

BOOK THREE

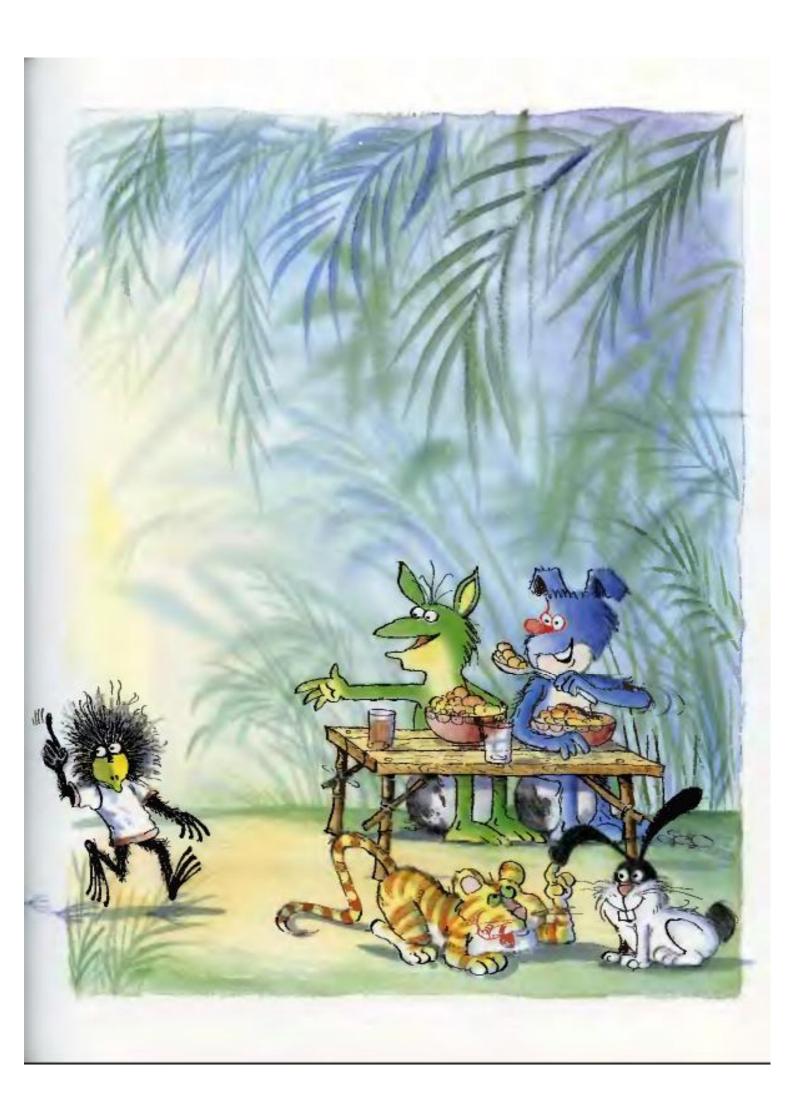
The Grammar Lab

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OXFORD UNIVERSITY DRESS



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Can you help? Could you help?

31 Requests



Articles



- I Tick (✔) the correct boxes.
- What does Splodge think is in the pond?

A monster A frog

· Tumble knows which pond Splodge is talking about because ... it's their pond. it's got a monster in it, [



REMEMBERI 1

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

There's a pond in Splodge's garden. I'm going to buy an umbrella.

Be careful! These are different:

a useful book NOT an useful book NOT an uniform a uniform an hour NOT a hour

Write four nouns.

•	a tree	2 a
	an imbrella	3 an
1	a	4 an

REMEMBER!

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

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

- 3 What are these people, animals or things?
- ▶ It's got four wheels and an engine. It's A Car.
- 1 It's got a very long neck. It's got four legs. It's production in the state of th
- 2 She looks after animals that are ill. She's
- 3 It's full of water and you swim in it. It's
- 4 It's got four legs and it wags its tail. It's

REMEMBER!

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

I play the guitar. My brother plays the drums.

- 4 Fill in the gaps. Use the and an instrument.
- I play the saxophone.
- 1 He plays
- 2 You play
- 3 She plays
- 4 They play



REMEMBER!

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

I play football.

I saw the monster at breakfast.

I love going to Italy.

I don't like Geography.

NOT I play the football.

I saw it at the breakfast.

I love going to the Italy.

I don't like Geography.

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

Science breakfast India English V basketball

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

REMEMBER!

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

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

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

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

 The bell rings three times an hour. = three times every hour
- 6 How often do you do these things?
- brush your hair
 I brush my hair three times a day.
- 1 wash your face
- 2 have a party
- 3 telephone somebody
- 4 tidy your room

A

Use a or an the first time you talk about something.
Use the when you talk about it again, Look;

There's a monster in my pond. The monster is laughing. Be careful! The monster is getting out of the pond.

- 7 Fill in the gaps. Use a, an or the. Think carefully!
 - I saw ▶ ∅. monster at breakfast. (1) monster was eating (2) large slice of bread. I think
 - (3) slice of bread had jam on it. (4) jam was red and it looked horrible!

В

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

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

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

'What are you doing?'

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

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

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

'Yuck! What's that?' 'It's the cake I made this morning.'
(You know I was making a cake this morning.)
'Where are you?' 'I'm in the garden writing my book.'
(You know which garden. It's our garden.)

- 8 Complete the sentences. Use a, an or the.
- What's that?
 I'm not sure. I think it's A..... spider.
- 1 What's that?
 You know what it is! It's spider I bought at the pet shop.
- Where are you?
 I'm here, in . kitchen.
- 3 Where's Splodge? I don't know. I think he's gone to party. He goes to parties all the time now.
- 4 What's that thing?

 It looks horrible. It's _____ mud

 pic. isn't it?



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

- Splodge hates French. He says it's too difficult for him.
- 1 Be careful! There's _____ monster in your pond!
- 2 Splodge still tries to play _____ violin. He's really bad at it.
- 3 Three times _____ week he has music lessons but they don't help.
- 4 Mabel and Mildred hate the noise of his violin.
 They're going to go to _______ France for a holiday.
- 5 Tumble thinks he can play football. He's wrong. He can't!
- 6 Ruff has invented umbrella, It opens automatically when it rains.
- 7 Splodge wears uniform at school. He doesn't like it.
- 8 Ruff and Tumble are having omelettes for lunch.
- 9 Mabel is crying because Splodge has decided to play piano.
- 10 Splodge's rabbit, Sticky, has a bath once week.

10

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

There was Monster. The monster was under (1) bed.

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

house. (6) house was in (7) garden. (8) garden was near (9) forest. (10) forest was next to (11) castle.

In (12) castle there was (13) kitchen. In (14) kitchen there was another monster. (15) monster was eating (16) sandwich. (17) sandwich was full of chocolate. (18) chocolate fell on the floor next to (19) dog. (20) dog ate the chocolate, and then ... I woke up.

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

- Pupil A Yesterday I went to a forest.
 - Pupil B In the forest there was a house.
 - Pupil C In the house there was a dinosaur.
 - Pupil D The dinosaur was talking to a man.
 - Pupil E. The man lived in a town,
 - Pupil F The town was near a beach.

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

Splodge What are you doing?

Ruff I'm reading ▶ A. . . . book.

Splodge What's (1) book about?

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

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

Ruff What's in (5) omelette?

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

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

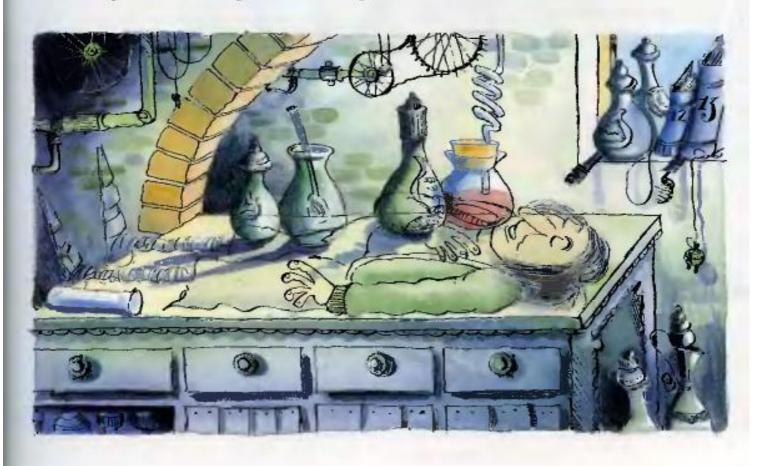
Ruff I'm inventing (7) ... new potion. (8) potion is for Mabel.

Splodge Where's Mabel?

Ruff She's in (9) tab.

Splodge What's she doing in there?

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





Quantifiers

Are you hungry?

Why not try something from this delicious menu?

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

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







REMEMBER!

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

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

There's an anchor in this tiger shark's stomach!
There are a lot of bottles.

- There aren't many fish.
- Write four sentences of your own.
 Use some, a lot of, not many and a few.
- ► There are a few pens on my desk.

- I Tick (V) the correct boxes.
- How many car number plates were there?
 Ten
 One
- Were there many bottles?
 Yes □ No □

REMEMBER!

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

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

There's some sea water.
There's a bit of metal.
There isn't any oil.

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

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

REMEMBER!

Use any to ask questions with nouns.

Is there any water? Are there any coins?

Use some, NOT any, to ask for things.

Could I have some milk, please?

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

Would you like some lemonade?

- 4 Fill in the gaps with any or some,
- ▶ Is there ♣️TV....... cheese?
- 1 Could I have _____ orange juice?
- 2 Are there _____ biscuits?
- 8 Would you like ... bread?
- 4 Is there salt?

REMEMBER!

Do you want to know exactly what number there are?

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

How many hottles were there in its stomach?

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

How much water was there?

- 5 Choose how many or how much.
- ► How many. . . bones did it swallow?
- l water did it drink?
- 2 umbrellas were there?
- 3 metal did it eat?
- 4 tiger sharks have you seen?

REMEMBER!

Use any in negative sentences.

There weren't any sardines in its stomach. Unfortunately, there wasn't any gold either.

- 6 These things weren't found inside the tiger shark. Rewrite the sentences. Use any.
- ➤ There were no people.

 There weren't any people.

There was no glass.

- 2 There were no crabs.
- 3 There was no wood.
- 4 There were no lobsters.



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



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



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

In the tiger shark's stomach . . .

There are a few shoes.

1
2
3
4
5
6
7
8
9

- b Write six questions to ask a partner what was in his or her tiger shark's stomach. Use how much or how many and the nouns below. coins metal car number plates water octopuses salt teeth meat
- ► How many coins did you find?
 How much metal was there?
- Now work with a partner. Take turns to ask and answer your questions.
 Use how much or how many for your questions. Use some,
 a little, a bit, a few, not any or a lot of for your answers.
- ▶ Partner A How many coins did you find? Partner B I found five coins. How many coins did you find? Partner A I found a lot of coins. How much metal was there?
- a Read the facts about sharks.
- ► Tiger sharks eat a lot of things.
- 1 There are about three hundred and fifty different kinds of shark.
- 2 Seven kinds of shark are now in danger. If we don't look after them, they'll become extinct.
- 3 Many sharks eat meat.
- 4 Lots of people think that sharks are dangerous but they only attack about lifty people in the world every year.
- 5 Tiger sharks can have up to eighty babies a year.
- 6 Hammerhead sharks like to swim in big groups. Sometimes a thousand swim together.
- 7 Millions of sharks are caught by humans every year.
- 8 Some sharks have as many as fifteen rows of teeth.
- 9 Some sharks are quite small. The pygmy shark is twenty-five centimetres long – shorter than a ruler!
- 10 Tiger sharks are called 'tiger sharks' because they've got a lot of stripes on their backs.

- b Now correct the false sentences. Use a lot of, many, a few etc.
- Tiger sharks don't cat many things.
 Tiger sharks eat a lot of things.
- 1 There aren't many different kinds of shark.
- 2 A lot of sharks are in danger of becoming extinct.
- 3 There aren't many sharks that eat meat.
- 4 Sharks attack thousands of people every year.
- 5 There aren't many babies in a tiger shark's family.
- 6 Hammerhead sharks swim with two or three friends.

- 10 Play a class game. You're on a desert island. Describe the island. Use some, a lot of, a little, a bit, a few, not any, not much and not many. Take turns to say a sentence each. Don't use the same expression as the person before you.
- Pupil A There are a lot of palm trees.
 - Pupil B I can see a few sharks in the sea.
 - Pupil C There isn't much fresh water.
 - Pupil D There's a lot of sand.
 - Pupil E There are some pineapples we can eat.



- 7 People don't catch many sharks.
- 8 Sharks haven't got many teeth.
- 9 All sharks are very big.
- 10 Tiger sharks haven't got any stripes.

REVISION I - articles; quantifiers

I Some of these sentences are wrong. Read and tick the sentences that are correct. This is an useful book, □ I've been here for an hour. □ Tony Nelson is tiger-hunter. □	5 Read the conversation. Answer the question. Splodge There's a cat in the kitchen, Ruff Is there? Whose is it? Does Ruff know which kitchen Splodge is
Splodge can't play the drums. He's bad at the Maths. Did you have tunch yesterday? I'm going to the France soon.	talking ahout? Yes □ No □
	6 Read the sentences and answer the questions.
Look at the example. Cross out the wrong words in the rule.	There are some bottles on the table. There's some water, too.
Look! There's an elephant. The elephant is walking into a shop. The shop is a sweet shop.	Do you know how many bottles? Yes □ No □
Use a or an the first / second time you talk	
about something. Use the the first / second	Do you know how much water?
time you talk about something.	Yes 🗆 No 🗆
Fill in the gaps. Use a or the.	7 Read the example. Cross out the wrong word in the rule.
Yesterday I saw man man	There are a few shoes and a bit of metal in the shark's stomach.
bone. bone was very big.	Use a few with nouns you can / can't count.
Read the example and answer the questions.	Use a bit of with nouns you can / can't count.
What's that?' 'It's a spider.'	8 Look at the examples. Finish the rule.
Are there lots of spiders in the world?	There isn't any water and there aren't any apples. Is there any choese? Are there any bananas?
Yes □ No □	You can use any with all nouns in
If you want to say that there are lots of things	sentences and
that are the same you use	in(necessaries,)
the. a/an.	9 Read the sentences. Tick the correct boxes.
Secretary (Asia) personal	
	I've got a lot of apples and a lot of cheese. He's got some biscuits and some bread.
	Use a lot of and some with
	nouns you can count.
	nouns you can't count.



Nouns











- Tick (*) the correct boxes.
- What's 'luggage'?
 Several suitcases

 A kind of holiday
- Is Snapper happy?
 Yes □ No □



REMEMBER!

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

One (singular)

Two or more (plural)

The boy is naughty.

Oranges are nice.

A bicycle has got two wheels.

Sweets taste good.

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

This cheese is tasty.

Milk tastes good.

This water feels cold!

- 2 Fill in the gaps with a singular or plural verb.
- ▶ There is. (be) some nice cheese in the fridge.
- 1 I think this bread (taste) terrible!
- 2 The apples (be) on the table.
- 3 Cows (make) milk, don't they?
- 4 Milk (come) from cows.

REMEMBER!

You can use these words with singular nouns: a, an, the

There's a taxi outside the airport.

The airport is full of people.

You can use these words with plural nouns: the, some, any, many, a few

There are some people looking for their suitcases.

Are there any taxis?

There are a few comics in Mo's suitcase.

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

the, some, any, much

Look! There's the luggage.
Mo, would you like some milk?
Is there any juice?

- Complete the sentences.
 Use a, some, much or many.
- ▶ Did you bring #... guide book?
- 1 Mo hasn't got Spanish money.
- 2 Have you got suitcase?
- 3 Look! There are huge aeroplanes.
- 1 There aren't _____ people I know here.

A

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

NOT	an advice on advices
NOT	an information OR
	informations
NOT	a luggage on luggages
NOT	a traffic or traffics
NOT	a-work or works
NOT	a music ok musics
NOT	a rain OR rains
NOT	a weather or weathers
NOT	a-spaghetti or spaghettis
NOT	a news or newses
	NOT NOT NOT NOT NOT NOT NOT

I'd like some advice, please. Do you like spaghetti? He's got a lot of luggage.

- 4 Fill in the gaps. Use the words below. information ✓ advice spaghetti news traffic
- I'd like some information. about hotels, please.
- Could you give me some?

 I don't know What to do.
- 2 I'd like to eat some
- 3 Have you heard the Snapper is missing!
- 4 There's usually a lot of ______in capital cities.



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

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

Nouns you can count Nouns you can't count

DISQUIT	BOYICE
H-001101101101110111111111	зонножнивания

Cross out the wrong words,
We'd like an/some advice about the beaches, please.
Have you got any/a maps of the town?
Where can I get some/an information about restaurants?
A/The weather is fantastic here!
Mo's got a lot of/many luggage, hasn't he?
Are there much/many interesting places to visit?
How many/much luggage did Snapper bring?
I saw two people playing a/some music on the beach.
There isn't much/many traffic in this village.
Would you like some/a spaghetti for supper?
We'll take a/some taxi to the museum
These sentences are wrong. Rewrite them correctly. Be careful!
The traffics where I live aren't very heavy.
The traffic where I live ren't very heavy
These spaghettis taste nice!
Could you give me an advice, please?
erenamentalian man kan arangan ana arangan ara
These luggages are heavyl
The informations you gave me are wrong!
The state of the s
These cheese smell delicious.
The works I do are very difficult.
manners and the second and the secon
Mo's advices are always had.
The weathers in England are usually terrible.
Those musics are too loud. Please turn them down.
The newses don't sound good, do they?



Adjectives

The fish with no name

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



- I Tick (✔) the correct boxes.
- Are there lots of fish in the sea?
 Yes □ No □
- The fish's tail is . . .
 longer than a train, □
 the same length as a train, □



REMEMBER!

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

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

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

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

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

He's the "everest fish on the ocean bed.

His brain is . (large) than

a giant's head.

His eyes are (yellow) than the sun

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

He wears the (expensive) clothes

And his shoes are always kept clean!



REMEMBER!

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

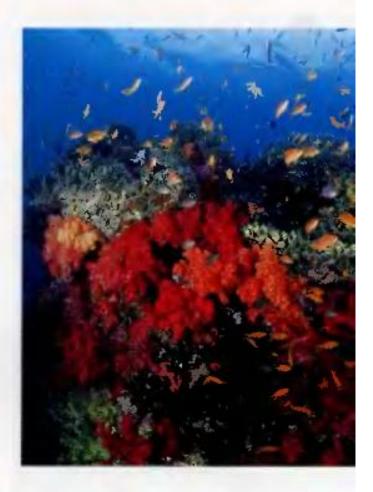
Adjective	Comparative	Superlative
small -	smaller -	the smallest
great -	+ greater →	the greatest
old -	+ older →	the oldest

But be careful when you spell these:

```
fat → fatter → the fattest
big → bigger → the biggest
nice → nicer → the nicest
wide → wider → the widest
```

3 Write the comparatives and superlatives of these adjectives.

-	young	younger	the youngest
1	new	recomment.	THITTHOGENERIC TOWN
2	slow	remining.	marking a comment
3	quick		
4	hot		



REMEMBER!

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

Adjective		Comparative		uperlative
careful	-	more careful	-	the most careful
dangerous	-	more dangerous	-	the most dangerous
expensive	-	more expensive	-	the most expensive

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



REMEMBERI ()

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

Adjective	Comparative	Superlative
easy -	easier –	• the easiest
funny -	• funnier -	the funniest
heavy -	hemier -	• the heaviest

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

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

5 Write the comparatives and superlatives of these adjectives.

-	funny	funnier	the funniest
1	tasty		name and discourse
2	tidy		
3	dirty	in more	
4	noisy	41744744774344	DECEMBER OF STREET

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

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

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

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

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

He isn't as dever as me, = I'm eleverer than he is.

- 6 Rewrite the sentences. Use as ... as or not as ... as.
- 1 We're the same height. (tall)
- 2 You're younger than me. (old)
 You

- 3 We're both equally intelligent. (clever)
- 4 His writing is better than hers. (good)
 Her writing



7

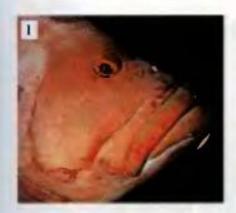
a Complete the table.

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

	Write five comparative			
	sentences and five superlative			
	sentences. Use the adjectives			
	helow			

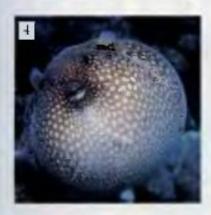
big cheap v colourful exciting funny v strange old nice interesting bad sharp thin

	Water is cheaper than lemonade. That's the funniest fish I've ever seen!
	Description and the part and profession and annual and annual and annual
1	named and the second of the se
2	
3	
4	
5	
6	
7	
8	
9	
10	entremental de production de la constitución de la













- 8 Look at the pictures of fish, Describe them using comparatives and superlatives. There are some adjectives below to help you. colourful sharp fat interesting ugly stripey sporty big dangerous thin long beautiful small frightening short
- Number 4 is the fattest.

 Number 5 is thinner than number 6.

 Number 1 is the paliest.

