greeks



6 Shakespeare

The Bell family has decided to go on holiday to Scotland.

- MR BELL **If** the weather's nice, we'll go fishing or cycling.
- NICK Oh, Dad, **if** the weather's nice, we always **go** fishing or cycling. And **if** it rains we visit museums.
- MRS BELL In Scotland we'll visit some old castles **if** it rains.
- JENNY **If** we **go** to Loch Ness, we'll look for the Loch Ness Monster.
- NICK And **if** we **go** to an old castle, Jenny, Trig and I **will** look for ghosts.
- JENNY Ghosts! Great! But **if** they see Trig, they **won't** come out!



Grammar lesson

Zero and type 1 conditionals

We use **if** + present simple in the **if** part of the sentence.

- We use **if** + present simple + present simple for things which always happen when another thing happens.
If the weather's nice, we always go fishing.
- We use **if** + present simple + **will** or **won't** for things that will (or won't) happen in the future.
If the weather's nice, we'll go fishing.
If the ghosts see Trig, they won't come out.

- When we put the **if** part of the sentence first, we usually use a comma after it. We can also put the **if** part of the sentence second, without a comma.

We'll go fishing if the weather's nice.

The ghosts won't come out if they see Trig.

Words to learn

castle	ghost	tube	hole	end
beyond	extra	float	straw	suck

1 What happens if ...?

Match the sentence parts, then write five sentences like this:

⇒ If you lie in the sun, you get sunburned.

- | | |
|-------------------------|-----------------------------|
| ⇒ lie in the sun | get fat |
| 1 travel a lot | not learn anything |
| 2 touch something hot | get fit |
| 3 do a lot of sport | get sunburned |
| 4 eat too much | learn about other countries |
| 5 don't listen in class | get burned |

- 1
- 2
- 3
- 4
- 5

2 What will happen if ...?

Match the sentence parts, then write five sentences like this:

⇒ If you miss the bus, you'll be late.

- | | |
|----------------------------|-----------------------|
| ⇒ miss the bus | not get better |
| 1 work hard | not be able to get in |
| 2 don't brush your teeth | be late |
| 3 don't take an umbrella | get wet |
| 4 don't take your medicine | get toothache |
| 5 lose your key | pass the exam |

- 1
- 2
- 3
- 4
- 5

3 Experiments

What happens? Choose the correct answer. Do the experiment or guess. Write the answer in a sentence with **If**.

- ⇒ Put a pencil in a glass of water. What happens if you hold the glass in front of your eyes?



You see two pencils.

The pencil looks broken.

If you hold the glass in front of your eyes, the pencil looks broken.

- 1 Drop a coin in a glass of water 2cm deep. What do you see if you hold the glass in front of your eyes?



You see two coins, a big one and a small one.

You see two coins of the same size.

You see your coin at the bottom of the glass.

.....

- 2 Make a paper tube 30cm long. Hold your left hand next to the tube. Keep both eyes open. What do you see if you look down the tube with your right eye?



You see the inside of the tube.

You see a hole in your hand.

You see the end of the tube.

.....

- 3 Hold one finger of each hand up in front of your eyes, about 20cm away from your face. What do you see if you look at something beyond your two fingers?



You don't see any fingers.

You see your two fingers.

You see two extra 'ghost' fingers.

.....

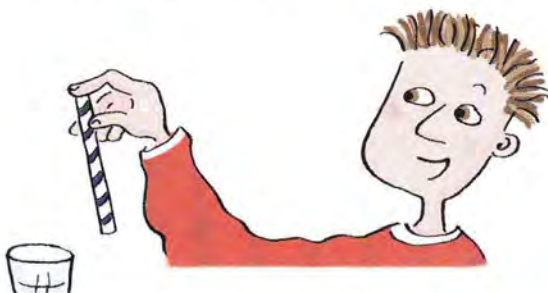
- 4 What do you see if you look at your two fingers?



You see six fingers.
The 'ghost' fingers disappear.



- 5 Suck some water up into a straw. Put your finger over the end of the straw which is in your mouth. What happens if you take the straw out of the water?



The water runs out of the straw.
The water stays in the straw.



- 6 What happens if you take your finger away from the end of the straw?



The water runs out of the straw.
The water stays in the straw.



4 What will they do?

Complete the sentences about Nick and Jenny's holiday in Scotland.