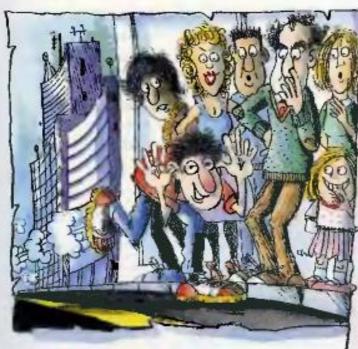


9	as shar	with a partner. Do you remember the fish who's got teeth p as a butcher's knife? Try to think of as many ways of ring things as you can. Look at the examples below.
-	eyes	His eyes are as round as a clock.
		His eyes are as blue as the sky.
		His eyes are as bright as the sun.
	brain	Her brain is as big as the moon. Her brain is as small as a pea, Her brain is as quick as an aeroplane.
		ry to do the same thing with some of these words: hair, mouth, body, head, clothes, fingers, house, dog, cat.
•	That d	log is as fierce as a tiger.
	My.car	t is as black as the night.
		Andrew Communication and the Communication of the C
	-	attended printermine be addressed and account on the contraction
	-	the first process of the state
	-	
	1,1591,009	
	7-1-11	
	No.	A CONTRACTOR OF THE PROPERTY O
10		a person, an animal or an object. Describe it using as and not as as. Write at least ten sentences.
	My ani	mal is as big as a dinosaur, it isn't as heavy as a
	bronto	eaurus but it's as tall as a house. Its neck is as long
	as the	branch of a tree.

	1101000	



Adverbs of manner



- 1 Tick (✔) the correct boxes.
- How should you say
 'Tee, Rinkle, Crinkle, Pinkle, Tee'?

 Loudly □ Quietly □
- Do you think anybody would notice an elephant running down the street?
 Yes \(\subseteq \) No \(\subseteq \)



Things to do when you're bored or fed up

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

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

Find a friend, Pretend you're two tigers with toothache. Try to do it really well. See if you can do it better than your friend, and if none of these things cheers you up ...

Walk like a penguin all the way to school.





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D	EN	1EI	ИΒ	= -	a b
п			.ID		w

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

bad - badly

quick+ quickly

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

noisy - noisily

casy - easily

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

good - well

fast - fast

hard → hard

2	Turn these adjectives into
	adverbs.

	Towns and the
 beautiful 	beautifully

I slow

2 happy

3 good

4 easy

REMEMBERI 🕢

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

be, look, feel, smell, taste

I'm happy. That smells good!
You look silly. Chocolate tastes nice.
I sometimes feel sad.

- 3 Complete the sentences. Choose an adjective of your own.
- I feel happy.
- 1 She looks
- 2 Coffee tastes
- 3 We're
- 4 This cheese smells

A

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

add more and the most

Adverb Comparative Superlative

quickly → more quickly → the most quickly slowly → more slowly → the most slowly easily → more easily → the most easily

- 4 Make the comparative and superlative of these adverbs.
- ► fluently more fluently the most fluently
- I loudly
- 2 noisily
- 3 correctly
- 4 heantifully

B

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

Advert)	Comparative	100	Superlative
early	-	earlier	-	the earliest
late	-	later	-	the latest
hard	-	harder	•	the hardest
fast	•	faster	-	the fastest
well	-	better	-	the best
badly	-	worse	-	the worst
little	-	less	-	the least
much	-	more	+	the most

He goes to bed later than me.
I sing worse than he does.
Anything you can do, I can do better!
Of all my friends, I eat the least.

- 5 Fill in the gaps with a comparative or superlative.
- ► I think I'm the one who works the hardest. (hard)
- l I like Maths than! like French. (little)
- 2 You don't swim than l do! (fast)
- 3 She's always the pupil who arrives ... at school. (late)
- 4 You sing of any of us! (badly)

C

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

He runs as fast as me. = We both run equally fast.

You get up as early as 1 do. = We both get up at the same time.

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

She doesn't cook **as** well **as** I do. = I cook better than she does.

I can't do Maths **as** quickly **as** he can. = He's quicker at Maths than one.

- 6 Rewrite the sentences, Use as ... as,
- ▶ I write #5 well #5 you do. (well)
- 2 He doesn't talk me. (fast)
- 3 We sometimes walk tortoises, (slowly)
- 4 He eats a puppy! (messily)



7 Write the comparatives and superlatives of these adverbs.

	quickly	more quickly	the most quickly
1	hard		Technology and the contract of
2	beautifully	received at at an exercise re-	*******************************
3	neatly	a se se consecuence de la consecuence della cons	Commission of the commission
4	badly		
5	fast	The second second second second	
6	little	THE RESERVE OF THE PARTY OF THE	10.000000000000000000000000000000000000
7	noisily	recommendation and the second	or non-more management of the same
8	stupidly	communication de la commun	
9	late		STATES THE CONTRACT OF THE PROPERTY OF
10	greedily	пинониновення	
11	well	the female manufactures	Page to service the partition of
12	brilliantly		***
13	much		Provide organizate religion (continuo)
14	early		
15	tidily	PERSONAL PROPERTY AND ADDRESS OF STREET	

8 Choose a comparative or superlative. Think very carefully!

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



9

- a Are you still in a bad mood? Fill in the gaps to find new ways of cheering up. Make an adverb from the adjectives.
- 1 Look in a mirror and laugh as ______as you can. (loud)
- 2 Ask a friend to cat a lettuce leaf as as a tortoise. (slow)
- 8 Dance as a hippopotamus does. (good)
- 4 Go into the garden. Pretend you're a car. Drive as ______ as possible, (bad)
- 5 Try talking to a friend as as a Martian. (fluent)

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

I'd like to be able to ...

fly as fast as a rocket.

do my homework as quickly as possible.

slimb a tree as easily as an orang-utan.

3 Comment of the Comm

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

I feel ... I look as ... I'm as ...

- I feel as happy as a clown.
 I look as handsome as a film star.
 I'm as tall as the Leaning Tower of Pisa.
- II Ask your teacher if you can play a class game. Say a sentence, You can use a comparative adverb, or an adverb and as ... as. Use the verbs below if you need help.

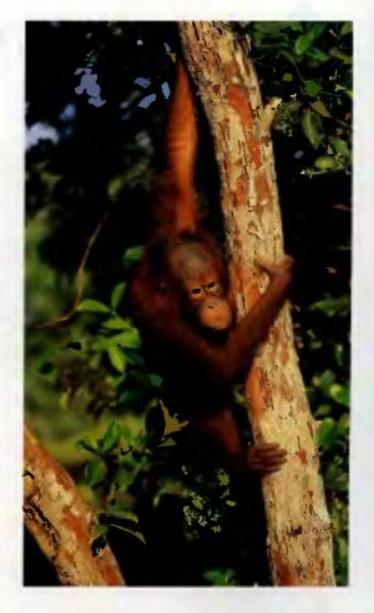
run climb swim eat sing talk write dance walk jump read work get up whisper

Pupil A I can run as fast as a train.

Pupil B I write better than Shakespeare did.

Pupil C I sing as beautifully as an opera singer.

Pupil D I swim faster than a dolphin.





Somebody, nothing, anywhere











- I Tick (✔) the correct boxes.
- Look at the first picture. Can Mo find his boots?

Yes 🗆 No 🗅

 Look at the second picture, Mo thinks his boots are in ...
 the garden, his room,



REMEMBER!

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

There are some apples in the kitchen.
There are no eggs in the fridge.
Is there any milk?
There isn't any cheese.

- 2 Fill in the gaps. Use some or any.
- ▶ Mo has got some comics.
- 1 Are there ... sweets left?

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

A

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

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

Somebody has hidden my boots! There's nothing in the cupboard. I can't find my boots anywhere.

- 3 Circle somebody, nothing, anywhere etc.
- Have you lost something, Mo?
- Mo thinks somebody has hidden his boots.
- 2 Is there anybody in the house?
- 3 Mo's boots must be somewhere.
- 4 Nobody wants to help Mo.

B

Use somebody, something and somewhere in positive sentences.

Somebody has hidden my boots!

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

Snapper grow Milly something yesterday.

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

My boots are somewhere in my room.

- = My boots are in my room, but I don't know
- 4 Complete the sentences, Use somebody, something or somewhere.
- Snapper can't find his fishing rod.
 It's somewhere in the garage.
- I can't find my football. Can please help me?
- 2 Snapper put ______ in Mo's bag vesterday. Mo hasn't seen it yet.
- 3 Mo is bored. He wants to go this afternoon.
- 4 There's in Mo's tree house.
 Who is it?

C

Use nobody, nothing and nowhere in positive sentences.

Nobody will help me.

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

 There's nothing in the fridge.
- = The fridge is empty.
- 'Where are you going, Snapper?' 'Nowhere.'
- = Snapper is staying here.
- Write the answers to the questions.
 Use nobody, nothing or nowhere.
- What's in that box?
 Nothing....
- 1 Who's in Mo's bedroom?
- 2 What's in the cupboard?
- 3 Where are you going?
- 4 Who are you talking to?

D

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

Is there anybody in the house?

- = Is there a person in the house?
- There isn't anything in the cupboard.
- = There's nothing in the cupboard.

Mo can't find his boots amachere.

- = He's looked in a lot of places, but he can't find them.
- Rewrite the sentences. Use anybody or anything.
- There isn't snything in Mo's schoolbag.
- There's nothing in the fridge.

in the fridge.

e attitude to the

- 2 There's nobody in Mo's tree house.
 - in Mo's tree house.
- 3 There's nobody upstairs.

upstairs.

4 There's nothing in the toybox.

in the toybox.



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

Mo Is there ▶ anybody downstairs?

Snapper No, everybody is in bed.

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

There's (2) downstairs.

Snapper 1 can't hear (3) 's voice, Go to sleep.

You're imagining it.

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

Snapper, where are you going?

Snapper Downstairs. Then I might be able to sleep.

(5) is talking down there.

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

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

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

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

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

(4) in the cupboard?

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

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

Mo Snapper, have you seen Milly (1)?

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

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

Snapper Perhaps she's gone out (3)

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

is closed now.

Snapper She's probably hiding (5) and eating

your sweets.







10 Finish the sentences, Use somebody, nothing, any	ywhere etc.
---	-------------

•	Somebody	is hiding in Mo's garden. Mo can see him.		
1	Has	seen Mo's football boots? He can't find		
	them.			
2	Mo says he's ill,	but there's wrong with him.		
	He looks fine.			
	Pad gave Snapp	er this morning, but I don't		
	know what,			
4		likes Spike. He's horrible to everybody.		
5	There'sat school today because it's a holiday.			
6	Where are Snap	per's chocolates? I can't find them		
	THE PERSON OF STREET	0)		
7	Mo is talking to	on the telephone.		
8	There isn't	good to watch on television today.		
	All the program	mes are boring.		
9	Mo's dog is but	ying in the garden, Perhaps it		
	a bone.			
10	Mo is bored. Η	says there's to do.		
11	Mo is bored on	Sundays because there's to ge		
12	Mo has left his	sweets, but he can't remembe		
	where.			
13	Snapper is hun	gry. He hasn't eaten since		
	yesterday.			
14	Milly saw	she knew on television last night.		
15	There's	in the fridge! Mo and his friends have		
	eaten everythin	Z-		

REVISION 2 - nouns; adjectives; adverbs

1	Tick the no	uns you c	an't count.	5	Read the sentences and answer the questions.
	traffic		advice 🗆		Splodge is as thin as his friend.
	newspaper	D	sugar		Is Splodge thinner than his friend?
	information	n 🗆	tomato 🗆		Yes □ No □
	suitcase		spaghetti 🗆		He isn't as dever as Ruff.
	luggage	13	news 🗆		Who's the more intelligent?
2	Fill in the et	one like t	he words below.		Splodge □ Ruff □
	luggage I'd like son	weather	advice traffic	6	Read the example and tick the correct answer. I eat as slowly as a tortoise. 'Slowly' is
		77	attitutiones'		an adjective. an adverb.
			usually better in summer. in London.	7	Write the comparatives and superlatives of these adverbs.
3	Cross out	the wrong	words.		messily
	I'd like a / some information.			A MARIE CONTRACTOR OF THE PARTY	
	Would you like a / some spaghetti? The news is / are good!				much
					- national surger community and the
	Let me give	you an /	some advice.		badly
	The weather is / are nice today.				197-01-019-019-019-019-019-01-1-1-1-1-1-1-1
	The traffics	/ traffic	is bad in my town.		little
4	Write the o	comparativ	ves and superlatives of		OHIO MAN A PERSONAL PROPERTY OF THE PARTY OF
	these adjectives.		8	Fill in the gaps, Use as as.	
	good	Settlemention			I can run fast a train.
	CONTRACTOR OF CO		I can writeneatlyyon.		
	bad				My friend walks slowly a snail.
	dangerous				Look! He's eating messily a puppy.
	big				

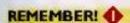


Present simple and continuous



- I Tick (✔) the correct boxes.
- How often does the Tomatina happen?
 Once a year □ Every day □





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

The Tomatina happens every year. The dock strikes twelve twice a day.

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

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

They like throwing tomatoes.

NOT They're liking throwing tomatoes.

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

- Use the verbs below in the present simple to complete the sentences.
 - help enjoy finish take place v start
- The Tomatina takes place on the last Wednesday in August.
- I It at twelve o'clock.
- 2 It an hour later at one o'clock,
- 3 Everybody the tomato fight.
- 4 Everybody to clean up afterwards.

REMEMBER!

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

They're throwing tomatoes at each other.

Lots of people are watching the Tomatina.

- 3 Finish the sentences. Use the present continuous.
- People are picking. (pick) tons of tomatoes for the fight.
- 1 They ... (talk) about the Tomatina.
- 2 They (think) about what to wear.
- 3 The mayor of Buñol (sit) in a café.
- 4 Lots of children (wait) in the town square.

REMEMBER!

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

People pick the tomatoes.

= Every year people pick the tomatoes

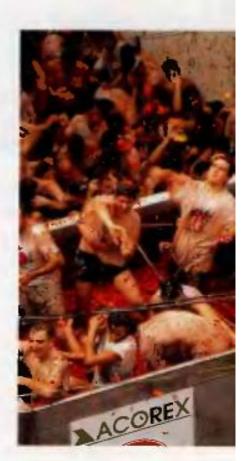
People are picking the tomatoes.

People are picking the tomatoes now.

Be careful!

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

- 4 Complete the sentences. Use the present continuous or present simple. Use the verbs below.
 - write think / book come like
- Everybody in Buñol thinks the Tomatina is great fun.
- Every year, tourists to Buñol to watch the Tomatina.
- 2 This week thousand of tourists ______ rooms in hotels in Buñol.
- 3 Today the mayor his speech.
- 4 Nobody clearing up after the tomato fight!





5

- a Look at the list of things that happen every year on Tomatina Day. Read the passage and fill in the gaps. Use the present simple. There's a list of verbs to help you. They're in the correct order.
 - go ✓ pick load drive cover decorate play carry strike explode start drop last

Before Wednesday the people of Buñol

- ▶ 30.... to the tomato fields.
- They (1) fifty tons of tomatoes and they (2) the tomatoes onto lorries.

On the day of the Tomatina farmers

- (3) the lorries to Buñol.
 In the town a lot of preparations are made.
- People (4) their windows and doors with plastic to stop the tomato juice getting in. Café owners (5)

their cafés with flags and pictures and a band

(6) music all morning. The tomato lorries start to arrive.

Next, one of the organisers

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

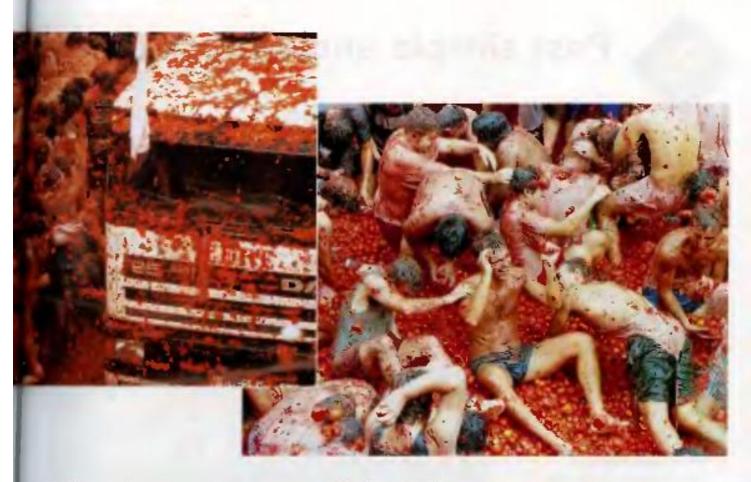
- b Write six questions about the Tomatina to ask a friend.
- ▶ How many tomatoes do the people pick?

- Now work with a partner. Take turns to ask and answer the questions you wrote in 5b.
- Partner A How many tomatoes do the people pick?
 - Partner B They pick fifty tons of tomatoes.

 Partner B What do they do with the tomatoes?
 - Partner A They load them onto lorries.

6 It's the day of the Tomatina. Imagine you're a journalist, You're reporting what's happening. Write what you can see, Use the present continuous. COUNTDOWN TO TWELVE O'CLOCK Six o'clock to nine o'clock People / pick / tomatoes / in the fields People are picking tomatoes in the field, 1 Farmers / drive / big lorries / from the tomato fields 2 The lorries / carry / tomatoes into Buñol 3 People / decorate / the town square Nine o'clock to eleven o'clock 4 Some ladies / cover / the windows of their houses. 5 Children / put / cardboard / in front of their doors 6 Cafés / sell / coffee and ice cream 7 A band / play / music in the square Eleven o'clock to twelve o'clock 8 The first lorry / drop / tomatoes in the main street 9 The crowd / shout and laugh 10 The clock / strike / twelve o'clock





7 Choose the present simple or continuous. Think carefully!

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

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

Past simple and continuous





REMEMBERI 1

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

There was a big storm yesterday.

People didn't like going out in it.

Did the storm start in the morning?

2 Circle the verbs that are in the past simple.

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

REMEMBER!

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

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

He wasn't working very hard last weekend.

Were they visiting friends last Monday?

3 Circle the verbs in the past continuous.

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

R	REMEMBER!			
	Often when you're in the middle of doing nother thing happens. Look at which ac			
First action Second action				
		he hurricane hit the town. he chimney fell off the house.		
4	Read the sentences. Which action start	ed first? Tick the correct boxes.		
•	Splodge's teacher was marking homewas teacher was marking. The h			
1	Tumble was doing a crossword when to Tumble was doing a crossword. □			
2	Mabel was driving her car when a tree Mabel was driving her car. ☐ The t			
R	REMEMBER!			
	Use the past continuous for things you we like the past simple when another thing I	ere in the middle of doing (first action). happens (second action).		
	First action: past continuous	Second action: past simple		
	Mildred was watching television when Dr Bertie was talking to a patient when			
5	Complete the sentences. Use the past	continuous and the past simple.		
	The mayor Was listening (list	en) to the news when		
	a tree fell (fall) on t	he town hall.		
1	Mrs Rafbat (hav	e) lunch when she		
	(hear) a loud bang.			
2	The shopkeepers	(chat) when the wind		
	(begin) to blow.			
3	Mr Catmonger	(feed) his birds when his		
	fence (fall) dow	n.		
4	Splodge's French teacher	(ride) her bicycle when the wine		
	(kneck) her ove			



- 6 What were people doing when the hurricane hit Wibble? What happened to them? Read the words and write sentences.
- Dr Bertie
 bandage patient's leg / rain / start
 Dr Bertie was bandaging a patient's leg when the rain, started.
- 1 Mrs Sweetfix make ice cream / the lights / go out
- 2 Mr and Mrs Rafbal
 have a dinner party / their cat / run into the room
 ...
- S Professor Wild
 test his new invention / lightning / strike his laboratory

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- 4 The policeman read a book / Professor Wild / telephone
- 5 The newsagent open his shop .' hear / a thunderclap







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

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

When the hurricane reached its top speed ...

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

happened to his house during the hurricane. Choose the past continuous or the past simple. Think carefully.
I ▶ was having (have) my supper when the hurricane
(1) (start). A little later I (2) (watch)
television when I (3) (hear) a loud crash. The garage had
collapsed on top of my lovely car! I (4) (explain) this to the
car mechanic when suddenly my garden wall (5) (fall) over.
It was terrible! The next day I (6) (talk) to my friend on the
telephone when the telephone line (7) (snap) in half.
The following night I (8) (try) to sleep when five windows
(9) (smash) to the ground. I (10) (mend)
the windows when suddenly I (11) (see) my dog flying

8 Professor Wild lives high up on a hill in Wibble. Fill in the gaps to find out what

Later I (12) ... (mix) some very dangerous chemicals when a big test tube (13) ... (spill) onto the carpet.

An hour later I (14) ... (clear) up the mess when I (15) ... (realise) that my television and cooker had exploded.

through the air. The hurricane carried it all the way to Wibble Square!

- 9 Ask your teacher if you can play this game. Play in two teams. Team A, say the beginning of a sentence. Use I and the past continuous. Team B, finish the sentence. Use the past simple.
- ► Team A I was talking to a friend when ...
 - Team B ... I realised he was an alien.
 - Team B I was riding my bike when ...
 - Team A ... I bumped into a hippo.



Present perfect simple and past simple 1









I Tick (✔) the correct boxes.

- Mo says he's caught hundreds of fish. Do you know when he caught them:
 Yes No



A

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

Mo has caught hundreds of fish.

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

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

Mo caught a fish this morning.

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

- 2 Read the sentences and answer the questions.
- 1 Mo has been to France on holiday many times Is it important tahen Mo went to France? Yes \(\subseteq \text{ No } \subseteq \)
- 2 Mo went away on holiday yesterday, Is it important when Mo went away? Yes □ No □

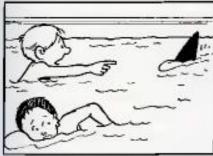
12	EMEMBER! •			
	his is the present perfect simple:			
	Pve caught hundreds of fish.			
	He hasn't caught any fish.			
	Have you ever caught a fish?			
T	nis is the past simple:			
	I caught a fish yesterday.			
	He didn't catch any fish last week. Did he catch a fish?			
5e	e pages 216 and 217			
3	Complete the sentences. Use the present perfect simple or			
-	the past simple.			
-	They been (go) to the river lots of times.			
1	She never (ride) a bicycle in her life			
2	Snapper (go) to the cinema last night.			
3	Mo ever (catch) a fish?			
4	They (read) a lot of comics last weekend.			
R	EMEMBER! �			
R				
R	EMEMBER! � here's one verb that behaves badly! It's got two past participles			
R	EMEMBER! � here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple.			
R TI B	EMEMBER! here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle			
R TI B	here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone on been			
R TI B	here's one verb that behaves badly! It's got two past participles a careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone or been book at the difference;			
R TI B	here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone on been pook at the difference; Mo has gone fishing. = Mo isn't here now, he's out fishing.			
R TI B	here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone on been ook at the difference; Mo has gone fishing. = Mo isn't here now, he's out fishing. Mo has been fishing. = Mo went out fishing, but he's back now			
R TI B	here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone on been ook at the difference; Mo has gone fishing. = Mo isn't here now, he's out fishing. Mo has been fishing. = Mo went out fishing, but he's back now Tick the correct boxes.			
R TI B	here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone on been ook at the difference; Mo has gone fishing. = Mo isn't here now, he's out fishing. Mo has been fishing. = Mo went out fishing, but he's back now Tick the correct boxes. Mo has been to Spain. This means:			
R TI B	here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone or been ook at the difference; Mo has gone fishing. = Mo isn't here now, he's out fishing. Mo has been fishing. = Mo went out fishing, but he's back now Tick the correct boxes. Mo has been to Spain. This means: Mo is in Spain now.			
R TB	here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone on been ook at the difference; Mo has gone fishing. = Mo isn't here now, he's out fishing. Mo has been fishing. = Mo went out fishing, but he's back now Tick the correct boxes. Mo has been to Spain. This means: Mo is in Spain now. Mo went to Spain and now he's come back.			
R TB	here's one verb that behaves badly! It's got two past participles e careful when you use it in the present perfect simple. Base verb Past simple Past participle go went gone or been ook at the difference: Mo has gone fishing. = Mo isn't here now, he's out fishing. Mo has been fishing. = Mo went out fishing, but he's back now Tick the correct boxes. Mo has been to Spain. This means: Mo is in Spain now. Mo went to Spain and now he's come back. Snapper has gone to the shop. This means:			

Mo is with Pad now, □

Mo was with Pad but now he's back.











5

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

Mo Ves, I (1) (see) it on television a year ago.

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

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

Mo No.

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

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

Snapper In the bookshop in the High Street, It was very cheap.

The last chapter is missing.

- b Now answer these questions. Write whole sentences,
- ► Has Mo ever seen fams

 No, Mo has never seen Jaws.
- 1 Has Snapper ever seen Jones?
- 2 When did Snapper see it?
- 3 Did he see it at the cinema?
- 4 Has Mo ever read the book?
- 5 What did Snapper buy for Mo yesterday?
- 6 Where did he buy it?

6	Answer these questions. Choose the present perfect simple or the past simple.
•	Have you ever seen a film you didn't like?
	Yes, I have OR No, I haven't,
	If you have, what was it? It was a film about space.
1	Have you ever cooked anything?
	If you have, what did you cook?
2	When did you last see a wild animal?
	What was it and where did you see it2
3	Have you ever collected anything?
	If you have, what did you collect?
4	What was the last book you read?
	When did you finish it?
5	Have you ever been to another country?
	If you have, when and where did you go?
7	
a	Write five questions to ask a friend. Use the present perfect simple. Ask about the things he or she has done up to now.
	Have you ever used e-mail?
	Have you ever been to a rock concert?
1	
2	
3	
4	
5	
b	Now swap books with your partner. Write answers to your friend's questions in the space below. Use the present perfect simple or the past simple. Be careful!
	Yes, I have. I've used it lots of times,
	No, I've never been to a rock concert.
1	The second secon
2	
3	
4	IN COMPANY AND COMPANY OF THE PROPERTY OF THE PARTY OF TH
5	



Present perfect simple and past simple 2

Give me your teeth!

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

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

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



- I Tick (V) the correct boxes.
- In the seventeenth century, did false teeth exist?
 Ves No No
- Has somebody invented false teeth?





A

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

My teeth have just fallen out!

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

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

My baby teeth fell out when I was three.

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

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

		Present	Past simple
-	That man has found a walrus.	V	
I	He's made some false teeth!	D	
2	When did they invent false teeth?	D	
3	In 1675, false teeth didn't exist.		
1	Luckily somebody has invented them now.		D

RI	EMEMBER! •
T	nis is the present perfect simple:
	This is terrible! I've just lost all my teeth. Nobady has invented false noses yet, have they? Have you already read that book?
TI	his is the past simple:
See	My teeth fell out when I was five. False teeth didn't exist in 1675. Did you see a walrus at the zoo yesterday? pages 216 and 217
3	Write two sentences of your own in the present perfect simple and two in the past simple.
•	Oh, not My front tooth has just fallen out.
	I read a good book yesterday
1	The second control of
2	The state of the s
3	Consideration of the Constant
4	
RI	EMEMBER! �
Yo	on can use these words with the present perfect simple:
	just, already, not yet. yet
	Oh, no! My teeth have just fallen out.
	I'm only twenty and I've already lost my teeth! Inventors haven't made flying cars yet.
	Has anybody invented unbreakable glasses yet?
4	Read the sentences. Tick the correct boxes.
-	I've just dropped a glass.
	Did I drop the glass
	last week? 🔲 a few seconds ago? 🗹
1	My friend has already read this book.
	Has he read the book?
	No. 71 No. 71



2 Nobody has seen a real alien yet.

Yes 🗆 No 🗆

Has anybody seen a real alien up to now?



5 Choose the present perfect simple or the past simple. Think very carefully!

Dentists haven't developed (develop) a way of saving bad teeth yet.

I In 1675, nobody ... (know) about electricity,

Televisions and radios (not / exist) then either.

5 Luckily for us, inventors already (make) a lot of clever things.

your baby teeth (fall) out yet?

5 Mine (fall) out a long time ago.

6 Two hundred years ago people (steal) ivory from walruses!

7 They (make) false teeth out of the ivory.

8 Somebody ... just ... (discover)

a way of drilling teeth with a laser. It's great! It doesn't hurt.

y When I was younger I (hate) going to the dentist

10 1 just (go) to the dentist and

he said my teeth were perfect.



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

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

My teeth have just fallen (fall) out.

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

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

I (3) just (look) in the

mirror. I look very ugly! Nobody (4) (advise)

me what to do yet. My hairdresser (5) (Jeave)

the town last year and I don't know any dentists.

My friend Hamish (6) just

(tell) me that you can make false teeth from

walrus tusks. He says people used to do it a long time ago.

I wonder if it's true. I (7) already

(go) to the beach to look for a walrus.

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

the sea.

I don't think any of my neighbours (10) ... (see)

me yet. I'm going to hide away forever. No teeth, not much hair,

what a terrible day this is!

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

► Partner A Pve just found some dinosaur bones.

Partner B I found some dinosuur bones lost week.

Partner A Pve discovered a new planet.

Partner B I discovered a new planet three years ago.

Partner A I've just met an alien.

Partner B I met an alien when I was two.





Present perfect simple and past simple 3



Hero of the Himalayas

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

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

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

- I Tick () the correct boxes.
- Tony Nelson has hunted tigers ...
 all his life.
 for fifteen years.
- He's lived in the Himalayas ...
 all his life.
 for fifteen years.





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

He's lived in the Himalayas all his life.

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

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

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

- 2 Read the sentences. Tick the correct boxes.
- Tony Nelson has hunted tigers for fifteen years.

Does he hunt tigers now? Yes 🗹 No 🗆

- ▶ We lived in Belgium fifteen years ago.
 Do we live in Belgium now? Yes □ No
- He has had a dog for six years.

 Has he got a dog now? Yes □ No □
- 2 I had a cat six years ago.
 Have I got a cat now? Yes □ No □

REMEMBERI 1

This is the present perfect simple:

He's lived here since he was born.

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

Have you had that dog since you were a child?

This is the past simple:

We lived in Italy when I was younger.

He didn't live in Rome, did he?

Did you have a dog when you were a child?

See pages 216 and 211

- 3 Write two sentences of your own in the present perfect simple and two in the past simple.
- ► I've lived in this town for five years.

 I liked my last school.

REMEMBERI 📀

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

I've had a dog for six years.

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

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

He's lived there since 1999.

- = He started to live there in 1999.
- 4 Fill in the gaps. Use for or since.
- The tiger has been asleep for half an hour.
- I Tony Nelson has hunted the man-eaters fifteen years.
- 2 13e's hunted the man-eaters he was a boy.
- 3 He's fived in the hills a very long time.
- 4 He hasn't shot a tiger September.







5

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

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

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

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

- b Now write answers to these questions. Write whole sentences. Use the present perfect simple or the past simple.
- What's Tony Nelson always been?
 He's always been a brave person.
- I What's he done all his life?
- 2 What did his friend John give him?
- 3 How old was Tony when he got his first gun?

- 4 Has Tony got the gun John gave him now?
- 5 What's Tony done since he was a child?
- 6 What did he teach himself?
- 7 What's Tony written a book about?
- 8 Have many people read the book?

stagesterrories and annual management

6	Answer these questions about yourself. Write whole sentences. Use the present perfect simple or the past simple.
-	How long have you lived in your town?
	I've lived here for eight years. OR I've lived here since 1998.
1	Did you live in your town when you were a baby?
2	How long have you been a pupil at your school?
3	Were you at school last Saturday?
4	How long have you studied English for?
5	Did you do any homework last night?
6	How long have you known your English teacher?
7	Did he or she teach you last year?
8	What have you done since yesterday? (Write one thing.)
9	What did you do last weekend? (Write one thing.)
	How long have you spent at school today?
7	Fill in the gaps with the present perfect simple or the past simple. Be careful!
•	Tony has hunted (hunt) tigers all his life.
1	When he was only ten years old, Tony (shot) a leopard.
2	He (spend) his whole life in the jungle.
	He still loves the jungle now.
3	He loves dogs. He (have) dogs for years.
4	A dog called Jill (be) with Tony when he shot
	the first Icopard.
5	Tony shot a tiger, then he (run) all the way
	home to tell his brother, Tom.
6	There always (be) man-eating tigers
	in these hills, and they've always frightened the local people.
7	There's a new man-eater. It's called the Kasha tiger.
	Tony (know) about it for a month,
8	Last week he (decide) to look for the tiger.
9	The Kasha tiger (eat) three people since Monday!
10	Tony (leave) his house on Saturday morning.

All he took was his gun.



Present perfect continuous



- 1 Tick () the correct boxes.
- Splodge started running ...
 a short time ago. □
 a long time ago. □
- Look at the picture.
 Is Splodge still running?
 Yes □ No □



Δ

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

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

- He started running at five, it's ten now and he's still running.
 I've been writing letters for half an hour.
- I started writing letters half an hour ago and I'm still writing them now,
- 2 Read what Splodge has been doing. Underline the verbs that are in the present perfect continuous.

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

B

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

He's been running for a month.

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

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

He's been swimming since ten o'clock.

- = He started swimming at ten o'clock, and he's still swimming.
- 3 Answer the questions.
- Splodge has been running for an hour. How long has he been running? An hour.
- 1 Tumble has been watching Splodge for ten minutes.
 How long has be been watching him?
- 2 He's been throwing the javelin since yesterday evening.
 When did he start throwing the javelin?



Th

-

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

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

He looks tired because he's just stopped running.

Why are you wet? Because Pve been swimming.

- = I was swimming a short time ago but now I've stopped.
- 4 Match the questions and answers.
- Why are you smiling?
- Why are you tired?
- 2 Why are you hot?
- 3 Why are you cold?
- 4 Why are you wet?

I've been lying in the sun.

I've been standing in the snow,

I've been watching a funny film.

I've been swimming.

I've been working hard.

This is how you make the present perfect continuous:

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

Positive + Negative -

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

- 5 Fill in the gaps with the correct form of the verbs.
- He hasn't been running (not / run) all day, has her
- I We ... (swim).
- 2 She (read) all morning.
- 3 1 (not / watch) television.
- 4 You (eat) sweets, haven't you?

E

Question Short answer Have I been working? Yes, I have.

Have you been working?
Has he been working?
Has she been working?
Has it been working?
Have we been working?
Have you been working?

Have they been working?

Yes, you have. OR No, you haven't.
Yes, he has. OR No, he hasn't.
Yes, she has. OR No, she hasn't.
Yes, it has. OR No, it hasn't.
Yes, we have. OR No. we haven't.
Yes, you have. OR No, you haven't.
Yes, they have. OR No, they haven't.

OR No, I haven't.

- 6 Fill in the gaps.
- ► Have you been doing (do) your exercises?
- 1 he (run)?
- 2 they (dance)?
- 1 you (practise)?



- 7 Splodge started training for the Olympic Games two months ago. Read all the things he's been doing since then. Make sentences. Use the present perfect continuous with for or since.
- two months ago → started jogging
 He 's been jogging for two months.
- 2 last Saturday → started drinking milk
 He ______ milk _____ last
 Saturday.
- 3 two weeks ago → started practising the high jump

He the high jump

4 ten o'clock today → started throwing the discus

He the discus

5 three hours ago → swimming in Wibble pool

He ______ in Wibble

pool three hours.

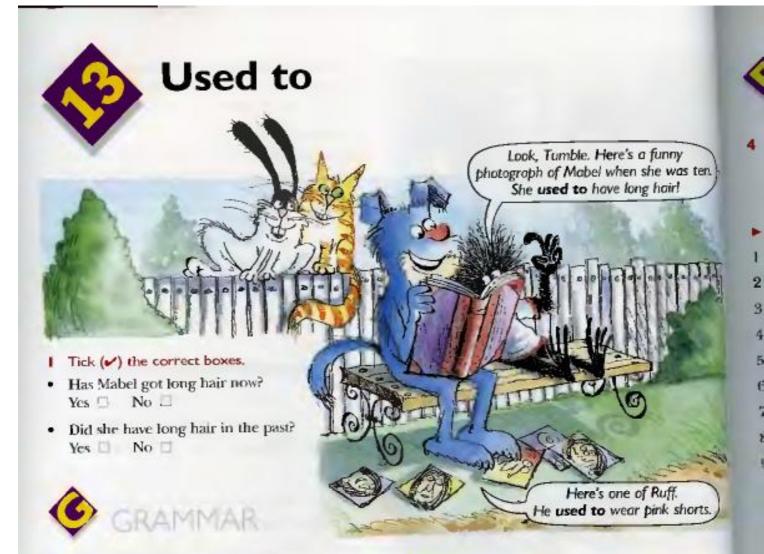




8 Look at the pictures. What do you think Splodge has been doing? Write whole sentences in the present perfect continuous. Use the words below if you need help.

have / a shower skip
swim talking / on the telephone
run lift / weights
buy / clothes do / the high jump
read drinking / fruit juice

▶ He's been buying clothes.



Δ

used to is to say what you did in the past.

You don't do it now.

Mabel used to have long hair.

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

I used to go to the beach every week.

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

2 Read the sentences. Answer the questions.

 When Mabel and Mildred were young, they used to wear jeans and T-shirts.

Do they wear jeans and T-shirts now?

Yes 🗆 No 🗀

When Splodge was a baby, he used to cry a lot. Does Splodge cry a lot now?

Yes No D

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

l used to you used to he used to she used to it used to we used to

you used to they used to

3 Fill in the gaps. Use used to.

► Splodge 1,500 to the zoo every Saturday.

I Ruff ... wear silly hats.

2 Ruff and Tumble go to Wibble School.

3 They _____ get bad marks at school.

4 Mildred ... have a cat.



4 Look at the picture of Mabel and Mildred. They looked very different ten years ago! Write ten sentences about their lives then. Use used to.

Þ	Vabel used to wear jeans.
I	
?	
1	
4	
ä	
6	
7	
8	Control of the Contro
9	MI - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -



5 Splodge is writing about the changes in Mabel and Mildred's lives.
Finish his sentences. Use used to and the right words from the list below.

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

- Mildred lives with Mabel. She used to live with her mother.
- 1 She likes classical music.
- She lives in Wibble.
- 3 Mabel works in a library.
- 4 She likes cats,
- 5 She gets up late.
- 6 Mabel and Mildred wear skirts.
- 7 They go swimming every week.
- 8 They drive a car.
- 9 They drink tea. ...
- 10 They eat fish and chips on Saturdays.

0			
a	Think about the time when you were five years old. What's different about you and your life now? Write five sentences. Use used to .		
•	I used to like milk but now J. don't like it.		
	Lused to have long hair but now I've got short hair.		
	I used to go to school by bus but now I walk.		
1			
2			
3			
4			
5	······································		
b	Now try to imagine your teacher when he or she was a student. Guess what he or she used to do. Write five more sentences.		
	She used to be a pupil but now she's a teacher.		
	He used to get good marks in English.		
	She used to like pop music.		
1			
2			
3			
4			
5			
7	Ask your teacher if you can play this game, Imagine you're a very old person who always exaggerates. Tell the class what you used to do in your past life. Try to exaggerate more than the last pupil.		
	Pupil A I used to live in a castle in California.		
	Pupil B I used to drive a pink sports car.		
	Pupil C. I used to be an airline pilot.		
	Pupil D I used to have three pet elephants		
	Pupil E I used to fly to the moon for the weekend.		
	Pupil F I used to be a famous film director.		
	Pupil G I used to eat caviar for breakfast.		



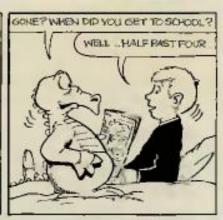
Past perfect simple











I Tick () the correct boxes.

Was Mo's teacher at school when Mo arrived?

Yes ... No 🗆

Which happened first? Mo arrived. The teacher left.



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

When Mo got to school the teacher had gone.

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

The teacher left before Mo arrived.

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

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

The match started before Snapper arrived.

- 2 Read the sentences. Answer the questions.
- Milly went home because she'd forgotten her books. What happened first?

Milly forgot her books. V Milly went home.

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

Mo's mum went shopping.

She saw her friend.

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

The teacher was angry.

Mo arrived late.

REMEMBER!

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

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

Be careful! Some past participles are not so easy.

eat	ate	eater
sing	sang	sung

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

3 Fill in the table.

	Base verb	Past simple	Past participle
•	wałk	walked	walked
1	sec	sdW	
2	meet	met	
3	open		opened
4	speak	spoke	
5	drink	drank	

R

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

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

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

See page 217

- 4 Complete the sentences in the past perfect simple.
- When Snapper came home,
 Mo hadn't done (not / do) his homework.
- Mo couldn't buy a comic because the shop (shut).
- 3 After he (eat) some toast.
 Snapper had a shower.



Question	Short answer		
Had (seen?	Yes, 1 had.	OR	No, I hadn't
Had you seen?	Yes, you had.	OR	No, you hadn't.
Had he seen?	Yes, he had	OR	No, he hadn't.
Had she seen?	Yes, she had.	OR	No, she hadn't.
Had it seen?	Yes, it had.	OR	No, it hadn't.
Had we seen?	Yes, we had.	OR	No, we hadn't.
Had you seen?	Yes, you had	OR	No, you hadn't.
Had they seen?	TO THE PERSON NAMED IN COLUMN TWO		No, they hadn't.

5 Complete these questions.

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



6 Read the sentences and answer the questions.

٠	Mo was angry because Snapper had forgotten to buy his comic.
	Which happened first? Snapper forgot to buy Mo's comic. ✓ Mo was angry.
1	After they'd been to the cinema, Mo and Snapper bought some burgers.

They bought some burgers. □
They went to the cinema. □

Mo and Pad gave Snapper some sweets

Which happened first?

2 Mo and Pad gave Snapper some sweets because they'd upset him.
Which happened first?
They upset Snapper.
They gave him some sweets. 3 After they'd been shopping, Mo and Milly decided to watch television.
Which happened first?
They watched television.
They went shopping.

4 Mo's friends bought him a present because he hadn't been very well.
Which happened first?
Mo wasn't well.
His friends bought him a present.

5 Mo went to see his grandparents because they'd been away on holiday. Which happened first? Mo saw his grandparents.

His grandparents went on holiday.

- 7 Join the two halves of each sentence with because. Use the past perfect simple in the second half of the sentences.
- Pad won a prize → write a good story
 Pad won a prize because he'd written a good story.
- Snapper didn't enjoy the film → see it before
- 2 Mo got bad marks in his test not revise
- 3 Milly caught a cold → go out in the snow
- 4 Mo's mum didn't go to work → car break down
- 5 Snapper wanted a computer game see it on television
- 6 Billy changed schools → his parents moved house
- 7 Mo went to the police station → lose his wallet
- 8 Snapper couldn't buy any sweets → spend all his money
- 9 The teacher punished Spike → cheat in a test
- 10 Mo didn't recognise his cousin → not sec him for a long time
- A
- a Work with a partner. Can you think of reasons why Mo and Snapper did the things below? Use the past perfect simple. Be as imaginative as you can. Write your ideas on a piece of paper.
- They went to an airfield.
- 1 They went to a police station,
- 2 They went into the garden at midnight.
- 3 They bought ten eggs and some lemonade.
- 4 They telephoned somebody they didn't know.
- 5 They hid behind the sofa for three hours.
- b Now read your ideas to the class.

- They went to an airfield because they'd booked some flying lessons.
 - They went to an airfield because they'd left their bicycles there.
 - They went to an airfield because they hadn't been to one before.
 - They went to an airfield because there was an air display there.



a Read what Mo did last Monday.

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

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

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

- c Now work with a partner. Take turns to tell each other what you did yesterday. Use the past simple and the past perfect simple.
- ➤ Partner A After I'd got up, I got dressed. After I'd got dressed,
 I packed my schoolbag. After I'd packed my schoolbag,
 I had breakfast, After I'd had breakfast...



Going to, will and present continuous



I Tick (✔) the correct boxes.

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



REMEMBER!