- ⇒ If the weather's nice, they'll go fishing.
- 1 If it rains,
 - 2 If they go to Loch Ness,
 - 3 If they go to an old castle,
 - 4 If the ghosts see Trig,.....
 - 5, they'll go fishing.
 - 6, they'll visit some old castles.
 - 7, they'll look for the Loch Ness Monster.
 - 8, the children will look for ghosts.
 - 9, they won't come out.

5 Memory game

What will you do at the weekend if you have enough time? Play this game round the class. If you make a mistake, you have to drop out.

- ⇒ PUPIL A *If I have time, I'll go to the cinema.*
 PUPIL B *If I have time, I'll go to the cinema and I'll do my homework.*
 PUPIL C *If I have time, I'll go to the cinema, I'll do my homework and I'll phone a friend.*

Trig has been packing

Present perfect continuous



Mrs Bell **has been shopping**. She's just come home.

MRS BELL What **has** everyone **been doing**?

JENNY I've **been doing** my homework. I've just finished it. Nick's still studying. He's **been studying** French grammar for two hours. Trig's very excited. He's **been packing** his suitcase all day.



MRS BELL But he's **been packing** his suitcase since last week! What has he packed?

JENNY I don't know. But he's **been taking** things from the kitchen. His plate and his favourite cup, I expect.

MR BELL Where's the yoghurt? Where's the chocolate cake? The fridge is empty!

Grammar lesson

Present perfect continuous

We form the present perfect continuous with **have been** or **has been** + the **-ing** form.

I **have** OR I've
you **have** OR you've
he **has** OR he's
she **has** OR she's
it **has** OR it's
we **have** OR we've
you **have** OR you've
they **have** OR they've

been
studying

I **have not** OR I haven't
you **have not** OR you haven't
he **has not** OR he hasn't
she **has not** OR she hasn't
it **has not** OR it hasn't
we **have not** OR we haven't
you **have not** OR you haven't
they **have not** OR they haven't

been
studying

Questions and short answers

Have you **been studying**? **Yes, I have.**

Has he **been studying**? **No, he hasn't.**

- 1 We use the present perfect continuous for something that began in the past and continues up to the present.

*I've **been doing** my homework. I've just finished it.*

*Nick is still studying. He's **been studying** for two hours.*

- 2 We can use the present perfect continuous with **for** and **since** to say how long something has been happening.

Past → **Now**

(2 o'clock)

(4 o'clock)

Nick started studying. Nick is still studying.

*Nick **has been studying** French ...*

*... **for** two hours. OR ... **since** two o'clock.*

Words to learn

Any words you don't know in this chapter.

1 What have they been doing?

Say what they've been doing.



⇒ Trig
Trig has been packing.



2 Tom and Nick



4 Jenny



1 Mr Bell



3 Mrs Bell



5 Chip

2 About you

Write answers in the present perfect continuous with **since** or **for**.

⇒ How long have you been learning English?

I've been learning English for two years.

1 How long have you been studying Maths?

.....

2 How long have you been living in your house?

.....

3 How long have you been going to your present school?

.....

4 How long have you been using this book?

.....

5 How long have you been practising the present perfect continuous?

.....

6 How long have you been doing this exercise?

.....

3 Hobbies

a Ask five pupils in the class what their hobbies are and how long they have been doing them.

⇒ YOU *What's your hobby?*

PUPIL *I play tennis.*

YOU *How long have you been playing tennis?*

PUPIL *I've been playing tennis for two years.*

b Tell the class what you have found out.

⇒ *John's been playing tennis for two years.*

⇒ *Zoe's been learning to play the guitar for six months.*

Revision 6 (chapters 25–8)

1 They taught themselves

Complete the conversation with **myself**, **yourself**, etc.

- NICK Dad taught \Rightarrow himself some Italian words before he went to Italy. And my mum taught
1 Spanish. She didn't know anyone Spanish, so she used to talk to
2 in Spanish.
- CARLO My parents taught ³ some Greek words before we went to Greece on holiday.
Nobody understood them, but they enjoyed ⁴ I taught ⁵ to play
the guitar. But I'm not very good. Have you ever taught ⁶ anything?
- NICK I taught ⁷ to play table tennis and Jenny and I taught ⁸ to swim.

2 They don't need help

Complete the sentences with **myself**, **yourself**, etc. for emphasis.

- \Rightarrow You don't need to help me with my French, Jenny. I can do it myself
- 1 We used to have a window-cleaner, but now we clean the windows
 - 2 Trig, shall I help you to pack your suitcase, or can you pack it?
 - 3 Mrs Bell used to go to the hairdresser's, but now she does her hair
 - 4 We have to wash our dog when he's dirty, but cats wash
 - 5 Nick wanted to help Tom to repair his bike, but Tom repaired it

3 Make sentences

Match the two parts of the sentences.