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

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

- Write sentences. Use going to.
- ► Tumble / see Mabel / tomorrow

 He 's going to see Mabel tomorrow.
- Ruff / buy sunglasses / this afternoon
- 3 I / pack a suitcase / tonight
 I
- 4 Mabel / take / them / to the airport / on Monday
 She

REMEMBER!

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

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

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

make help open get / answer

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

REMEMBER!

going to and will are both to talk about things in the future.

But be careful! Look at the difference:

'Pm going to buy a newspaper. Do you want anything?' (decided earlier)
'Yes, please. I'll have a Mo and Snapper comic.' (decides now)

"I'm going to pack the suiteases tomorrow." (decided earlier)
"I'll help you." (decides now)

- 4 Fill in the gaps. Use going to or will.
- ▶ Ruff We re going to go to India.

Splodge I come with you.

Tumble I take my camera.

Splodge Good idea! I take mine, too.

Ruff ! _____ buy a travel book.

Tumble I _____ come to the bookshop with you.

REMEMBER!

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

We're flying to India on Monday.

Splodge is visiting a friend this evening.

We're leaving home at four o'clock.

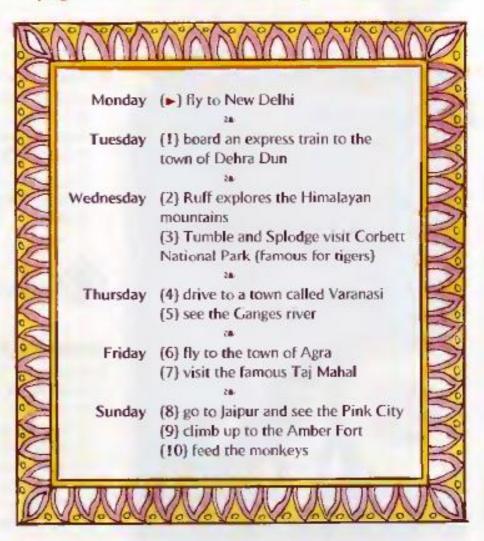
Soon Ruff, Tumble and Splodge(are going) to India on holiday. Mabel and Mildred are helping them tomorrow. Mabel is driving them to the airport in the afternoon. They're leaving home at four. Then Mildred is looking after their house for a month. She's haby-sitting Splodge's rabbit for him, too.



6	What are Ruff, Tumble and Splodge	going to do?
~	Look at their list. Write sentences, l	
	They're going to buy some film for	
1		2 pack the suitcases
2	n-asum-makenin-realis-sening or	3 find the passports
3		4 get the visus
4		, nead some travel traks
5		7 look at some maps
6		a decide which towns to vis
7		g Edy the roade
8		Mabel and Mildred
9		
10		
-		
	He's beginning to panic. Mabel and N Read what he says. Write suitable at There are some verbs below if you lend put in feed wash lo go iron buy mend	nswers. Use we'll. need help.
	Splodge	Mabel and Mildred
	I don't know where New Delhi is.	We'll show you a map of India.
1	I can't find my passport,	
2	! can't shut my suitcase.	***************************************
3	I'm scared of the doctor.	Transfer to the original and the contract of t
4	All my T-shirts are dirty.	(Territorial territorial and a state of the property of the pr
5	I haven't got a sun hat.	CANCEL SERVICE OF THE POWER OF
6	I can't put the film in my camera.	10000000000000000000000000000000000000
7	My safari suit needs ironing.	тоторования по отпротого поттительного
8	My sunglasses are bent.	And the second s
9	I haven't got any swimming trunks.	Cherton State Color Color Color Color Color Color
10	Sticky is hungry.	

- 8 Work with a partner. Take turns to say and answer the things below. Partner A, say sentences 1–5. Partner B, say sentences 6–10.
- I've got toothache. I can't add 563 + 47.
- 1 I'm cold.
- 2 I don't know where Rome is.
- 3 I'm hungry.
- 4 I can't find my pen.
- 5 The telephone is ringing.
- 6 I'm thirsty.
- 7 I can't spell 'dinosaur'.
- 8 I'm going to the cinema.
- 9 It's too hot in this room.
- 10 1 feel ill.
- ▶ Partner A Pve got toothache, Partner B Fll ring the
 - dentist. OR I'll get you an
 - aspirin.
 - Partner B 1 can't add 563 + 47.
 - Partner A I'll do it for you. OR I'll get a calculator.

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



•	On Monday they're flying to New Pelhi.
1	A contract of the second contract of the contr
2	
3	named and the contract of the
4	Section of the contract of the
5	interpretation from the contract of the contra
6	
7	
8	
9	
10	and the state of t



Going to and will

Footprints on the moon

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

But did you know that in thirty years' time you won't go on holiday to Spain, a limit of even the Caribbean. Why is t? Because to the go on holiday to the moon seeming think you'll need space seeming that in ground.





-		-		w 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	lick (the	correct	boxes.

- If you see somebody packing a suitcase, you think ...
 they're staying at home.

 they're going to go on holiday.
- Where do scientists say people will go to on holiday in the future?
 Alaska ☐ The moon ☐



REMEMBER!

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

You're going to go on holiday.
(I can see that you're packing a suitcase.)
It's going to be a hot day.
(I can see that the sun is shining.)

2 Fill in the gaps. Use going to.

- The astronaut is getting into the rocket.
 He's going to go to the moon.
- He's riding his bicycle too fast.

 He's fall off.
- 2 You haven't done your homework.
 You're get a bad mark.
- They're going to the petrol station.

 They're ______ fill the car with petrol.
- 4 1've been awake all night.

 I'm ______ be tired.

REMEMBERI 📀

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

I'll be on holiday next week.
I won't be in England.
We'll see our friends next month.

- 3 Circle will ('II) and won't.
- Wellgo to London by train.
- 1 I'll go and see my friends next week.
- I Iwon't go on holiday next year.
- 3 He'll help me mend my bicycle tomorrow.
- 4 I won't write this letter today.

REMEMBER!

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

Tourists will stay in hotels on the moon.

- I think they'll stay in hotels but I'm not sure. Some people won't like the moon.
- =1 don't think everybody will like the moon but I'm not sure.
- 4 Read the sentences. Tick the correct boxes.
- ▶ People will ride in space cars.
 Do I know that people will ride in space cars?
 Yes □ No
- 1 They'll spend several months in space.
 Do I know that they'll spend several months in space?

Yes D No D

They won't take their pets into space with them.

Do I know that they won't take their pets with them?

Yes D No D

REMEMBER!

This is how you make going to:

He's going to go skiing.

You're going to be tired tomorrow.

It isn't going to be cold today.

They aren't going to go to Mars.

This is how you make will:

I'll be in China next week.

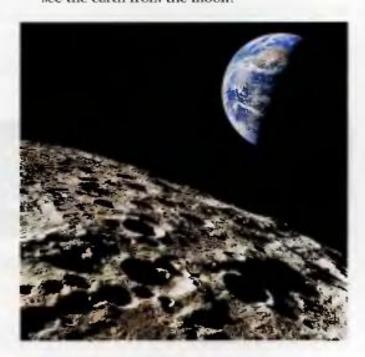
We'll travel into space in the future.

I won't be at school on Friday.

They won't send rockets to Venus.

- Complete the sentences. Choose going to or will.
- My friend is carrying a suitcase. She's at the airport. She 's going to ______ catch a plane.
- In the future we won't travel by plane.

 We travel by rocket.
- 2 It's raining outside so we get wet.
- 4 When we go into space, we see the earth from the moon.



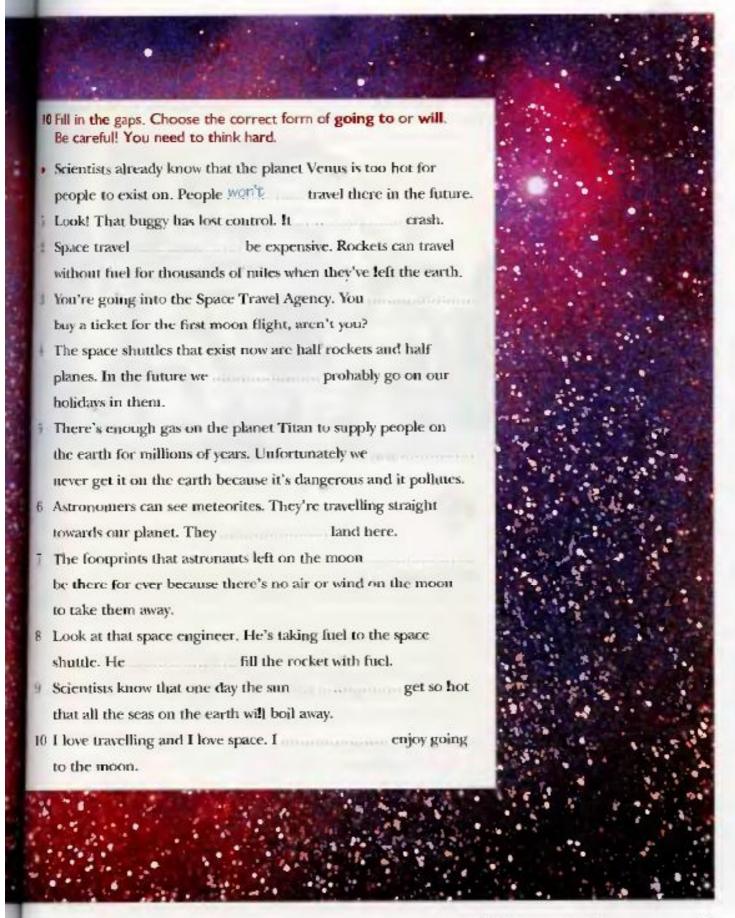


6 Read the sentences. Write what's going to happen next. Use the words below if you can't think of an answer. get wet break go to the moon rain / build a hotel on the moon be a hot day book a holiday be late have a picnic go sailing There are big black clouds in the sky. It 's going to rain. 1 The wind is very strong. It's bending the branches of the trees. The branches 2 There are some people in the travel agency. They've got some money. They 3 You're learning how to move in a space suit. 4 It's only eight in the morning and the temperature is already 27 degrees! 5 This astronaut is taking building materials to the moon. 6 ! can see some people wearing lifejackets. They're getting into a boat. 7 My friend is putting sandwiches and biscuits into a basket. She 8 Be careful! You're driving your moon buggy too fast! 9 It's 8.45 am, My lesson starts at 8.50 am but I'm still at home.

10 It's raining very hard. We aren't wearing jackets.

7	
a	What will happen to holidays and travel in the future? Make sentences. Use will or won't.
Þ	Cars / faster / smaller
1	Aeroplanes / quieter / carry more people
2	Buses not / use petrol or diesel / use electricity
5	People / not stay at home / visit other countries more often
4	We / book travel tickets / by computer
5	People / stay / in hotels on the moon
	Care will be faster. They'll be smaller.
I	
2	
3	
4	
5	
b	Work with a partner. Write six more sentences to say what will happen in the future.
	Almost everybody will use the Internet.
	People won't use typewriters any more.
1	
2	
9	
4	
5	meconoxico como e emperimento en entre en entre en entre en en entre en entre en entre en entre en entre en en
6	

8		*1
a	What things do you know you or your friends and family will do next year? Write five sentences. Use will.	100
•	My sister will go to a new school.	Section 1
	I'll be thirteen.	CHECK T
1	CALLS CONTROL OF CONTR	1
2	Charles of the Control of the Contro	
3	Committee to the control of the cont	
4	The second secon	
5		
b	Now think about all the things you know you or your friends and family won't do next year. Write five more sentences. Use won't.	
	My sister won't stay at the same school.	V Van
	won't learn a new instrument.	100 mg
1	The state of the s	
2	Company of the Compan	
3	THE RESIDENCE OF THE PROPERTY OF THE PARTY O	100
4	The state of the s	
5		
9	Imagine life in thirty years' time. What will it be like? Work with a partner. Write down all the things you think or guess will happen. Use will or won't.	
	Rockets will go to the moon once a day.	
	Scientiets will find life on other planets.	
	We won't travel to Mars.	
1	The same of the sa	
2		
3		1.475
4		
5		100
6		
7		
8		
9		Le de
10	O . The latest the lat	





- Tick () the correct boxes.
- Who invented the Underwater Motorbike? Ruff Dr Quixit 🗆
- Splodge can't have the Electric Mouse-Catcher because ... somebody has broken it. [] somebody has bought it.



REMEMBER! 1

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

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

- 2 Read the sentences. Put A (Active) or P (Passive) in the correct boxes.
- The Storytelling Machine was sold last year. Ruff invented a Bath-Filling Machine, didn't he?
- 2 The conference is organised every year.
- 3 Sticky has broken the Hot Rain Machine.
- 4 Great! An Unbreakable Egg has been invented.

REMEMBERI 📀

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

eaten, sold, found, invented, seen, shown

3 Circle all the past participles you can see.

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

REMEMBERI 1

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

This is the present simple passive:

Lots of machines are sold at the conference every year.

This is the past simple passive:

Lots of machines were sold at the conference last year.

This is the present perfect passive:

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

This is the future simple passive:

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

- 4 Fill in the gaps. Use the correct tense of the verbs in brackets in the passive.
- ► Yesterday two new machines were sold (sell).
- 1 Every year people (show) new inventions,
- 2 Last year, Ruff's Dream Potion (buy) by a doctor.
- 3 the Hot Rain Machine (test) yet?
- 4 Tomorrow a speech (give) by Ruff.

A

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

The conference is organised by the Inventors' Society.

The Underwater Motorbike was invented by Dr Quixit.

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

- 5 Make these sentences passive. Use by + person.
- Professor Thunderhead gave the prize for 'Best Invention'.
 The prize for 'Best Invention' was given by Professor Thunderhead.
- 1 The Inventors' Club bought the Electric Mouse-Catcher.

The Electric Mouse-Catcher

2 Ruff gave the best speech.

The best speech

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

 Splodge's autograph book
- 4 Tumble has bought the Unbreakable Egg.
 The Unbreakable Egg



6 Read what happens at the International Inventors' Conference every year.
Fill in the gaps, Use the present simple passive.

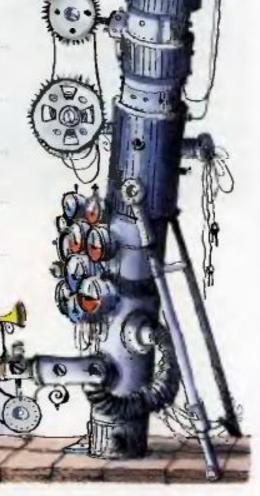
A few months before the conference, the invitations Faxes and e-mails (1) (send) to inventors all over the world.

The date of the conference (2) (announce) in the newspapers. Then inventors (3) (ask) to send details of their inventions to the Inventors' Society.

At the end of the week machines and potions (I0) (buy) and sold. A lot of money (II) (pay) for the best inventions of the war. Two prizes (12) (award). There's a prize for 'Best Invention' and one for the most imaginative inventor.

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

 Weas were swapped.
- 1 People tested Ruff's Dog-Walking Machine.
- Somebody bought Ruff's Tiny Talking Clock on the first day.
- People gave some interesting speeches.
- I Somebody broke the Star-Catcher Telescope,
- 1 People discussed Physics and Chemistry.
- Somebody sold the Underwater Motorbike.
- People wrote cheques for thousands of points.
- 8 Somebody exhibited an Electric Mouse-Catcher.
- 9 People admired the Storytelling Machine.
- 16 Somebody lit two Everlasting Candles.



International Inventors' Conference Newsletter

Headlines:

TWELVE NEW INVENTORS' CONTRACTS SIGNED

TWO PRIZES AWARDED TO MRS VANDERCLASH

DR QUIXIT'S LETTER-WRITING MACHINE STOLEN

THE QUICK-THINKING POTION TESTED

PROFESSOR THUNDERHEAD TAKEN TO HOSPITAL

> THE AMAZING UNBREAKABLE EGG INVENTED

NEW PRESIDENT CHOSEN FOR THE SOCIETY

RUFF'S WONDERBOOK OF MACHINES PUBLISHED

ANCIENT CHEMICALS DISCOVERED IN ECYPT

DR FIXIT'S LAB EQUIPMENT RETURNED

THE TINY TALKING CLOCK SOLD TO AMERICA

8	8 Look at the headlines from the Inv Write what's happened. Use the present	
	► Twelve new inventors' contracts	have been signed.
1	1	
2	2	
3	3 real-manufactures research Column	
4	4	
5	5 Commence of the Commence of	
6	6	
7	7 non-terrorismorroscon an anti-frattamorrosc	
8	8 managamental distribution in the	monimum and a section of the section
9	9	
10	10	***************************************
9	 Next year's conference will be in N Use the future simple passive. 	New York. Fill in the gaps.
	Next year's conference ▶ Will be b	eld (hold) in
	New York. Two thousand people (1)
	(invite). A special lecture (2)	(give)
	by Mrs Vanderclash. On the first e	vening a party
	(3) (or	ganise) for the inventors.
	During the party a list of the new	inventions
	(4) (re	ad) out,
	On the second day of the conferen	nce, all the new machines
	(5) (sh	ow) on television. The
	inventors (6)	(film) by the New York
	Television Company, Next, they (7	0
	(interview) by journalists, and fina	lly they
	(8) (asi	k) to give demonstrations of
	their machines.	
	The prize winners (9)	(announce) or
	the last day of the conference. The	eir inventions
	(10) (e	xhibit) in Central Park so that

everybody can see them.

- 10 Rewrite these sentences. Use by + person. Be careful to use the right tense!
- Mrs Vanderclash will give a lecture.

 A lecture will be given by Mrs Vanderclash...
- 1 Professor Thunderhead invented the Unbreakable Egg.
- 9 World-famous scientists teach the young inventors.
- 3 The New York Television Company will film the inventors.
- 4 An American physicist has bought the Tiny Talking Clock.
- 5 Dr Quixit rode the Underwater Motorbike.

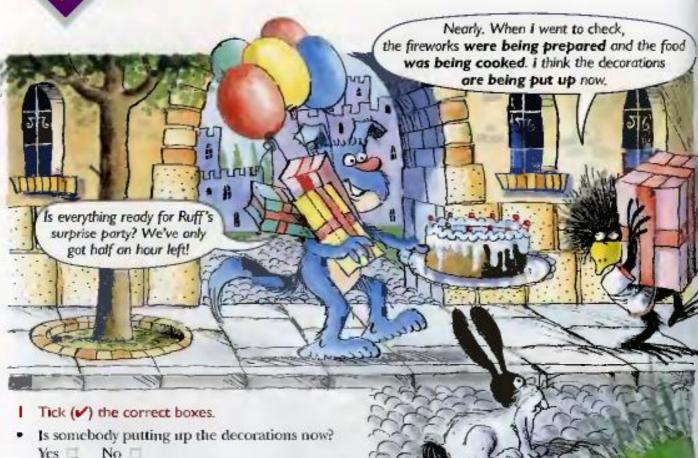


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- 6 The Inventors' Club in Moscow buys a lot of new inventions.
- 7 Ruff will test the Quick-Thinking Potion.
- 8 Mrs Vanderclash has already sold three machines.
- 9 Every year the inventors drink thousands of cups of coffee.
- 10 The President of the Society will award a new prize next year.



Passive 2



- Yes 🗆 No 🗆
- Do you know who's putting up the decorations?





REMEMBERI

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

Splodge and Tumble often organise parties. - Active (1 know that Splodge and Tumble often organise parties.)

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

- 2 Rewrite the sentences in the passive.
- People cook special food. Special food is cooked.
- People buy presents.
- 2 People decorate the town,
- People play music.
- 4 People light fireworks.

A

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

Ruff's party is organised by Splodge.

The fireworks are provided by the Wibble Firework Company.

The food is prepared by the Mud Pie Cafe.

- 3 Read the sentences. Answer the questions.
- 1 All the music for the party is recorded by Mabel.

Who records the music for the party?

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

Who pays for the cakes and biscuits?

B

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

The surprise party is being arranged.

Presents are being wrapped.

The music is being recorded.

- 4 Finish the sentences. Use the present continuous passive.
- People are taking children to watch the preparations.

Children are being taken. to watch the preparations.

- 2 The café owners are preparing ice cream and drinks.
 fce cream and drinks
 by the café owners.
- 3 People are taking photos of the decorations.

 Photos of the decorations.

C

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

At six o'clock yesterday, the cake was being decorated.
The presents were being wrapped.
The streets of Wibble were being cleaned.

- 5 Complete the sentences. Use the past continuous passive.
- 1 Music (play).
- 2 Flags (hang).
- 3 A huge fruit salad (make).
- 4 Songs (sing).



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

Children were drawing pictures.

Pictures were being drawn.

Parents were dressing their children in fancy dress costumes.

Children

People were bringing boxes full of food to the square.

 Boxes full of food

4 Somebody was blowing up balloons.

Balloons

5 A band was playing some jazz. Some jazz

6 The mayor was lighting the bonfire.

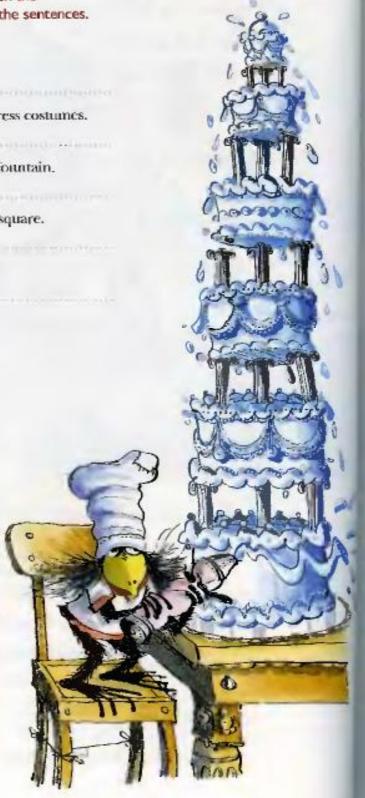
The bonfire

7 People were cooking chicken on a barbecue. Chicken

8 Children were wrapping presents.
Presents

9 Somebody was making toffee apples.
Toffee apples

People were decorating Ruff's cake.
 Ruff's cake





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

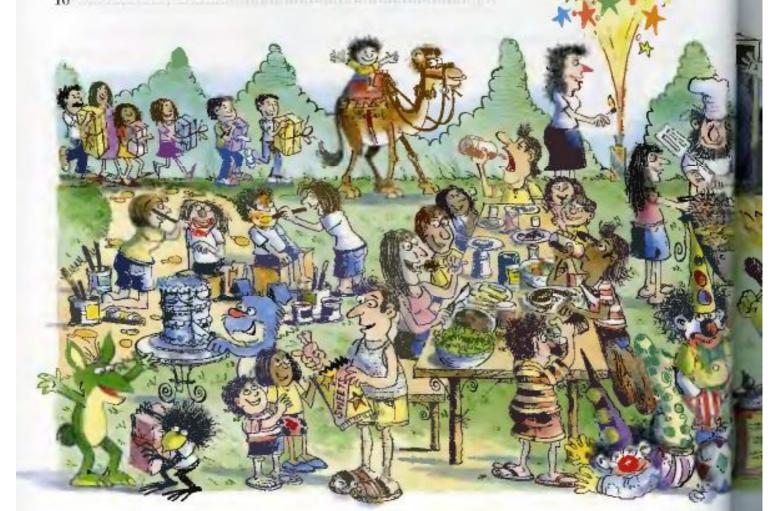
9

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

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

Music is being played.

1 (manufactural and manufactural and man



- b Work with a partner. Take turns to ask and answer five questions each about the picture. Use the present continuous passive.
- ► Partner A What's being eaten?
 - Partner B Meat and potatoes are being eaten.
 - What's being given?
 - Partner A Presents are being given.
- 9 Imagine that you were at Ruff's surprise party. Write a letter to a friend. Describe what was happening when you arrived. Write as many things as you can. Use the past continuous passive.



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



The causative











I Tick (✔) the correct boxes.

- Who cut Mo's hair?
 Mo □ Snapper □
- Do you usually cut your hair yourself?

* Comment	
Yes	No 🗆



A

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

I have my hair cut once a month.

- = Somebody cuts my hair for me once a month.
- My dad has his car serviced twice a year.
- = The garage services the car for him.

2 Read and answer the question,

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

How many things does Rick have done for him?

REMEMBER!

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

have + object + past participle

I have my hair cut.

I have my teeth checked.

We have the car serviced.

- 3 Fill in the correct past participle.
- She has her shirts ironed (iron).
- 1 My mum has her house (clean).
- Dad has the car tyres (check).
- My brother is a lawyer. He has his letters (type).
- 4 We have the house _____ (paint) once a year.

ı

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

I have my hair cut every month.

I'm having my hair cut now.

I had my hair cut yesterday.

I was having my hair cut at ten o'clock.

Pre just had my hair cut.

I had post had my hair cut when I saw him.

I'll have my hair cut tomorrow.

Present simple

Present continuous

Past simple

Past continuous

Present perfect

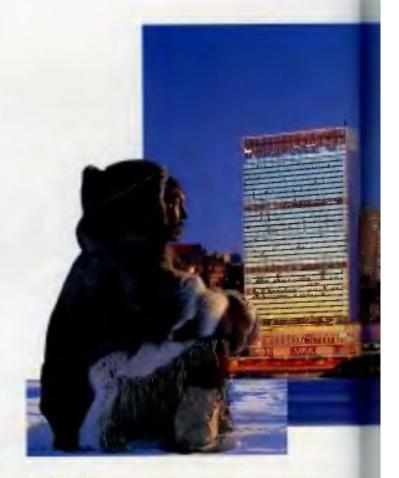
Past perfect

Future

- 4 Write the correct tense in the gaps.
- ▶ I think he 9 already had his car serviced.
- At the moment Dad his computer fixed.
- 2 He the front door mended last year.
- 3 At three o'clock yesterday hc his hair cut.
- Tomorrow he the windows cleaned.

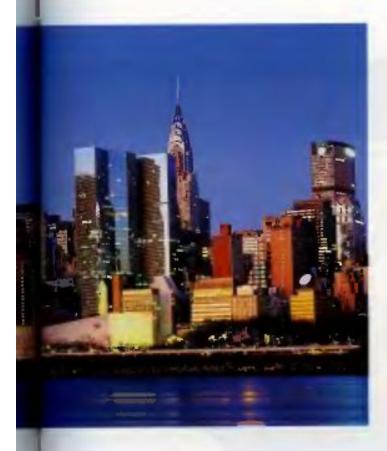


- 5 Mo's granny is very old. There are a few things she can't do. A lot of people help her. Write what she has done for her. Use the present simple of have something done.
- Somebody cleans her house.
 She has her house cleaned.
- Somebody cooks her meals.
- 2 Somebody washes her clothes.
- 3 Somebody services her car.
- 4 Somebody cleans her windows.
- 5 Somebody does her shopping.
- 6 Somebody looks after her garden.
- 7 Somebody mows the lawn for her.
- 8 Somebody posts her letters.
- 9 Somebody irons her clothes.
- 10 Somebody delivers her newspaper.



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

some new clothes / make / a yacht / build a video / make his portrait / paint a house / designed his beard / shave some flowers / send home his fortune / tell his hair / cut some photographs / take a party / organise



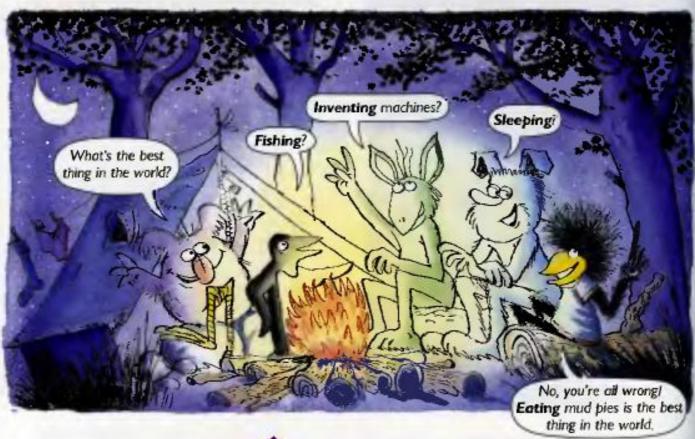
7	Work with a partner, Imagine this, You've just
	been elected President and Vice President of
	your country. Your jobs start tomorrow. What
	will you have done? Write down as many ideas
	as you can. Use the future of have something
	done

We'll have all the beaches cleaned up.

- The Salar Bridge Company of the Co
- A DE CONTRACTOR DE CONTRACTO
han determinance of meaning a complete con-
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I Tick (✔) the correct boxes.

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

 Inventing machines



GRAMMAR

A

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

Reading is fun. = [t's fun to read.

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

I ionel likes fishing. - I ionel likes to fish.

2 Circle all the ing forms you can see.

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

B

It's easy to make an ing form:

base verb + ing

cook → cooking talk → talking

read → reading do → doing

3 Make ing forms for these verbs.

▶ eat → gating

listen +

teach -

sleep →

buy -

drink -

find →

meet -

draw +

r

Be careful! Some verbs end in e.

Take away e and add ing.

write + writing make - making

smile → smiling ride → riding

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

bite write ride make smile

▶ 1 like writing poems.

1 Splodge loves _____ mud pies.

2 Tumble likes his bicycle.

3 shows people you're happy.

4 Sticky thinks people is funny.

D

Learn the spelling of these ing forms.

swim → swimming run → running
sit → sitting dig → digging
cut → cutting begin → beginning

- 5 Fill in the gaps. Make ing forms of the verbs in brackets.
- ► Splodge enjoys satting (cut)
 Tumble's hair.
- 2 Tumble hates (run).
- 4 Splodge says (swim) is good for you.

F

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

He's interested in reading. She's good at doing Maths.

6 Circle the ing forms.

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

F

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

Swimming is fun. (Subject)

Splodge doesn't like working. (Object)

See Chapter 44.

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

-	Inventing machines is good fun.	Subject 🗹	Object [
1	Ruff loves inventing.	Subject	Object 🗆
2	Making magic potions can be dangerous.	Subject 🗆	Object 🗆
3	Splodge likes eating	Subject	Object 🗆



8

a Make the Ing forms of these verbs.

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



- b Choose five of the ing forms. Write five questions to ask a friend.
- Do you like drawing?...

Is sleeping bad for you?

- Now work with a partner.
 Take turns to ask and answer the questions.
- ► Partner A Do you like drawing?
 - Partner B Yes, I do.

 Is sleeping bad
 for you?

Partner A No, it isn't.

RUFF GOOD AT

-play/football invent/machines paint/pictures

BADAT

-make/FizzyInk do/washing-up save/money

GOOD AT
tell/stories
write/letters
cook/curry

BAD AT fride/horses tidy/his room water/the plants

a	Splodge is thinking about Ruff and Tumble. What does he think they're good at and bad at?
	Ruff is good at playing football.
	He's bad at making Fizzy Ink.
1	- construction and the contract of the contrac
2	
3	CHARLEST CONTRACTOR OF THE PROPERTY OF THE PARTY OF THE P
4	
5	
6	- Proposed Color Prop Areas and Prop P Constitute
7	
8	and the second second second second
9	
10	1.032491000000000000000000000000000000000000
b	Write a list of three things you're good at and three things you're bad at. Use an ing form.
	I'm good at writing letters.
	I'm bad at playing tennis.
	AND DOUGHOUSE HOME DESIGNATION OF THE PROPERTY OF THE PARTY OF THE PAR
	· · · · · · · · · · · · · · · · · · ·
	- contesses contisses a ten at a manufacture (12)
	The commence of the control of the c
	STREET, STREET

- Now swap books with a partner. Take turns to tell the class what your friend is good and bad at.
- Pupil A Sophie is good at writing letters, but she's bad at playing tennis.
 - Pupil B Peter is good at playing football, but he's bad at reading.

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

Splodge Lionel, please help me. I'm bored with

carning (learn) my French verbs.

Can we go (1) (swim)?

Lionel No, it's too cold to swim. Why don't we go

(2) (fish) instead? I'm good at

(3) (catch) fish. And I'm very

good at (4) (cook) them!

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

The River Wibble is too close and I love

(5) (go) in your car.

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

(6) (drive) is quite difficult.

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

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

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

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

more difficult than driving!

Splodge Why?

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

b Work with a partner. Take turns to ask and

answer these questions.

What's Splodge bored with? What does Splodge want to do?

What does Lionel say he's good at?

Why must Splodge be quiet in Lionel's car?

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

What does Lionel think is bad for Splodge? What does Splodge never stop doing?

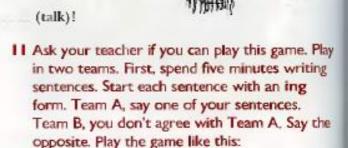
► Partner A What's Splodge bored with?

Partner B He's bored with learning French verbs.

Partner B 11hat does Splodge want to do?

Partner A He wants to ...

Je suis un petit monstre mais tout le monde maine beaucoup.



 Team A Climbing mountains is more interesting than cooking.

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

Team B Sleeping is healthier than running.

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



Verb patterns



I Tick (✔) the correct boxes.

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



A

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

I like playing games.

I want to play outside,

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

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

Splodge usually loves going out, but today he wants to stay at home. That's because today he wants to make chocolate paper. Yesterday, Ruff promised to show him the new chocolate paper machine. Splodge likes watching Ruff in his laboratory – he enjoys belping Ruff with his secret potions and inventions.

R

Use an ing form after these verbs:

enjoy, like, love, hate, finish, go, stop

Splodge hates going to school.

He loves swimming

Stop making so much noise, Splodge!

- 3 Fill in the gaps. Use an ing form.
- Has the machine stopped making (make) paper?
- 2 He likes (eat) chocolate paper.
- 3 Ruff enjoys (invent) machines.
- 4 Tumble goes (shop) once a week.

C

Use to + base verb after these verbs:

decide, forget, hope, learn, need, promise,
want, would like, would love, would hate

Oh dear, Splodge is learning to ski!

He promises to do his homework every day.

Splodge would love to eat chocolate paper every day.

He'd hate to live with Mabel.

- 4 Finish the sentences. Use to and the verbs below.
- Splodge sometimes torgets to wash... (wash)
 his hands.
- I He often promises (tidy) his bedroom.
- 2 He's learning (play) the drums,
- 3 He'd like (go) on holiday.
- 4 He's decided (invent) a holiday machine.



5

a Look at Splodge's lists. Write what he enjoys, likes, loves and hates doing.

I enjoy watch / cartoons ✓ go / to the cinema play / the drums

I love make / Fizzy Ink practise / the violin talk / to Lionel I like eat / chocolate paper ✓ visit / my friends swim

I hate do / homework go / to the hairdresser's write / letters

He enjoys watching cartoons.

He likes eating chocolate paper.



b	Write two things that you enjoy doing and two things that you hate doing.								
	enjoy visiting my friends.								
	hate going out in the rain.								
1									
2	Annual research report from the property and an annual report of the second state of t								
3									
4									
c	Now swap books with a friend. Tell the class what your partner enjoys and hates.								
•	Pupil A He enjoys getting presents. He hates practising the piano, Pupil B She enjoys playing basketball. She hates making mistakes.								
6									
2	Choose the correct verb to complete the sentences. Use to!								
	feed work go teach drive do swim send play invent be								
•	Mabel often forgets 10 feed her cat.								
1	Splodge promises the washing-up tonight!								
2	Ruff has decided a new machine.								
3	3 Splodge is learning the xylophone.								
4	Tumble hopes to Belgium next year.								
5	Splodge would love a millionaire!								
6	Mildred always forgets Ruff a birthday card.								
7	Splodge needs harder,								
8	Mabel promises her car more carefully.								
9	Ruff would like in the Dead Sea.								
10	Splodge wants Sticky to speak English.								
b	What would you like to be or do? Write five sentences.	c		oks with a partner.					
	I'd like to be a famous artist.		what your friend would like to be or do.						
	I'd like to go to the North Pole.								
	I'd like to see an alien,	•	Pupil A	She'd like to be					
	distinction in the form of the second		Pupil B						
	Mark and a series of the serie		Pupil C	a new planet. She'd like to swim					
			12.57	with a dolphin.					



a Splodge has decided what he wants to be when he's older. Read the conversation, Fill in the gaps. Use to + base verb or an ing form. Think carefully!

Splodge Tve decided ► to go (go) to Wibble Zoo every Saturday. I'd like

(1) (work) there when I'm older.

Tumble Every Saturday? But what will you do at the zoo?

Splodge There's lots to do. I enjoy

(2) (see) all the animals and I need (3) (know) all about them. I hope (4) (learn) a lot from Alfred, the zoo-keeper, because one day I'll have his job!

Splodge Don't be silly, of course I'm not too young. Alfred has promised (6) (teach) me how to feed the animals. Lionel can help me, too. He loves

(7) (show) me how to do things,

Tumble All right. If you want (8)

(go) every Saturday, you can. But you mustn't forget (9)

(do) your homework every Friday night

Splodge Of course I won't forget! I'll finish

(10) (do) my Biology homework
now.

b Work with a partner. Take turns to ask and answer the questions.

Where has Splodge decided to go every Saturday? What would he like to do when he's older? What does he enjoy? What has Alfred promised to do? What does Lionel love? What mustn't Splodge forget? What's Splodge going to finish doing now?

Partner A Where has Splodge decided to go every Saturday?
Partner B He's decided to go to Wibble Zoo.
Partner B What would he like to do when he's older?

He'd like ...

Partner A

REVISION 3 - present and past tenses

like, love, bate, think, understand, believe,

know, want.

I lead the sentences and tick the correct boxes. Splodge usually rides his bike to school but today he's riding his skateboard. The present simple is to talk about things you're doing now. The present continuous is to talk about things you're doing now. Read the examples. Cross out the wrong word in the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	Write the positive (+) forms of the verb eat in the present and past simple.		4	Write the positive (+) forms of these verbs in the past simple.	
he he she she know it i	Present	Past		drop	
talk she she she know it i	1	Lagrandianona		ride	
talk she	you	you		see	
we we we we we we we would they you they they they they they they they they		he amananana		talk	
we we would would be sentences and tick the correct boxes. Splodge usually rides his bike to school but today he's riding his skateboard. The present simple is to talk about things you're doing now. The present continuous is to talk about things you'do again and again. The present continuous is to talk about things you'do again and again. The present continuous is to talk about things you're doing now. The Titanic (sail) across occan when it (hit) an ic wouldo again and again. The Titanic (sail) across occan when it (hit) an ic would be sentence and answer the questing a film when I heard a loud be what happened first? I started watching a film. The ard a loud bang.	she	she		know	
they they they sanging a song. Read the sentences and tick the correct boxes. Spledge usually rides his bike to school but today he's riding his skateboard. The present simple is to talk about things tou do again and again. You're doing now. The present continuous is to talk about things tou do again and again. You're doing now. The present continuous is to talk about things tou do again and again. You're doing now. The Titanic (sail) across ocean when it (hit) an ice is the sentence and answer the questing a film when I heard a loud by the same travelling. The trianic is to talk about things to talk about things the wants another ice cream.			5	Read the example and cross out the wrong word in the rule.	
The past simple / continuous is to talk a things you were in the middle of doing a time in the past. The present simple is to talk about things vou do again and again. The present continuous is to talk about things vou do again and again. The present continuous is to talk about things vou do again and again. The present continuous is to talk about things vou do again and again. The Titanic (sail) across ocean when it (hit) an ic vou do again and again. The Read the sentence and answer the questing the talk about things vou're doing now. Read the examples. Cross out the wrong word in the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	you_constituted	you		Ruff went to bed early yesterday. At two o'clock in the morning he woke up. Why? Because Splodge wa	
Splodge usually rides his bike to school but today he's riding his skateboard. The present simple is to talk about things you're doing now. The present continuous is to talk about things you do again and again. The present continuous is to talk about things you do again and again. The Titanic (sail) across occan when it (hit) an iccommoderate the examples. Cross out the wrong word in the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	they	they			
time in the past. The present simple is to talk about things vou do again and again. you're doing now. The present continuous is to talk about things vou do again and again. vou do again and again. The Titanic (sail) across occan when it (hit) an iccomposition of the sentence and answer the question of the sentence and answer the question of the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	Splodge usually rides his bike to school but today he's			The past simple / continuous is to talk about	
The present simple is to talk about things vou do again and again. The Titanic (sail) across occan when it (hit) an iccontinuous is to talk about things vou do again and again. vou do again and again. Read the examples. Cross out the wrong word in the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.				things you were in the middle of doing at a time in the past.	
continuous. The Titanic (sail) across occan when it (hit) an iccontinuous is to talk about things You're doing now. Read the sentence and answer the question of the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	The present simple i	s to talk about things	6	Fill in the gaps. Use the past simple and	
The Titanic (sail) across ocean when it (hit) an ice would be again and again. Read the examples. Cross out the wrong word in the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	vou do again and aga	nin. 🗆			
vou do again and again. Nou're doing now. Read the examples. Cross out the wrong word in the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	you're doing now.	0		The Titanic (sail) across the	
wou're doing now. Read the sentence and answer the question of the work of the wrong word in the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	The present continuous is to talk about things			ocean when it (hit) an iceberg	
I was watching a film when I heard a loud by the started watching a film when I heard a loud by the started watching a film. I started watching a film. I heard a loud bang. I was watching a film when I heard a loud by the started watching a film. I heard a loud bang. I heard a loud bang.	vou do again and again.			Read the centence and answer the direction	
in the rule below. Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	you're doing now.	D.		I was watching a film when I heard a loud bang	
Splodge likes travelling. He doesn't understand Maths. He wants another ice cream.	in the rule below. Splodge likes travelling. He doesn't understand Maths.			What happened first?	
He doesn't understand Maths. He wants another ice cream.				I started watching a film.	
				I heard a loud bang.	
Use the present simple / con 'ous with					

REVISION 4 – present perfect; past perfect

ı	Write the positive (+) form of the verb go in the present perfect simple. I / you / we / they		Fill in the gaps with for or since .
			I've been here Saturday. He's lived there two years.
	he / she / it		I've had my rabbit seven years.
2	Write the negative (-) form of the verb meet in the present perfect simple.		I haven't spoken to himten o'clock.
	I / you / we / they he / she / it	7	Fill in the gaps with the present perfect and the past simple.
3	Read the sentence and answer the questions. Splodge has read lots of comics.		I just (speak) to a friend on the telephone.
	Do you know when Splodge read the comics? Yes □ No □ Is it important when he read them? Yes □ No □		He (call) about an hour ago. Read the sentence and answer the question. Splodge has been reading a comic since six o'clock. Is Splodge still reading? Yes No
4	Read the sentences and answer the questions. Mo has gone to the beach.		Write the positive (+) forms of the verb run in the present perfect continuous.
	Is Mo at the beach now? Yes □ No □		I / you / we / they he / she / it
	Mo has been to the beach. Is Mo at the beach now? Yes □ No □		Read the example and answer the question. Splodge arrived at the party at two but his friends had already gone.
5	Fill in the gaps with just, already and yet. Have you read the letter?		What happened first? Splodge arrived. His friends left.
	I've seen an old friend. Look! He's finished.		Write the positive (+) and negative (-) forms of the verbs below in the past perfect simple. swim eat read give
			She
			They
			You
			We

REVISION 5 - future; passive

I fill in the gaps. Use the present continuous,	What words can you use to give information
He (see) a friend tonight.	about the future?
Next Tuesday I (visit) my	You can use and
grandparents.	6 Tick the passive sentences.
We (not / play) in the	Ruff eats too many eggs,
concert next month.	Omelettes are made with eggs.
2 Read the example. Cross out the wrong word in the rule.	The conference was held in New York.
Spledge is watching a film tonight	Good news! All the mice have been caught.
You can use the present simple / continuous	The Electric Mouse-Catcher caught them.
to talk about things you've arranged to do in	Splodge will be given a present tomorrow.
the future.	7 Answer the question.
	When do you use the passive?
Read the conversation. Answer the question.	When you know who does the action.
Mo I'm going to write a book tomorrow.	When you don't know who does the action.
Snapper Brilliant idea! I'll write one too.	
Who's already decided to write a book?	8 Look at the example and complete the rule.
The the state of t	That machine was bought by Dr Quixit.
Who suddenly decides to write a book?	Use + person if you want to say who
	does the action.
Name and American	9 Rewrite the sentences in the passive.
Read what Ruff says. Tick the correct box.	Somebody cleans Splodge's room.
Look at those clouds! There's going to be a thunderstorm.	Splodge's room
How does he know there's going to be	
a thunderstorm? He knows because	Somebody has made his lunch.
he's a clever inventor.	His lunch
	Somebody will take him on holiday.
he can see the clouds.	Не принципальный принципальный
Read the sentences. Answer the question.	Somebody stole Ruff's machine.
I'll be a year older next week.	Ruff's machine
The party will be at my house on Friday. We won't go out tomorrow.	Kull 8 Hochine

REVISION 6 - used to; causative; ing forms; verb patterns

ı	Read the sentences and answer the question.	6	Look at the examples and finish the rule.
	Ruff used to wear furny clothes. Mabel used to sing pop songs.		Swimming is good for you. I like swimming.
	Does Ruff wear funny clothes now?		ing forms can be the or the
	Yes 🗇 No 🖾		of a sentence.
	Does Mabel sing pop songs now?	7	Complete the sentences. Use ing forms.
	Yes 🗆 No 🗔		l love
2	Write two things you used to do.		I hate !-!!-!
			I cnjoy
	The same of the sa		I go
4	Look at the examples and answer the questions. Splodge had his hair cut yesterday. Did Splodge cut his hair himself? Yes No Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes No Tomorrow No. Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes No Tomorrow No. Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes No Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself? Yes Tomorrow Mabel is having the car serviced. Is Mabel going to service the car herself?	9	Read the examples and complete the rule. He often forgets to do his homework. She'd like to go to a Greek island. I promise to write to you. Use
5	Read the sentences and answer the questions. Splodge likes reading. What's the object of this sentence? Reading is fun. What's the subject of this sentence?		