- \Rightarrow If you're interested in rainforests, it isn't sold.
- 1 If Trig gets stuck in the fence, we can't use them to make medicines.
 - 2 You can see yourself you can borrow this book.
 - 3 If you're interested in chocolate, Nick pulls him out.
 - 4 It hurts if you look in the mirror.
 - 5 If chocolate doesn't pass the tasting test, you can visit a chocolate factory.
 - 6 If rainforest plants are destroyed, if you cut yourself with a saw.

4 Tom's football match

On Saturday there's an important football match. Complete what Tom's thinking.
Use type 1 conditional sentences.

- \Rightarrow If we don't practise (practise) more, we 'll lose (lose) the match.
- 1 If we (not win), we (not play) in the championships.
 - 2 Our teacher (be) disappointed, if we (not play) well.
 - 3 If we (not practise) every day before Saturday, we
..... (not win) the match.
 - 4 If Simon (be) ill, David (play) in goal. That's bad.
 - 5 We (not win) if Richard (not run) faster.

5 What have they been doing?

What have they been doing? How long have they been doing it?

Complete the sentences with the present perfect continuous and **since** or **for**.



⇒ Jenny has been doing her homework
since five o'clock.



3 They
..... two o'clock.



1 Amanda
..... an hour.



4 Trig
..... three hours.



2 The boys
..... lunchtime.



5 They
..... half an hour.

6 Mistakes

Find the mistakes. Write the words correctly.

⇒ Trig has just stuck ~~herself~~ to the chair! himself

- 1 If Nick doesn't come home soon, we eat without him.
- 2 Where are made cars? In Detroit or Chicago?
- 3 Tom's team will lose the championship if he won't play well on Saturday.
- 4 The chocolate factory visited by hundreds of children every year.
- 5 Shall I help you with the washing-up? - No, thanks. We can do it ourself.
- 6 Tom has been practising the guitar since an hour.
- 7 Was the telephone invented from Alexander Graham Bell?
- 8 Nick and Trig have repaired the garden fence himself.

Wordlist

Chapter 1

adult
air
always
animal
baby
badge
bath
big
black
blond
blow
blue
bone
book
boring
breakfast
breathe
brown
building
buy
call
can
car
carry
cat
cereal
cold
come
day
different
dinner
do
dog
drink (v)
ear
early
eat
elephant
evening
every
everybody
eye
football
French
fur
get up
go
grow
hair
have (got)
home
hot

hunt
just
kind (n)
know
large
leaf
leave
life
like (conj)
like (v)
live
long (adj)
look like
love
Maths
mean (v)
meat
milk
minute (n)
morning
mother
music
neighbour
new
newspaper
night
office
oil (n)
oid
orange juice
panda
parent
people
piano
picture
pizza
planet
play (v)
prefer
protect
railway station
rain (n)
read
reading
remember
say
school
sea
short
sister
skateboard
sometimes
song

speak
sport
stupid
surface
swim
table tennis
tail
teddy bear
television
think
toast
train (n)
umbrella
walk (v)
wash (v)
(do the) washing-up
watch (v)
water (n)
weigh
whale
white
work (v, n)
world
year

Chapter 2

busy
cake
clever
climb
cry
cycle
dance (v)
disturb
drive
friend
help (v)
laugh
learn
letter
make
over there
phone
put
rain (v)
run
sit
some
stop (v)
surf (v)
take (for a walk)
talk (v)
tennis

upside down
use
visit
walk (v, n)
wash (v)
weekend
where
word
write

Chapter 3

afternoon
any
arrive
a lot of
beach
beautiful
bed
break
brilliant
build
bus
competition
crash into
disco
fun (adj)
foot
give
good
go-kart
here
holiday
homework
hotel
how many
hungry
hurt
kid
late
last
leg
look round
lots of
meet
other
paella
photo
place (n)
postcard
rock (n)
round
sand
spend

stay
take photos
town
volleyball
week
what
when
win
yesterday

Chapter 4

actor
actress
airport
angry
artist
aunt
back
bar
baseball
birthday
boat
chocolate
cinema
city
cook (v)
dancer
dentist
doctor
end (n)
family
favourite
film
finish
flower
fly (v)
food
frightening
game
garden
grandparent
hairdresser
hear
hospital
horror film
invite
karaoke
little
mechanic
monster
offer (v)
only
orchestra

back
party
photographer
piece
pilot
policeman
present (n)
programme
pupil
reporter
restaurant
room
scream
see
shopping
snack
start (v)
studio
suitcase
teacher
tidy (v)
time
tomorrow
turn round
ugly
uncle
verb
who
whole

Chapter 5

alter
bedroom
before
biké
borrow
brush (teeth)
café
camera
capital
cartoon
chase
coat
four
hedge
garage
hand
listen
news
oil (n)
open (v)
park (n)
pen
pencil case
penguin
radio
repair

river
show (v)
sleep (v)
tooth
turn on
wardrobe
wash basin
zoo

Chapter 6

angrily
bad
badly
bark (v)
beautifully
behave
bird
careful
carefully
carelessly
class
correctly
draw
easily
easy
fast
happily
hard (*adj. adv.*)
jump
kangaroo
lion
loud
loudly
mouse
move
neatly
noisily
noisy
PE
poem
quickly
quiet
quietly
quite
roar
sentence
shark
shout
silently
simple
simply
sing
slow
slowly
snail
spell
tiger

tree
try
understand
untidy
untidily
well
writing (n)

Chapter 7

age
bear
butterfly
cheap
cheetah
church
clean (*adj.*)
continent
country
crocodile
desert
dirty
dry (*adj.*)
fat
fish
fly (n)
giraffe
gorilla
happy
heavy
height
high
monkey
mountain
nice
ocean
pretty
rollerblades
salty
shop (n)
small
snake
strong
supermarket
tall
thin
weight
wet
wide
young

Chapter 8

adventure
basketball
because
bicycle
Chinese

climbing (n)
close (*adj.*)
comfortable
comic (*adj.*)
cycling (n)
dangerous
difficult
Earth
English
exciting
expensive
far
find
fishing (n)
Geography
golf
intelligent
interesting
magazine
Mars
Pluto
popular
running (n)
Science
science fiction
scientist
solar system
story
swimming (n)
useful
Venus
wind-surfing (n)

Chapter 9

a little
a few
apple
apricot
bag
banana
biscuit
bottle
bread
carrot
carton
cheese
crisps
date
egg
grapes
honey
jar
kilo
lemon
lettuce
loaf
many

much
packet
pasta
peach
pear
potato
ready
rice
shampoo
soup
tea
tin
toothpaste
tube
without
yoghurt

Chapter 10

babysit
ball
bleed
board
break down
cards
chop
clean (v)
clothes
cola
come off
cut (v)
desk
drop
fight
finger
floor
football boots
go out
go up
guitar
hang
head
hit
kick
knock over
lift (n)
light (n)
line
paint (v, n)
phone (n)
picnic
shop (n)
spill
stand
wear
window

Chapter 11

dictionary
drink (*n*)
exercise
fizzy
fruit
grammar
healthy
hide
kitchen
lazy
let
need
never
pocket money
practise
pull
pull up
save
sweets (*n*)
talk (*n*)
test (*n*)
thing
vegetable
wall
waste
write down

Chapter 12

already
catch
cold (*n*)
comb
cucumber
dish
dry (*v*)
empty (*v*)
exam
forget
go out
hat
house
key
lunch
out
pass
pencil
pudding
rubbish bin
salad
set (the table)
shoe
slice (*v*)
suntan
surprise (*v*)
temperature
today

tomato
try on

Chapter 13

anyone
arm
astronaut
bin
calculator
camel
China
chopsticks
circus
close (*v*)
coconut
computer
drawer
dream
fall off
famous
film star
ghost
helicopter
horse
judo
karate
lake
midnight
mobile phone
money
month
moon
motorbike
onion
pet
plant (*n*)
pop star
sandwich
school bag
shelf
spaceship
spider
ticket
tractor
travel
trousers
water (*v*)

Chapter 14

accident
ambulance
better
belong
bottom (*adj*)
cabbage
can (*n*)
cherry

door
driver
foggy
happen
hard
let's
manager
next (*adv*)
noise
police
question
sock
soft
striped
suddenly
suit (*n*)
taste (*v*)
tell
trainers
T-shirt
van
weather
wrapper

Chapter 15

CD
computer game
hour
know
lunchtime
match (*n*)
now
sell
since
spring
summer

Chapter 16

across
cloudy
earn
electric
enough
expect
farm
France
future
hope
ill
job
journey
north
petrol
pollution
poor
put on
rich

robot
room
snow (*v*)
south
space station
successful
sunny
sure
take (time)
underground
windy
worry (*v*)