First conditional











1 Tick () the correct box.

Mo has ... been very clever. □ cheated. □



REMEMBERI

First conditional seniences are to talk about the future.

They have two halves.

if half

If she finds out.

= She finds out.

She doesn't find out.

If it rains tomorrow,

= It rains.

It doesn't rain.

will/won't half

she'll punish you.

You get a punishment.

You don't get a punishment.

I won't go out.

I don't go out.

I go out.

- 2 Circle the if half and underline the will/won't half in each sentence.
- If the girl tells the teacher) Mo will be in trouble
- 1 If Mo cheats, he'll never learn anything.
- 2 If Snapper finds out, he'll be angry with Mo.
- 3 If you don't hurry up, we'll miss the film.
- 4 If it's sunny tomorrow, Mo and Snapper won't watch television.

Δ

The if half of first conditionals is to talk about things that may or may not happen in the future. Use the present simple,

If she finds out, ...

= Perhaps she'll find out, perhaps she won't.

I don't know.

If it's sunny tomorrow, ...

Perhaps it will be sunny, perhaps it won't.
 I don't know.

- 3 Read the sentences. Tick the correct boxes.
- If I pass my test, I'll be very happy.
 Do I know if I'll pass my test?

Yes D No 🗹

1 If I see my friend tomorrow, I'll tell her about my holiday.

Do I know if I'll see my friend?

Yes

No

2 If we win the competition, I'll have a party.
Do I know if we'll win the competition?

Yes
No

R

The will/won't half of first conditionals is to say what you'll do in the future. You do the things because of what happens in the if half of the sentence. Look:

If you tell the teacher, Fll never speak to you again.

(Fll never speak to you again. = I'll never speak to you again because you've told the teacher.)

If it rains tomorrow, I won't go to the beach.

(I won't go to the beach. = I won't go to the beach because it's raining.)

- 4 Answer the questions. What will they do?
- ▶ If it rains tomorrow, Mo and Snapper will stay indoors. What will they do if it rains? They !!! stay indoors.
- If Snapper helps Mo, Mo will take him iceskating. What will Mo do if Snapper helps him²
 He
- 2 If it's sunny tomorrow, they'll have a picnic. What will they do if it's sunny tomorrow? They

-

Usually in first conditional sentences the if half comes first, but you can put it second. It means the same thing. Look:

I'll tell the teacher if you cheat again.

= If you cheat again, I'll tell the teacher.

I won't go wind-surfing if it rains tomorrow.

= If it rains tomorrow, I won't go wind-surfing.

Put a comma (,) in the middle of the sentence when the if half comes first. You don't need a comma when it comes second.

- 5 Rewrite these sentences. Put the if half of the sentence second.
- ► If it rains tomorrow, we'll watch a video.
 We'll watch a video if it rains tomorrow.
- 1 If you come to my house, I'll show you my CDs
- 2 If he goes to France, he'll send me a postcard.
- 3 If you don't help me, I won't help you.
- 4 If they miss the plane, they'll come back home



- 6 Write sentences. Use the present simple in the if half and will/won't in the second half of each sentence.
- rains next week / start writing a book
 In rains next week, they'll start writing a book.
- 1 Wo's friends / come tomorrow / listen to music
- 2 Mo / not find his wallet / not go to the cinema with Snapper
- 3 Mo / get more pocket money / save up for a guitar
- 4 lt / sunny / they / play basketball
- 5 Mo / not pass test / his parents / not give him a present
- 6 Mo / tidy his bedroom / find his books
- 7 Mo / fall off his skateboard / hurt himself
- 8 Snapper / eat too much / feel very ill
- 9 Mo and Snapper / go out in the snow / get very cold
- 10 Mo / not cheat again / his teacher / be pleased











7	What will you do next week if it's sunny? What will you do if it rains? Write the will part of the sentences.
	If it's sunny next week,
	I'll go to the beach,
1	
2	The distriction of the management of the second of the sec
3	· MANAGEMENT AND MARKET MANAGEMENT AND
4	
5	
	If it rains next week,
	I'll go to the cinema.
1	TOTAL TOTAL CONTROL OF THE PROPERTY OF THE PRO
2	
3	
4	- contact and a second
5	
8	Play a chain game. One person in the class starts the chain. The pupil next to him or her says the next sentence. Take turns round the class to say a sentence each. Play the game like this:
•	Pupil A If I pass all my exams, I'll go to university. Pupil B If he goes to university, he'll study new subjects. Pupil C If he studies new subjects, he'll get a good job. Pupil D If he gets a good job. he'll buy a nice house. Pupil E If he buys a nice house



Second conditional 1











- I Tick (✔) the correct boxes.
- Has Mo ever met a monster?

 Yes □ No □
- Wo is talking about ...
 the past. □ the future. □



GRAMMAR

A

You can use second conditional sentences to talk about the future. They have two halves. Look:

if half

would/wouldn't half

If I went to the moon,

Fd hald a house there.

= I go to the moon.

→ I build a house.

If I found a dinosaur, = 1 find a dinosaur. I wouldn't be scared.

→ I'm not scared.

- 2 Circle the if half and underline the would/wouldn't half in each sentence.
- If Mo met a ghost, he'd speak to him.
- 1 If Milly became an actress, she'd be very famous.
- 2 If Snapper left Mo's family, Mo would be upset.
- 3 If I saw a shark, I wouldn't be frightened.
- 4 If it snowed next summer, I'd be very surprised.

B

The if half of second conditionals is to imagine things that might happen in the future. You don't think that these things will happen. Use the past simple.

If I saw a ghost, ...

= I'm imagining a time in the future when I might see a ghost.
I don't think that I'll ever see a ghost.

If I found a dinosaur, ...

- = I'm imagining a time in the future when I might find a dinosaur.
 I don't think that I'll ever find a dinosaur.
- 3 Read the sentences. Answer the questions.
- If Mo became the President, he'd be very happy.
 Do you think Mo will be the President one day?

Yes 🗆 No 🗹

1 If Milly found some treasure, she'd hide it.

Do you think Milly will find some treasure?

Yes

No

2 If Snapper saw a dinosaur, he wouldn't be scared.



The would/wouldn't half of second conditionals is to say what you'll do in the future if the if half of the sentence happens.

If I saw a ghost, I'd speak to him.

(I'd speak to him. - If in the future I see a ghost, I'll speak to him.)

If I became a millionaire, I'd give all my money away.

(Pd give all my money away. - If in the future I'm a millionaire.

I'll give my money away.)

- 4 Finish the sentences. Use would or wouldn't.
- If Mo went to the Sahara desert, he desert take a lot of sun cream.
- 2 If Mo ate a hundred sweets, he feel ill.
- 3 If they met a film star, they ask for a signed photograph.
- I If we bought a car, we have to walk to the shops.

D

Usually in second conditional sentences the if half comes first, but too can put it second. It means the same thing. Look:

I'd buy a new bicycle if I found a lot of money.

= If I found a lot of money, I'd buy a new bicycle.

Mo would feel ill if he ate a hundred sweets.

If Mo ate a hundred sweets, he'd feel ill.

Put a comma (,) in the middle of the sentence when the if half romes first. You don't need a comma when it comes second.

- 5 Rewrite these sentences. Put the if half of the sentence second.
- If it rained in the Sahara desert, I'd be surprised.
 I'd be surprised if it rained in the Sahara desert.

1 If I became a film star, I wouldn't go to school.

- 9 If I never went to school again, I wouldn't pass any exams.
- 3 If you gave me all your pocket money. I'd buy lots of comics.
- 4 If I talked for three days, I'd be very tired.



6	
a	What would you do if these things happened to you? Finish the sentences.
	If I lived to be a hundred and ten, I'd have a big birthday party.
1	If I went to New York,
2	If I found a rare animal,
3	If I forgot to do my homework,
4	If I saw a bank robber,
5	If I met somebody famous,
6	If I found a dinosaur's egg,
7	If I forgot my best friend's birthday,
8	If I won a lot of money,
9	If I lost my friend's favourite book,
10	If I became President,
b	Now write the sentences again. This time, imagine what your best friend wouldn't do if these things happened.
•	If Adam lived to be a hundred and ten, he wouldn't have a party
1	
2	- ALAN DE TRUMPONION DE L'ANTINOMINANT DE L'ANTI
3	111((114411111111111111111111111111111
4	parameter and the state of the
	ametericinario es a secucionamente as su contrario de la contr
5	
6	
7	

The state of the s 7 Write sentences. Use the past simple in the if half and would or wouldn't in the other half. Don't forget the comma! ▶ see a crocodile → run away FI say a crocodile, I'd run away. ▶ drink five milkshakes → not feel very well If drank five milkshakes, I wouldn't feel very well. I go to England - not eat fish and chips 2 stay awake for a week → be ill 3 find a tiger's footprint → not be frightened Carried Commencer Commence 4 win a holiday → give it to my parents 3 see a UFO → not tell anybody CONTRACTOR SECTION AND ADDRESS OF THE PARTY 6 write a good story → read it to my friends 7 meet a ghost → not say hello 8 become a pop star → earn lots of money 9 move to America → go to an American school 10 fail all my exams → not go to university

- a Work with a partner. What would you do if you became famous pop stars? Write five sentences.
- We'd buy a big house by the sea.

 We'd invite all our friends to stay.

 We'd have barbecues on the beach.
- b Now swap books with two friends. Take turns to read their sentences to the class.
- Pupil A They'd eat in restaurants every day. They'd buy a sports car. They'd have lots of fans.
- 9 Ask your teacher if you can play this chain game. Take turns to say a sentence each. Play the game like this:
- Pupil A If I passed all my exams, I'd go to university.
 - Pupil B If I went to university, I'd become an astronomer.
 - Pupil C If I became an astronomer, I'd discover a new planet.
 - Pupil D If I discovered a new planet, I'd go there.
 - Pupil E If I went there, I'd find strange people.
 - Pupil F If I found strange people, I'd invite them back to Earth.

Here are some ideas. You choose the ones you want to use, or invent some of your own.

If I became the President tomorrow, ...

If it rained for three months, ...

If I caught a shark, ...

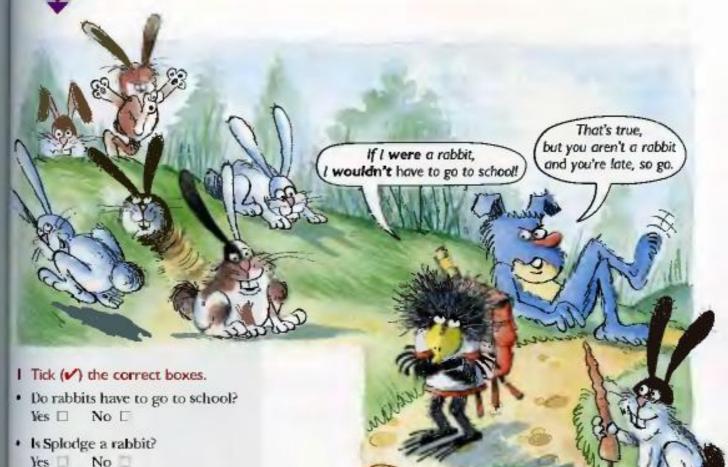
If I moved to Mars, ...

If I turned into a dog next week, ...

If aliens arrived in my bedroom one night, ...



Second conditional 2





REMEMBERI

lou can use second conditional sentences to talk about the future. They're to talk about things that you don't think will happen.

They have two halves.

if half (past simple) would/wouldn't half

If I went to the moon,

= I go to the moon. → 1 build a house.

If I met a monster, I wouldn't be scared.

= I meet a monster. → I'm not scared.

See Chapter 23

2 Fill in the gaps.

- ► If Splodge carnt (learn) English, he'd get a good job.
- 1 If he (get) a good job, he'd earn lots of money.
- 2 If he (earn) lots of money, he'd spend it.
- 4 If he _____ (not have) any money, be'd ask Tumble for some.

A

You can also use second conditionals to talk about the present. They're to talk about things that aren't possible now. Look:

If I had a lot of money, I'd go to the cinema every day.
(But I haven't got a lot of money now, so I can't.)
If I didn't have to go to school, I'd read comics all day.
(But I have to go to school, so I can't.)

- 3 Read the sentences. Answer the questions.
- ► If Splodge spoke French, he'd get good marks at school. Does Splodge speak French now? Yes □ No

1 If Ruff wasn't an inventor, he'd be a shop assistant. Is Ruff an inventor?

Yes D No D

2 If Mabel didn't have a car, she'd walk to the shops. Has Mabel got a car? Yes □ No □

WHAT'S THE DIFFERENCE?

Be careful! The verb be behaves strangely in second conditional sentences. You can use were/weren't or was/wasn't for I, he, she, and it. Look:

If I were a rabbit, I'd run in the fields all day.

If I was a rabbit, I'd run in the fields all day.

(But I'm not a rabbit, so I don't.)

If Tumble weren't so lazy, he'd get more done.

If Tumble wasn't so lazy, he'd get more done.

(But he is lazy, so he doesn't.)

People often use were after I, especially to tell somebody what they think they should do. They say If I were you.

Look:

If I were you, I'd take more exercise.

= 1 think you should take more exercise.

If I were you, I'd go on holiday more often.

= I think you should go on holiday more often.





Match the two halves of each sentence.

If Splodge spoke Japanese.

If Ruff lived at the North Pole,

! If Mabel didn't have a tortoise.

If Splodge wrote more letters,

I If Mildred ate less chocolate,

i If Tumble didn't have a newspaper,

she'd have better teeth.

he'd have more penfriends.

he'd go to Japan.

he'd buy one.

she'd be lonely.

he'd be very cold.

f If you read more books,

If they had an aeroplane,

f If we knew aliens existed,

9 If I bought fewer sweets.

10 If she drank more water.

they'd fly to Jamaica.

she wouldn't be thirsty.

you'd know a lot more.

we'd be frightened.

I'd have more money to spend.

b Now make endings of your own for these sentences.

- If I spoke Dutch. I'd go to Holland for a holiday.
- 1 If I lived in America,
- 2 If I had a car.
- § If I read more books,
- If I didn't drink water,
- 3 If I didn't have a pencil.
- 6 If I had a helicopter,
- 7 If I knew an alien,
- 8 If I understood every English word,
- If I got more pocket money,
- 10 If I went to a different school. ...

3	half and would or wouldn't in the other half.			you'd do if you were	the things in
•	have a lot of money → go to Australia If I had a lot of money, I'd go to Australia.	\$	a baby 🗸	an elephant a tead lder a millionaire	
1	live in Australia -+ see a lot of kangaroos			ever an alien on	
	Contraction of the Contraction o	- 1	f I were a ba	aby, I'd eleep a lot of	f the time.
	NAMES OF THE OWNERS OF THE OWN	1	f.I were a ba	aby, I wouldn't go to	school.
2	never do my homework → ger bad marks	1			
		2	100 to 100 to 000		
3	speak ten languages - work as a translator				
	THE RESIDENCE OF THE PROPERTY	3 .	*****		
	5-14-15-1-15-1-15-1-15-1-16-1-16-1-16-1-		************		
4	have a pet parrot - teach it to talk	4 .		reterner menerin	
	manifest description of the second district				
		5			
5	cat sweets all the time - + have good teeth			v	
		6			
	у-партиномической положения выполнен.				
6	speak Italian ** visit Rome	7			
	······································			CHIEROS DE CONTRACTOR DE C	eristiconom (
	······································	8 .			
7	not have a dictionary → borrow one				
		9			
		**		the state of the second	
8	go to bed early every night → be tired	10			
	man makan san san san san san san san san san s				erererere and
9	know my favourite film star's address → write			partner. Take turns	to ask and
3	to him		inswer these		
	W THE			you do if you were	
10		t	he head tea he cleverest an inventor?	person on earth?	a ghost? a pop star?
10	hate peanut butter → eat it	► I	Partner A	What would you do if	you were the
		1	Partner B	Pd build a gen What	would sent del

- 7 All these people have got problems. Tell them what to do. Use If I were you.
- My tooth hurts.

Were you, I'd go to the dentist's.

- I I eat too many sweets.
- 2 Γm too hot.
- 3 I can't understand Maths.
- 1 I haven't got enough money.
- 1 I've forgotten my friend's birthday.
- f I've lost my dog.
- 7 I've got a headache.
- 8 I always wake up late.
- I don't know anything about dinosaurs.
- 10 I don't like any of my clothes.
- 8 Ask your teacher if you can play a class game. One pupil thinks of a problem and tells the class what it is. The rest of the class suggests as many things as possible. Play the game like this:

The second secon

e la comprise de la compressión de la compressió

- Pupil A I've broken my mother's favourite vase.
 - Pupil B If I were you, I wouldn't tell her.
 - Pupil C If I were you, I'd buy one that's exactly the same,
 - Pupil D If I were you, I'd say the dog broke it.
 - Pupil E If I were you, I'd leave home and stay with a friend.







Third conditional

15 April 1912

Who was one of the luckiest men, in the world on that day?

Mr J.P. Morgan, He was the owner of the great ship Titanic which hit an iceberg and sank that night in the cold waters of the Atlantic Ocean. About 1,500 people drowned. Mr Morgan had a ticket for the journey but he didn't go because he had to be at a meeting. If he had gone, he would have been in one of the biggest disasters of the twentieth century.



1	Tick.	(1)	the	correct	hoves
	II ICK		LINE	COLLECT	DUXES.

- Was Mr Morgan a passenger on the Titanic? Yes □ No □
- Did Mr Morgan drown? Yes □ No □
- Why not?

 Because he could swim well.

 Because he didn't go on the ship.



A

Third conditional sentences are to talk about things that did or didn't happen in the past. They have two halves. Look:

if half

If he hadn't had a business meeting, If he had gone on the ship,

If the Titanic hadn't hit an iceberg.

would/wouldn't have half

he would have gone on the ship.
he would have seen it sink.
it wouldn't have sunk.

- Circle the if half and underline the would/wouldn't have half of each sentence.
- ▶ If the Titanic hadn't been so big, fewer people would have been on it.
- If it hadn't sailed to America, it wouldn't have crossed the Atlantic.
- 2 If it hadn't crossed the Atlantic, it wouldn't have sailed into an ice field.
- 3 If it hadn't sailed into an ice field, it wouldn't have hit an iceberg
- 4 If it hadn't hit an iceberg, it wouldn't have sunk.



al	he if half of third conditionals is to talk about things that have ready happened. It's too late to change these things. se had + past participle. If the Titanic hadn't sunk, people wouldn't have drowned. (But it did sink.) If there had been more lifeboats, fewer people would have drowned. (But there weren't more lifeboats.)
3	Read the sentences. Answer the questions.
	If the Titanic hadn't hit an iceberg, it wouldn't have sunk.
	Did the Titanic hit an iceberg?
	Yes ♥ No □
1	If the iceberg hadn't been so big, it wouldn't have damaged the ship.
	Was the iceberg big?
	Yes 🗆 No 🗀
2	If the ship hadn't sunk, people wouldn't have been drowned.
	Did the ship sink?
	Yes □ No □
C	
	he would/wouldn't have half of third conditionals is to say what ould have happened if things had been different in the if half
of	the sentence. Use would/wouldn't have + past participle. Look:
	If the ship hadn't hit an iceberg, it wouldn't have sunk.
	It did sink. It sank because it hit an iceberg.
	If the ship hadn't sunk, people wouldn't have drowned.
	= People did drown. They drowned because the ship sank.
4	Read the sentences. Answer the questions.
	If the water hadn't been so cold, more people would have lived.
	Why didn't more people live?
	Because the water was cold.
1	If it hadn't been dark, more people would have been found.
	Why weren't more people found?
	And a second contract of the second contract
2	If Mr Morgan hadn't had a meeting, he would have gone on the journey.
	Why didn't Mr Morgan go on the journey?