Chapter 17

activity
all
children
enjoy
hate
instead
ride
ski
under

Chapter 18

aeroplane
Africa
Australia
baker
bamboo
boy
builder
burn (*v*)
butter
canary
climbing wall
come from
comic (*n*)
cook (*n*)
cost (*v*)
deliver
eucalyptus
explain
fall
first
fruit juice
gardener
go into
grass
Greece
group
ice
kite
knife
koala
look after
lorry

meaning
melt
music
musician
next door
news
North Pole
ostrich
parrot
plant (*v*)
play (*v, n*)
postman
pound (*n*)
queue
report (*v*)
saw (*n*)
scissors
secretary
serve
shirt
shop assistant
South Pole
space
taxi
taxi driver
type
waiter
which
woman
wood

Chapter 19

again
be able to
brother
could
count
left
meal
(at the) moment
near
nobody
open (*adj*)
right
soon
telephone (*n*)

Chapter 20

idea
lift up
look at
messy
museum
nothing
post (*v*)
supper
want

Chapter 21

answer (v)
bus stop
cool
exercise (n)
far away
hand in
have to
lesson
long (adv)
on time
project (n)
rule (n)
skill
together
too (adv)
translate
trip (n)
until
vocabulary
wrong

Chapter 22

aerobically
across
backwards
brave
ceiling
chair
down
corner
down
dustbin
entrance
fence
fit (adj)
get fit
hill
hoop
in front of
ladder
lion
mouth
opposite
over
pole
race (v, n)
ring (n)
road
second (n)
slide (v, n)
stairs
stuck (adj)
sum
table
through
throw

touch
toyshop
up

Chapter 23

ask -
box
bring
decide
delicious
disappear
doorbell
either
empty (adj)
feel
freezer
frightened
frozen
gym
how about
just
kitten
look for
lose
name
perhaps
ring (v)
rose
secret
silly
smell (v)
something
sorry
sound (v)
spaghetti
steal
strange
terrible
thirsty
violin

Chapter 24

about
afraid
baby
care about (v)
collect
email
environment
fairy
father
fun (n)
glass
have fun
naughty
own (adj)
paper

plastic
re-cycle
toy
typewriter
witch
wooden

Chapter 25

car-wash
chauffeur
choose
cleaner
hammer
help (n)
mirror
oven
stick (v)

Chapter 26

add
American
Ancient Egyptians
Ancient Greeks
Arabic
Brazil
Canada
cocoa bean
coffee bean
corn
cut down
destroy
discover
Egypt
factory
farmer
fresh
furniture
German
Germany
grow
ingredient
invent
Ireland
Italian
Italy
Japan
liquid
make
medicine
Mexico
mix
part
perfume
pile (n)
pour
professional
paper

roast
save
shape (n)
Spanish
sugar
Switzerland
taster
test (v)
very
watch (n)
wrap

Chapter 27

beyond
both
bottom (n)
broken (adj)
castle
coin
deep
each
end
extra
face
float
get better
glass
hold
hole
inside
keep
lie
miss (v)
run out
Scotland
size
stay in
straw
suck
sun
sunburned
time
toothache
tube

Chapter 28

cup
excited
hobby
how long
present (adj)

Present forms of verbs

Long forms

Present simple of be

I am	I am not
you are	you are not
he is	he is not
she is	she is not
it is	it is not
we are	we are not
you are	you are not
they are	they are not

Present simple of have got

I have got	I have not got
you have got	you have not got
he has got	he has not got
she has got	she has not got
it has got	it has not got
we have got	we have not got
you have got	you have not got
they have got	they have not got

Present simple

I like	I do not like
you like	you do not like
he likes	he does not like
she likes	she does not like
it likes	it does not like
we like	we do not like
you like	you do not like
they like	they do not like

Present continuous

I am working	I am not working
you are working	you are not working
he is working	he is not working
she is working	she is not working
it is working	it is not working
we are working	we are not working
you are working	you are not working
they are working	they are not working

can and must

can	cannot
must	must not

Short forms

I'm	I'm not
you're	you aren't
he's	he isn't
she's	she isn't
it's	it isn't
we're	we aren't
you're	you aren't
they're	they aren't

I've got	I haven't got
you've got	you haven't got
he's got	he hasn't got
she's got	she hasn't got
it's got	it hasn't got
we've got	we haven't got
you've got	you haven't got
they've got	they haven't got

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

I'm working	I'm not working
you're working	you aren't working
he's working	he isn't working
she's working	she isn't working
it's working	it isn't working
we're working	we aren't working
you're working	you aren't working
they're working	they aren't working

can't
mustn't

Questions

am I?
are you?
is he?
is she?
is it?
are we?
are you?
are they?

have I got?
have you got?
has he got?
has she got?
has it got?
have we got?
have you got?
have they got?

do I like?
do you like?
does he like?
does she like?
does it like?
do we like?
do you like?
do they like?

am I working?
are you working?
is he working?
is she working?
is it working?
are we working?
are you working?
are they working?

can ...?
must ...?

Past forms of verbs

Long forms

Past simple of be

I was	I was not
you were	you were not
he was	he was not
she was	she was not
it was	it was not
we were	we were not
you were	you were not
they were	they were not

Past simple of have

had	did not have
-----	--------------

Past simple of regular verbs

helped	did not help
--------	--------------

Past simple of irregular verbs

went	did not go
------	------------

Short forms

I wasn't
you weren't
he wasn't
she wasn't
it wasn't
we weren't
you weren't
they weren't

didn't have

didn't help

didn't go

Questions

was I?
were you?
was he?
was she?
was it?
were we?
were you?
were they?

did ... have?

did ... help?

did ... go?

IRREGULAR VERBS

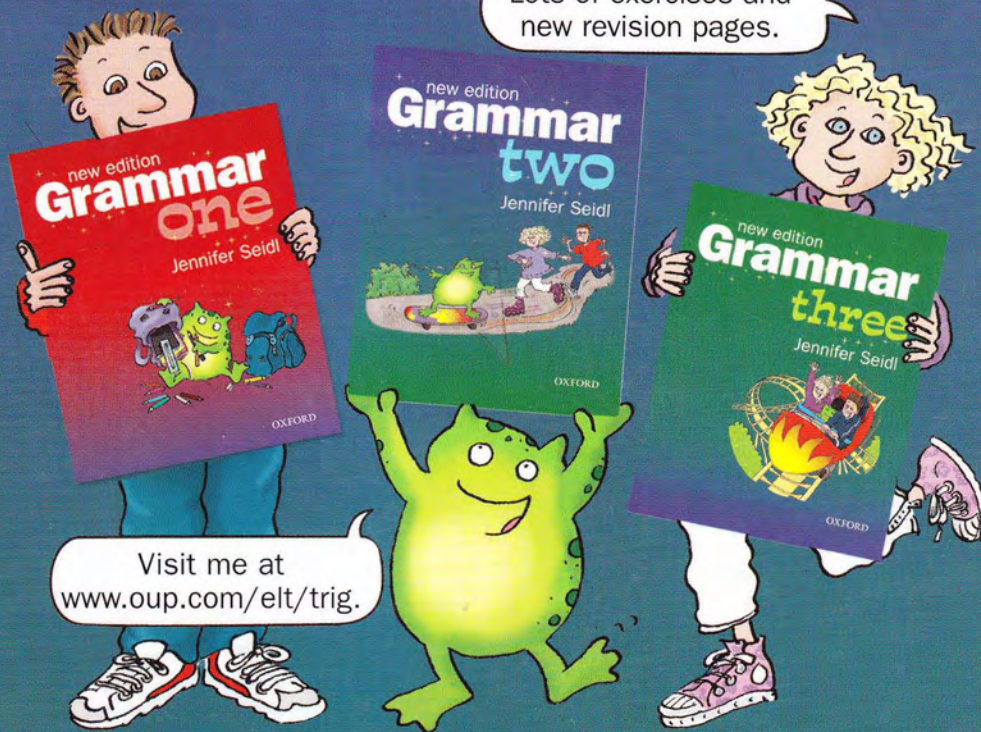
Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was	been	hear	heard	heard
begin	began	begun	hit	hit	hit
blow	blew	blown	know	knew	known
break	broke	broken	leave	left	left
bring	brought	brought	lose	lost	lost
build	built	built	make	made	made
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
come	came	come	put	put	put
cost	cost	cost	ride	rode	ridden
cut	cut	cut	run	ran	run
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sit	sat	sat
eat	ate	eaten	speak	spoke	spoken
fall	fell	fallen	spend	spent	spent
find	found	found	stand	stood	stood
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	tell	told	told
go	went	gone	think	thought	thought
grow	grew	grown	wake	woke	woken
hang	hung	hung	win	won	won
have	had	had	write	wrote	written

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