D

Usually in third conditional sentences the if half comes first, but you can put it second. It means the same thing. Look:

The Titenic wouldn't have sunk if it hadn't hit an iceberg.

If the Titanic hadn't hit an iceberg, it wouldn't have sunk.

People wouldn't have drowned if the Titanic hadn't sunk.

= If the Titanic hadn't sunk, people wouldn't have drowned.

Put a comma (,) in the middle of the sentence when the if half comes first. You don't need a comma when it comes second.

- 5 Rewrite the sentences. Put the would/wouldn't have half first.
- If the water hadn't been so cold, fewer people would have died.
 Fewer people would have died if the water hadn't been so cold.
- 1 If he'd seen it, the captain wouldn't have hit the iceberg.
- 2 If the metal had been stronger, the Titanic wouldn't have sunk.
- 3 If his company hadn't organised a meeting, Mr Morgan would have gone.
- 4 If there had been more lifeboats on board, more people would have lived.



- 6 Read and complete the sentences.
- It was a warm winter in 1912. A lot of icebergs floated into the Atlantic.

 If it hadn't been a warm winter, the icebergs wouldn't have floated into the Atlantic.
- There were more than two thousand people on the Titanic. A lot of people drowned. If there so many people on the ship, fewer people
- 2 There weren't enough lifeboats on the ship. A lot of people died.

 If there ______ more lifeboats, fewer people

R	The ship sailed into an ice field. It hit an iceberg.
	If the ship into an ice field, it
	an iceberg.
	The water was very cold. Many people froze to death.
	If the water so cold, fewer
	peopleto death.
	Read what went wrong on board the Titanic.

The day everything went wrong

- It was a warm winter so icebergs floated into the Atlantic.
- There was a fire in the boiler room. The heat from the fire made the ship weak.
- The lifeboat practice was cancelled so many sailors didn't know how the lifeboats worked.
- The sailors didn't fill the lifeboats. Some left half empty. A lot of people drowned.
- There weren't enough lifeboats for all the passengers.

- The captain received lots of warnings about the icebergs but he didn't receive the most important warning. His ship hit the iceberg.
- The Titanic didn't slow down when it got to the ice field. It crashed into the iceberg.
- A ship called the Californian didn't hear the Titanic's calls for help because its radio was switched off.
- Another ship called the Carpathia heard the calls for help. Unfortunately it was a slow ship so it arrived an hour and twenty minutes after the Titanic had stunk.

b	Now write as many sentences as you can. Use third conditional sentences and the information in 7a.
ŀ	I the winter hadn't been warm, icebergs wouldn't have floated into the Atlantic.

- 8 Think of a day when everything went wrong. If you can't think of a real day, invent one. Write your ideas on a piece of paper first, then tell the class about your day. Use third conditional sentences.
- Pupil A One day I forgot to set my alarm clock so I overslept.
 If I hadn't overslept, I wouldn't have massed the school bus.
 If I hadn't missed the school bus, I wouldn't have been late for school. If I hadn't been late for school, I wouldn't have missed my Maths lesson ...
- 9 Ask your teacher if you can play this chain game.
 One pupil starts the chain with a third conditional sentence.
- Pupil A If I hadn't travelled to California last week, I wouldn't have gone to Hollywood.
 - Pupil B If I hadn't gone to Hollywood, I wouldn't have been offered a part in the film.
 - Pupil C If I hadn't been offered a part in the film, I wouldn't have met so many famous actors.
 - Pupil D If I hadn't met so many famous actors, I wouldn't have been invited to the Oscars.





Reported speech 1











- I Tick (V) the correct boxes.
- Look at the first picture. Who's ill?
 Mo

 Snapper
- Who tells Mo's mum that Mo is ill?
 Mo □ Snapper □



A

Reported speech is to tell somebody what a person said to you. Look:

Mo says to Snapper:
'I'm ill.' (normal speech)
Snapper says to Mo's mum:
He said that he was ill. (reported speech)

- 2 Tick the sentences that are in reported speech.
- ► Tve got a stomach ache. ☐ He said he had a stomach ache. ☑
- 1 'I want to stay in bed,' □
 He said he wanted to stay in bed. □
- 2 'I don't want to go to school.' ☐ He said he didn't want to go to school. ☐

B

This is important. If you remember this, reported speech will be easy. When you use reported speech, you go back a tense. Look:

Speaker		Reporter
Tm ill.	-	He sead that he was ill.
'I want some milk.'	-	She said that she wanted
		some milk.
We like chocolate.	-	They said that they liked
		chocolate.

- 3 Change the sentences from present to past.
- ► 'I go fishing every day.'

 He said that he ₩₩₩....... fishing every day.
- 1 'I'm thirsty.'

 She said that she thirsty.
- 2 'We like swimming.'
 They said that they swimming.
- 3 'I feel terrible.'

 She said that she terrible.

C

In reported speech the verbs can and will change to could and would.

'I can't go to school,'

He said he couldn't go to school,

'We'll stay at home.'

They said they would stay at home.

- 4 Rewrite the sentences. Use could and would.
- 'I can stay at home.'

He said he could stay at home.

1 'I won't go to school,'

He said he

2 'I can talk to Snapper.'

He said be ...

3 'I'll play a game with him.'

He said be

4 'I can watch television.'

He said he

D

When you use reported speech you have to change the pronouns. Look:

I can't move my arms.

He said he couldn't mow his arms.

I want your sweets.'

She said she wanted my sweets,

- 5 Read the sentences. Answer the questions.
- ► Mo 'I've got a sore throat.'

Snapper He said he'd got a sore throat.

Who is he? Mo.

1 Milly 'I'm hungry,'

Mo She said she was hungry.

Who is she?....

2 Mo and Snapper 'We're going to the cinema.'

Milly They said they were going to the cinema,

Who are they?

WHAT'S THE DIFFERENCE?

You can use that in reported speech, but it doesn't matter if you leave it out.

Mo said he was ill.

Mo said that he was ill.

These sentences both mean the same thing.



6 Mo and his friends are talking about the things they do after school. Read what they say.



Now write what they said. Remember to use the past

-	Spike said he ate sweets and biscuits.
1	Pad
2	Billy
3	Polly
4	Adam
5	Jack
6	Kate
7	Sasha and and and an
8	Sophie
9	Rick and address of the control of t
10	Mo

- 7 Mo and Billy interviewed their teacher last week.
 Write what he said to them. Don't forget to change the pronouns.
- ► I've got a wife and two children.

 He said he had got a wife and two children.
- 1 My children are called Myles and Karl.
- 2 I love teaching.
- 3 I enjoy travelling and visiting my friends.
- 4 I don't watch television very often.
- 5 I usually cook my children's supper.
- 6 My wife works in a bank.
- 7 I play football with my sons every day.
- 8 I don't like cats or dogs.
- 9 I hate getting up early.
- 10 My favourite pastimes are reading and surfing.



	fister than anyone in my school. I can hold my breath for ten minutes underwater. I can swim better than all the boys in my class. I can kick a ball further than my football coach. I'll be rich and famous one day. I'll go to Hollywood. I'll have a big house. I'll drive a sports car. I can already ride a motorbike.'
•	He said he could do anything.
1	
2	
3	
4	
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6	
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8	
9	INDICATE THE PROPERTY OF THE PARTY OF THE PA
10	
9	Write five questions to ask a friend.
	Do you like spiders?
	What's your favourite pop group?
1	
2	
3	The state of the s
4	International Conference of the Conference of th
5	DESCRIPTION OF THE PROPERTY OF
	Now work with a partner. Ask your partner the questions. Listen carefully to the answers. Write the answers. Use reported speech.
	She said she liked spiders.
ı	institutes in processing the contract of the c
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8	
Ł	The second secon
5	

8 Spike is showing off. Read what he says. Rewrite it in reported speech. Use could and would.

- 10 Work in groups of three. Pupil A, you're a famous sports star. Pupil B, you're a television interviewer, but you can't understand what the star is saying. Pupil C, help the other pupils understand each other. Play the game like this:
- Pupil B (interviewer) How old are you? Pupil A (star) Twenty-two.

Pupil B (interviewer) What did he say?

Pupil C (helper) He said he was twenty-two.

Here are some questions you can ask:

Interviewer's questions Star's answers 1 live in Sydney, Australia, 1 Where do you live? 2 What's your favourite colour? Yellow. No. I'm not married. 3 Are you married? 4 Do you listen to music a lot? Yes, I listen to it every day. Yes, I've got a pet kangaroo. 5 Have you got any pets? 6 What car do you drive? I drive a red Ferrari. I go to Switzerland 7 Where do you go on holiday? I ski. 8 What do you do in Switzerland? 9 Is your house very big? Ves, and it's got a swimming-pool. 10 Do you like being on television? Yes, I love being on television.

- II Ask your teacher if you can play a whispering game. Sit in a long line on the floor. The first pupil whispers a sentence to the next pupil. Each pupil passes on the message using reported speech. Make sure no one else hears. The last pupil says aloud what he or she has heard. See if it's still the same message it often isn't!
- Pupil A I like eating peanut butter sandwiches.
 - Pupil B She said she liked eating peanut butter sandwiches.
 - Pupil C She said she liked eating peamut butter sandwiches.
 - Pupil D She said she liked eating peanut butter sandwiches.



Reported speech 2



- I Tick () the correct boxes.
- Did Mildred hear what Ruff said?
 Yes No
- Who repeated what Ruff said?
 Mabel □ Ruff □



REMEMBER!

Reported speech is to tell somebody what a person said to you. When you use reported speech you do two things: you go back a tense and you change the pronouns.

Speaker

Reporter

'Pm tired.'

He said he was tired.

I can't hear.'

She said she couldn't hear.

'I'll go to the shop,' He said he would go to the shop.

See Chapter 26

- 2 Turn these sentences into reported speech.
- ► 'I'm in my lab.'

 He said he was in his lab, ...
- 1 'I can't find the radio.'

 He said

2 'I don't believe in aliens.'

She said

3 'We'll send a message to Pluto.'

They said

4 'There are lots of people on other planets.'

and the second s

He said

A Vo	u already know that the pres	sent changes to the past		
	ook what happens to the past			
	Speaker	Reporter		
	Twas in the lab."	He said he'd been in the lab.		
		He said he'd invented a Message Sender.		
	'I worked all night.'	He said he'd worked all night.		
3	Change the sentences from past simple to past perfect.			
	'I spoke to a friend this morning.'			
	He said he'd spoken	to a friend that morning.		
1				
	She said that	to speak to Ruff,		
2	'I did a lot of work,'			
	He said	a lot of work.		
3	'I was awake all night.'			
	She said	awake all night.		
4	'I sent thirty messages,'	N		
	He said	thirty messages.		
В				
	Change the present perfect to the past perfect, too.			
	Speaker	Reporter		
	Tve been awake all night.'	He said that he'd been awake all night.		
	Twe built a machine,	He said he'd built a machine		
4	Look at what Ruff said. Rewrite it in reported speech.			
	The control of the co			
	'I've discovered something important. (1) I've invented a message-sending machine. (2) I've sent two messages to Pluto.			
	(3) I haven't received any messages yet. (4) I haven't told many people about this,'			
	He said he'd discovered so	omething important,		
1				
	the state of the s			
2		manufacture of the section of the se		
	- 20(44), 107 MIR NO COLUMN TO THE RESIDENCE OF THE STATE			
3				
	.(0)-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1	-0-0-1		





these

When you use reported speech some words change. Learn these ones:

Reporter Speaker → that day today the day before vesterday tomorrow the next day that week this week the following week next week → the week before last week there here that this

'I saw ham earlier today.' - He said he'd seen him earlier that day. 'I left my book here.' He said he'd left his book there.

She said she'd see me the following week. 'I'll see you next week.'

5 Fill in the gaps with the correct words.

those

- I'll tell the newspapers about the invention tomorrow. He said he'd tell the newspapers about the invention the next day.
- There will be a message back from Pluto next week. He said there would be a message back from Pluto
- 2 I'm sure I bought some batteries yesterday. He said he was sure he had bought some batteries
- 3 I can't do any more work today. He said he couldn't do any more work
- 4 I'll leave the machine here. He said he would leave the machine

REMEMBER!

These are object pronouns; me, you, him, her, it, us, you, them.

6 Circle the object pronouns. Ruff told methe'd spoken to lots of astronomers. He told them that he was building a message-sending machine. They told him they were interested in his ideas. He told them that the machine wasn't ready yet. He told me he wanted to change the design.

D

You often use the verb tell (told) in reported speech. There's a difference between tell and say (said). Always put a person's name or an object pronoun after tell. Never put an object pronoun after say.

He told me he had work to do.

NOT He told he had work to do.

NOT He said he had work to do.

NOT He said me he had work to do.

She told Ruff she was going out.

She said she was going out.

NOT She said Ruff she was going out.

7 Choose said or told. Think carefully.

Ruff said he couldn't hear the radio signals.

He he'd worked all night.

2 He Tumble he was going out.

3 He him he would be back at eleven.

4 He he was going to buy some measuring equipment.



8 Ruff told Mabel and Mildred about his work. Write what he said.

I had the idea last week.

He said he'd had the week before.

1 I realised there was life on other planets.

2 I decided to invent a way of sending messages into space.

He said to invent a way of sending messages into space.

3 I drew a map of the planets.

He said a map of the planets.

4 1 chose two planets to send messages to.

He said two planets to send messages to.

5 I thought that Pluto and Saturn were the easiest planets to contact

He said that Pluto and Saturn were the

easiest planets to contact.

P	Istarted to design the Message Sender at midnight.
ı	He said to design the
ı	Message Sender at midnight.
ř	Lused an old radio and a dustbin lid.
ı	He said an old radio and a dustbin lid,
B	Lattached the radio to the dustbin lid.
	He said the radio to the dustbin lid.
ŀ	I connected the machine to my computer.
	He said the machine to his computer.
:0	I typed the first message at three o'clock.
	He said the first message at three o'clock.
9	a a
2	Ruff telephoned the Space Investigation Centre. Read what he told them. SPACE INVESTIGATION
	The invented a way of sending messages to other planets. I've decided that there is life on Phuto and Saturn. No one has investigated life on these planets yet. I've sent thirty messages to them. I've asked them to contact us here on earth. I've tried to explain to them what human beings are. I've described the way we live on earth. I've used pictures and photographs, I've told them that we've been to the moon. I've explained that we've invented rockets. I haven't had a message back yet.'
b	Now rewrite what Ruff said in reported speech. Change the present to past simple and the present perfect to past perfect.
	He said he'd invented a way of sending messages to other planets.
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9	*)************************************
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3	
)	A CONTRACTOR OF THE PROPERTY O

10 Ruff's Message Sender has been stolen. All his papers and designs have gone. Rewrite what each person said. Use reported speech.

Ruff My Message Sender has been stolen! It was here last night.

He said his Message Sender had been stolen. It had been there the night before.

Mabel (1) I saw the map of the planets vesterday. It was on the table.

Splodge (2) The Message Sender was in the garden last night.

Mildred (3) If Ruff can't find it, I'll telephone the police this afternoon.

Tumble (4) These papers have been moved.

Ruff (5) I'll search the lab today.

If Which is the correct word – said or told? Fill in the gaps. Be careful!

- Ruff said he'd seen somebody in the garden.
 He told Tumble he was looking for Mabel and Mildred.
- 2 Splodge _____ that Mrs Vanderclash had telephoned.
- 3 She _____she wanted to see Ruff's Message Sender.
- 4 She Splodge she would come soon.
- 6 He the police were coming.
- 7 Mrs Vanderclash ... him that she could help Ruff.
- 8 Splodge that Ruff was very upset.
- 9 Ruff he would build another machine.
- 10 Splodge ... him that he would help him.

12 Play a team game. Team A, say one of the sentences below. They're in reported speech. Team B, say the sentence in normal speech. Then swap. Score a point for every sentence you say correctly.

She said she was going out.

He said that the maps had been on the table that afternoon.

He said the machine was there.

She said she couldn't go shopping the following day.

He said he'd seen somebody in the garden that morning.

She said the sweet factory was on fire.

He said he was going on holiday the following month.

She said she had seen the film the week before.

- Team A She said she was going out.
 - Team B 'I'm going out.'
 - Team B He said that the maps had been on the table that afternoon.
 - Team A 'The maps were on the table this afternoon.'



Reported speech 3



I Tick (✔) the correct boxes.

- The lady asked Splodge what time it was.
 True □ False □
- She asked how old he was.
 True □ False □



GRAMMAR

A

Be careful! When you report questions the order of the words changes. Look;

Speaker	Reporter
'What's your name?'	She asked me what my name was
	NOT what was my name.
'Where do you live?'	She asked me where I lived.
	NOT where did-1 live.
'Where can I find Ruff?'	She asked me where she could find Ruff. NOT where could she find Ruff.

- 2 Report these questions.
- 'Where do you live?' She asked me where I lived.
- 1 'How old are you?' She asked me
- 2 'What's your name?' She asked me
- 3 'Where do you go

to school?' She asked me

4 'What time is it?' She asked me

E

You can use the words if and whether to report questions that don't start with a question word (who, when, what etc.). Look:

Speaker	Reporter

'Are you tired?' He asked if I was tired.

Do you want a biscuit?' He asked whether I wanted a biscuit.

'Can you help me?' He asked if I could help him.

It doesn't matter which word you use: if and whether mean the same thing.

3 Fill in the gaps with if.

- She asked me if ___1 lived in Wibble.
- 1 She asked I was cold.
- 2 She asked I knew where the Castle was.
- 3 She asked I had a map.
- 4 She asked _____ I could tell her where the cinema was.



C

II somebody orders you to do something, you can use the verb tell to report it. Look:

told + object pronoun + (not) to + base verb

Speaker Reporter

'Stop!' He told me to stop.

'Be quiet!' He told me to be quiet.

'Don't do it!' He told me not to do it.

4 Report these orders.

Stand up.

He told me to stand up.

Sit down.

She

2 Answer the question.

He

3 Don't run!

She

4 Come back!

He

D

If somebody asks you to do something, use the verb ask to report it. Look:

asked + object pronoun + to + base verb

Speaker Reporter

'Could you open the window?' He asked me to open the window.

Would you be quiet, please?' He asked me to be quiet.

- 5 Complete the reported questions.
- Can you pass me the salt, please?
 She asked me to pass..... her the salt.
- 1 Can you carry these books, please?

She the books.

2 Would you post my letter?

She her letter.

3 Would you show me the castle, please?

She her the castle,

4 Could you lend me a map?

She her a map.



ľ	Rewrite them as reported questions. Be careful with the order of words!	•	questions. Use if.
	with the order of words:	-	Are you hungry?
8	"Why are you so small?"	1	Do you eat chocolate?
	She asked him why he was so small.	2	Can you swim? Do you live in Wibble?
ľ	'Who do you live with?'	4 5	Have you got a lot of friends? Do you know the King of Candaroon?
ż	'Where's your school?'	6 7 8	Is your garden full of rabbits? Are you very old? Can I stay in your house tonight?
		9	Do you go to school?
В	'Why have you got a rabbit in your arms?'	10	Have you got a car?
			He asked if he was hungry.
4	'When does Wibble Castle close?'	1	
	Annual Company of the		was provided in the feature in the feature from the featu
		2	
	'How much does a cinema ticket cost?'		
ľ	- manufacture de la contraction de la contractio	3	
6	'What colour is your house?'	4	regressment and object to the second
		5	osmonomica national and area and a second
7	'Which is your house?'		+ (1 + (1 + (1 + (1 + (1 + (1 + (1 + (1
ı		6	parational decision or construction of the con
8	'Where can I buy a newspaper?'	(12)	
	2. Experimental de la completa del completa del completa de la completa del la completa de la completa del la completa de la c	7	*******************************
	The state of the s		
9	'How many cafés are there in Wibble?'	8	
	The state of the s		A CONTRACTOR OF THE PROPERTY O
		9	
10	'Why aren't you at school today?'		
	- CONTRACTOR - CON	10	
	A THORNES CARRIED BLIEF THE RELEASE OF THE PARTY OF THE P		The state of the s

Work with a partner. Partner A, give Partner B an order. Partner B, tell the class what the order was. Play the game like this:
 Partner A Stand up!
 Partner B He told me to stand up.

Partner B Wave your arm in the air.

Partner A She told me to wave my arm in the air.

- 9 Write the questions that the lady asked Splodge. Think carefully!
- She asked him to open a window.
 "Could you open a window" or "Would you open a window".

She asked him to show her the castle.

- 2 She asked him to buy her a newspaper.
- 3 She asked him to lend her a book.
- 4 She asked him to make her some tea.
- 5 She asked him to tell her the history of Wibble.
- 6 She asked him to sing her the Wibble song.
- 7 She asked him to take her to the cinema.
- 8 She asked him to read her a story.
- 9 She asked him to tell her a joke.
- 10 She asked him to lend her a map.





REVISION 7 - conditionals; reported speech

Look at the examples and tick the correct box.	6	Read the sentences. Complete the rule.
If it's sunny tomorrow, we'll go to the beach.		If I were older, I wouldn't have to go to school.
If we go to the beach, we'll have a swim.		If he weren't so silly, he wouldn't get into so much
What tense do you use in the if half of first		trouble. If she were a hit taller, she'd look like Mildred.
conditional sentences?		If we weren't at school, we'd be playing football.
The past simple \square The present simple \square		You can use and
Read the examples and tick the correct box.		instead of was and wasn't
If you come to my party, I'll be very happy.		in second conditional sentences.
ff it rains, I'll be very angry.	7	Look at the example and tick the correct box.
First conditional sentences are	1	If I were you, I'd go to bed earlier.
to talk about the present.		If I were you, I'd eat fewer burgers.
to talk about the future. $\ \square$		If I were you is to give somebody
Look at the sentences. Answer the question.		an order. □
If I saw a dinosaur, I'd be scared.		some advice.
Do I think I'll see a dinosaur?	8	Look at the example and answer the questions.
Yes □ No □		If Splodge hadn't gone out in the rain, he wouldn't
Read the examples and complete the rule below.		have got wet.
		Did Splodge go out in the rain?
If I lived on the moon, I'd get very bored.		
In the if half of second conditional sentences		What happened to him?
you use thesimple.		
In the other half you use	9	Read the sentences and complete the rule
Read the sentences. Tick the correct boxes.		below.
If I were a millionaire, Pd give all my money		If I had gone to bed earlier, I wouldn't be tired.
to poor people.		If Ruff hadn't mixed the chemicals, they wouldn't have exploded.
Am I a millionaire?		Use + past participle
Yes □ No □		in the if half of third conditional sentences.
If I were a dog, I wouldn't have to do any homework.		in the it had of third continuous semestees.
Am I a dog?		
Yes □ No □		
	If it's sunny tomorrow, we'll go to the beach. If we go to the beach, we'll have a swim. What tense do you use in the if half of first conditional sentences? The past simple The present simple Read the examples and tick the correct box. If you come to my party, I'll be very happy. If it rains, I'll be very angry. First conditional sentences are to talk about the present. Look at the sentences. Answer the question. If I saw a dinosaur, I'll be saned. Do I think I'll see a dinosaur? Yes No Read the examples and complete the rule below. If I met an alien, I'd shake his hand. If I lived on the moon, I'll get very bored. In the if half of second conditional sentences you use the simple. In the other half you use. Read the sentences. Tick the correct boxes. If I were a millionaire, I'd give all my money to poor people. Am I a millionaire? Yes No If I were a dog, I wouldn't have to do any homework. Am I a dog?	If it's sunny tomorrow, we'll go to the beach. If we go to the beach, we'll have a swim. What tense do you use in the if half of first conditional sentences? The past simple The present simple Read the examples and tick the correct box. If you come to my party, I'll be very happy. If it rains, I'll be very angry. First conditional sentences are to talk about the present. to talk about the future. Look at the sentences. Answer the question. If I saw a dinosaur, I'll be scared. Do 1 think I'll see a dinosaur? Yes No Read the examples and complete the rule below. If I met an alien, I'd shake his hand. If I lived on the moon, I'll get very bored. In the if half of second conditional sentences you use the simple. In the other half you use 9 Read the sentences. Tick the correct boxes. If I were a millionaire, I'd give all my money to poor people. Am I a millionaire? Yes No I'll were to do any homework. Am I a dog?

REVISION 8 - reported speech

ı	Read the sentences, Tick the ones that are in	5	Look at the sentences. Answer the question.	
	reported speech.	I can't do my homework.'		
	'I'm hot.'		He said that he couldn't do his homework. 'I like your skateboard.'	
	He said that he was hot.		She said that she liked my skateboard.	
	'I'll play the drums.'		What else changes in reported speech?	
	She said she'd play the drums.		The nouns The pronouns	
	'We're going out.' □	6	Read the sentences very carefully, tick the	
	They said they were going out. □	Ĭ	correct box and answer the question.	
2	Read the examples and finish the rule below.		Splodge said that he wanted a sandwich. Splodge said he wanted a sandwich.	
	"There's a fibm on TV." He said that there was a fibm on TV.		These two sentences mean	
	'My rabbit is white.'		the same thing. different things.	
	She said that her rabbit was white.	What word can you leave out?		
	In reported speech, the present tense changes		AND THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TO THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN TO THE PERSON NAMED	
	to the	-	Write these sentences in reported speech.	
3	Read the examples and tick the correct box.			
	'I'm tired.'		'I'm going to my house.'	
	He said that he was tired.		He said	
	'I was hungry yesterday.' She said that she'd been hungry the day before.		'I found a cat in the garden.'	
			She said	
	In reported speech you go forward a tense. □ back a tense. □	'I can't play the piano."		
		He said		
4	Read the examples and finish the rule below.		'I left my bicycle here.'	
	'I can help you.'		She said	
	She said she could help me. "I'll go with you."		'I'll help him tomorrow.'	
	She said she would go with me		He said	
	In reported speech can changes to			
	and will changes to			



Ability





Everybody knows that animals can save people's lives. St Bernard dogs can find people who are lost in the snow, for example. But did you know that seals could stop people from drowning?

Last week a lady fell into the sea. She couldn't get back to the beach. She was drowning. Suddenly six seals swam towards her. They made a circle round her and held her close to some rocks. When the lifeboat people arrived they couldn't believe their eyes. The lady was rescued and the seals swam away.

- I Tick (✔) the correct boxes.
- St Bernard dogs know how to find people who are lost in the snow.

True - False -

The seals saved the lady's life.

True | False |



REMEMBER!

can is to say that you know how to do something. can't is to say that you don't know how to do something.

I can write. Animals can save people's lives.

You can't drive a car.

- What can and can't you do now! Write four sentences.
- ► I can tell good jokes.
 I can't cook spaghetti.

2

5

4

REMEMBER!

could and couldn't are to say that you did or didn't know how to do something in the past.

I could ride a like when I was four.
I couldn't play the guitar last year.
The lady couldn't save herself.

- 3 Write two things you could and couldn't do when you were five.
- I could talk.
 I couldn't read.
- 2
- 8
- 1 manufacture restriction consists and consistence

A

The future of can/can't is will/won't be able to.

Next year I'll be able to speak German. I'm having some lessons.

Next year my brother will be able to ride a motorbike. He won't be able to drive a car. He won't be old enough.

- 4 What will you be able to do when you're older? Write four things.
- ▶ I'll be able to play the drums.
- 2



R

Be careful! Use can or could with these verbs: see, hear, smell, taste, feel

I can see the woman in the waves.

NOT I'm seeing the woman ...

I could hear her shouting for help.

NOT I'm hearing her shouting ...

I can smell something burning.

NOT I'm smelling something ...

- 5 Fill in the gaps. Use can.
- ▶ Cat1... you see her yet?
- I Listen! I ... hear somebody shouting.
- 2 There she is! I see her near the rocks.
- 3 you smell the flowers?
- 4 1 taste sea water on my lips.



6	
a	What could you do when you were five years old? What couldn't you do? Write five sentences. Use could and couldn't.
•	I could sing but I couldn't play a musical instrument.
1	
2	
3	
4	
5	
b	What can you do now that you couldn't do when you were five? What can't you do now? Write five sentences. Use can and can't.
	I can play the guitar but I can't ride a horse.
1	
2	
3	
1	
5	
7	
a	Work with a partner. Think of an animal. What can it do that a human being can't do? Write five sentences in the space below.
-	A dog can bark but a human can't.
	A monkey can swing easily from the branches of trees but a human can't.
1	
2	
3	
4	
5	

Ь	Now think about your animal again. What can a human do that it can't do? Write five more sentences.		
	A human can write letters but a dog can't.		
	A human can build houses but a dog can't.		
1	CONTROL COMMERCIAL SERVICE CONTROL CON		
2			
3			
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5			
8	Fill in the gaps. Choose could or couldn't.		
	When the lady got to the beach, she Could see that the		
	sca was quite rough but she didn't think it was dangerous. When she fell		
	in, she discovered that she (1) get out again. She was in a lot		
	of danger. She (2) feel the icy water all around her. She		
	tried to shout for help but she (3) shout very loudly because		
	she was so tired. Nobody (4) hear her anyway because of the		
	wind. She (5) taste the salty water in her mouth and she felt		
	very frightened.		
	At first the people in the lifeboat (6) see the woman because		
	the sea was rough. They shouled but she (7) hear them		
	because they were too far away. Finally they saw a group of seals swimming		
	round the woman. The lifeboat crew (8) see that the woman		
	was in danger but they also realised that the seals (9) stop		
	her from being carried away from the rocks. It was a lucky escape,		
	The woman was all right but when she got into the lifeboat she		
	(10) speak because she was so cold and wet.		
9	Work as a class. Imagine you are all on a beach in a hot country. Ask your teacher to write what you say on the board. Say as many sentences as you can about the things you can see, hear, feel, smell and		

- taste.
 Pupil ∧ I can see the waves crashing on the beach.
 - Pupil B I can hear panots talking in the trees.
 - Pupil C. I can feel the sun on my face.
 - Pupil D I can smell pineapples and coconuts.
 - Pupil E I can taste a coconsit drink.



Now imagine that you're going to a deserted island next month.

What will you be able to do that you can't do now at home?

Write ten things. Use will be able to.

I'll be able to go diving for pearls.

I'll be able to build a tree house to live in.

II What do you think will be different in a hundred years' time?
What will people be able to do that they can't do now? Say as many sentences as you can. Ask your teacher to write your ideas on the board.

Pupil A We'll be able to go on holiday in space.

Pupil B We'll be able to talk to people from other planets.

Pupil C We'll be able to build houses out of plastic.

Pupil D We'll be able to buy houses on the moon.



Permission



- I Tick () the correct boxes.
- What does Splodge want to do?
 Go and see his uncle □
 Go to a disco □
- Can his friends go to the disco?
 Yes □ No □



REMEMBER!

can is to ask someone a question when you want to do something and you want the answer to be 'Yes'.

can is polite, but if you want to be very polite, use could.

Can I go to the disco tonight? Yes, you can.

Could I come home at midnight, please? No, you can't.

Write Splodge's questions and Ruff's answers. In the questions, use can twice and could twice.

-	I go to the disco?	Yes, you can.
1	we leave very soon?	Yes,
2	1 come home very late?	No,
3	1 borrow your shoes?	No
4	I play some music now?	Yes,

A	
h	u can also use may to ask somebody if you can do something, means the same as can and could. More people use can or could an may.
	May I go to the disco, please? = Can I go to the disco, please? May I borrow your jacket? = Can I borrow your jacket?
3	Write four questions of your own, Use may I.
Þ	May I go to the concert next Saturday night?
ı	
	100 111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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	Will be a second of the second
R	EMEMBERI 🎨
	allowed to is another way of saying that you can or can't do
50	mething. You can use it in the present or the past.
	Pm allowed to go to the disco. = I can go to the disco. Pm not allowed to go to the disco. = I can't go to the disco.
	His friends were allowed to go last week.
	They weren't allowed to play loud music last night.
4	Write new sentences that mean the same as the ones below.
	I can go to see my friends,
	I'm allowed to go and see my friends.
1	Splodge can't go wind-surfing tomorrow.
	He
2	We can go to the disco tonight.
	Wc
3	I can't stay at my friend's house tonight.
	1
4	You can go to the cinema tomorrow.



5 Splodge is getting ready to go to the disco. He's talking to Ruff and Tumble. He wants a lot of things. Write his questions. Use may and the words below.

have a lift to the disco put some music on the CD player have some of your after-shave come home after eleven o'clock use some of your bubble bath have supper early tonight

borrow your hairbrush wear your T-shirt use this toothpaste try on your black shoes wear your stripev socks

	May I have a lift to the alscor.
1	THE RESERVE OF THE PERSON NAMED IN THE PERSON
2	THE RESERVE THE PROPERTY OF TH
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6	
7	PROBERT CONTROL OF THE PROPERTY OF THE PROPERT
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9	Manufacture and the second sec

a Yesterday Splodge and two of his friends asked their teacher if they could do a lot of things. What did they ask? Read the list. Write their questions. Use could we.

-	have our French lesson outside	Yes
1	have the afternoon off school	No
2	play a game in the next lesson	No
3	draw on the board	Yes
4	have a picnic in the playground	No
5	write to some pen-friends	Yes
6	perform a class play	Yes
7	learn how to make pancakes	No
8	do a Chemistry experiment	Yes
9	hand in our homework late	No
10	do a class project	Yes





b	Now write what they were and weren't allowed	to do.
	Use the past of be allowed to.	

	They were allowed to have their French lesson outside.
1	named to the second
2	The second secon
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4	
5	Commence of the Commence of th
6	
7	Commence of Charles and Charle
8	
9	AND INCOME DESCRIPTION OF THE PROPERTY OF THE PARTY OF TH
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7	
a	What things can you do now that you weren't allowed to do when you were younger? Write five sentences. Use the past of be allowed to.
	I wasn't allowed to stay up after eight o'clock.
	I wasn't allowed to use Pad's computer.
1	PRODUCE STREET, STREET
2	The second secon
3	The state of the s
4	MARKET THE PARTY OF THE PARTY O
E	

- b Look at the sentences you wrote in 7a again. Work with a partner. Ask your partner if he or she is allowed to do the things now, Use the present of be allowed to.
- ► Partner A Are you allowed to stay up after eight o'clock?

 Partner B Yes, of course I am. Are you allowed to go to discos?



Requests











- I Tick (V) the correct boxes.
- Is Mo asking Snapper to do things for him?
 Yes □ No □
- Who do you think sawed the leg off the dining-table?
 Mo □ Snapper □



REMEMBER!

can, could, will and would are all to ask someone to do something for you. could and would are more polite than can and will.

Can you help me? Will you open the window, please?

Could you pass me that book? Would you lend me your pen?

- Write four sentences to ask somebody to do something for you. Use can, will. could and would.
- Can you carry this box for me, please?

 1
 2
 3
 4



3	Mo has got an important exam tomorrow. He's too busy to do anything except work. He wants Snapper to do everything for him! Write his questions. Use can and the words on the right.	
	Can you get me a biscuit, please?	get me a tiscuit
1		tidy my room
Ž		find my pen
3	The state of the s	pass me the dictionary
4		look up a world for me
5	AND DESCRIPTION OF THE PROPERTY OF THE PROPERT	telephone Pad
б		make me a nilkshake
7		finish my Maths homework lend me a pencil
8		turn the radio off
9		bring me my notebook
10	Construction of the Constr	
	president, or a king or queen. You've got hundreds of people to do things for you. Write a list of all the things you want them to do. Use will.	
	Will you bring the car to the palace door, please?	ninah-anmi
	Will you go and get a bowl of strawberries for me, please?	
	Will you read the newspaper to me, please?	Hallacher will berge
1		Service Control of the Control of th
2		vi (=0.0000)=0.0000=
3		
4	Construction of a calculation of control of the control of the calculation of the calcula	
5	· · · · · · · · · · · · · · · · · · ·	
6		*****
7		September (Alberta)
8		CONTRACTOR OF THE CONTRACTOR O
9		DAMPAGE CONTROL -
10	······································	aramanianiani

Write five questions with could to ask a teacher to do something for you. Then
write five questions with would to ask your mum or dad to do something for you.

	could		would
•	Could you g	live me a day off echool?	Would you buy me a comic?

	-		AND DESCRIPTION OF THE PROPERTY OF THE PROPERT
	***********	easto-serve acatemistic	***************************************
		-11-11-11-11-14-14-17-14-17-17-17-17-17-17-17-17-17-17-17-17-17-	William Company of the Company of th
	Signatural	are proportion and the second	
b	Listen to Pa Then swap.	with a partner. Partner A, yourtner B's questions and give Partner B, you're Partner A' e questions and give an answ	an answer. s mum or dad.
	Partner B Partner A	Could you give me a day off s Yes, of course. Have two days	
	Partner A Partner B	Would you buy me a comic? No, I bought you five yesterda	у.
6	what would will do anyt	a partner. If you could have a it be? Imagine that a person hing you want. What would a questions. Use could and w	you've never met before you ask him or her to do?
•	Would you!	take me to see the pyramic	de?
	Could you e	explain to me how whales si	ng?
	Would you	show me where to find a di	nosaur's bones?
	Could you t	tell me what the moon is m	ade of?
		Carrie (carrie de conference)	and the state of t
	vomenze		
	Innoversity.	and the second s	ika ika maraba wa masa alimula, ata wa sa ma
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		and the second s	
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Obligation



I Tick (✔) the correct boxes.

- The Speedy Wabbler is easier to look after than old bikes.
 True □ False □
- With the Speedy Wobbler, it isn't

important to pump up the tyres.

True False



REMEMBER!

must is to tell somebody what to do.

You must pump up the tyres.

= The bike maker says you can't leave the tyres flat.

You must oil the chain.

- = The bike maker says you can't forget to oil the chain.
- What do your parents or teachers say you must do? Write four sentences. Use must.
- You must do your homework.

 1 You
 2 You
 3 You

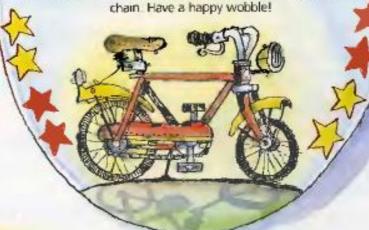
Congratulations!

You've just bought the Best Bike in The World. Your Speedy Wobbler will give you years and years of happy cycling.

Life is easy with a new Speedy Wobbler

Do you remember old bicycles? You had to replace bits when they fell off. With the Wobbler you don't have to do that! It's all in one piece. If you look after it, nothing will go wrong. You can wobble without worrying.

There are just two things you have to remember. Before every ride you must pump up the tyres and you must oil the chain. Have a happy wobble!



REMEMBER!

must is also to remind yourself to do things.

I must feed my dog. He's hungry.

= I need to remember to feed my dog.

I must pump up my tyres. They're flat.

- = I need to remember to pump up my tyres.
- 3 What things do you need to remember to do at the moment? Write four things. Use I must.

-	I must buy	my	friend	a.	birt	hday	card.

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2	жимакоеринеревесиинининийнийнийнийногоо-
3	Name to a state of the land of
4	water and the second se

REMEMBER!

should is to tell somebody that you think something is a good idea, or to say that you think something is the right thing to do.

That bike looks darty. You should wash it. = 1 think it's a good idea to wash it.

You should be careful when you ride your bike.

= I think it's the right thing to do.

See Chapter 31.

- 4 What does the bike maker say you should do? Complete the sentences. Use should.
- You should polish the seat.
- 1 You _____ ring the bell as often as possible.
- 2 You wash the Wobbler once a month.
- 3 You pump up the tyres before each ride.
- 4 You wobble carefully.

REMEMBERI ()

have to is to say that you can't choose what to do. There's only one thing you can do. Something bad will happen if you don't do it.

I have to go to school. (I can't choose to stay at home.

If I stay at home, my parents and teachers will be angry.)

don't have to is to say that you can choose what to do. Look:

It's the weekend tomorrow. I don't have to get up early.
(I can choose what to do. I can get up early or I can get up late.)

5 Fill in the gaps. Use have to or don't have to.

Now you've got a new bike, you Aon't have to use your old one any more. The Speedy Wobbler is great. You (1) polish the handlebars because they're always shiny. You (2) pump up the tyres and you (3) oil the chain, but they're very easy things to do so you (4) spend a lot of time on them.

.

The past of have to is had to, the past of don't have to is didn't have to.

I have to wear a uniform at school. (present)
I had to wear a uniform at my last school. (past)
I don't have to get up early today. (present)
I didn't have to get up early yesterday. (past)

- 6 Fill in the gaps. Use the past.
- You had to _____ replace bits of your old bike, didn't you? (have to)
- 1 | go to school yesterday. (not / have to)
- 2 1 tidy my bedroom yesterday. (have to)
- 3 She catch a bus because she was late. (have to)
- 4 He go by bus. He was riding a Wobbler! (not / have to)



he wants to turn left or right.

7				
2	Write the instructions for the Speedy Wobbler. Use you must and the words below.			- Company
	pump up the tyres oil the chain ring the clean the wheels wear a crash helmet polish			
	You must pump up the tyres.			
1				The same of the sa
2				G G
3			7)	
4	Commence of the Commence of th			
5			ilia danas	-7
b	Think about the things you have to do when you'r Write five things.	re ri	ding a bike.	
	You have to look both ways before you cross a	roa	d.	A 999
	You have to ride on the right.			
1			Arran emperation (WZ 199 0
2	TO REAL PROPERTY AND ADMINISTRATION OF THE PROPERTY OF THE PRO		annes mone	
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5	**************************************		ATTENDED TO A STATE OF THE STAT	
8	The people who make the Speedy Wobbler have made another bike. Look at the things it can do. Fill in the gaps with the correct form of don't have to.			
•	It cleans itself so you don't have to clean it.	3	It's got an autom	atic horn so
	It's got a computer in the handlebars so the		you	ring the bell.
	rider doesn't have to turn them.	4	It's got tyres that	pump themselves up so
ı	It's got a battery that turns the wheels so		you	pump them up.
	you pedal.	5	It knows where it	's going so the
2	It's got flashing lights so the rider		rider	read a map or
	put his arm out when		know the way.	

9	Read the text. Fill in the gaps with had to or didn't have to.
	A hundred years ago, most people had to go to work
	on foot or by bicycle because there weren't many cars.
1	Because there weren't many cars, people
	worry about pollution.
2	A lot of children work because their parents
	needed more money.
3	Most children go to school - they could stay
	at home or go to work instead.
4	Before telephones were invented, people
	send letters.
5	The people who carried the post didn't have cars so they
	ride horses.
6	People who had a lot of money walk
	anywhere. They had carriages pulled by horses to travel in.
7	When the first cars were invented they didn't use petrol. You
	put gas in them,
8	You pass a driving test because nobody had
	invented driving tests.
9	You look after your car very carefully
	because they weren't as good as cars are today.
10	You . drive as carefully as you do now because
	there weren't many cars on the roads.
10	
a	What didn't you have to do when you were five years old? Write
	five sentences.
-	I didn't have to go to school.
	I didn't have to study English.
1	
2	Control of the Contro
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5	The second secon



158



b	What do	people	tell	you	to	do now?	Write	five	sentences,	,
	Use you	must.								

-	You must go to school.
	You must be polite.
	You must be careful when you cross the street.
1	The state of the s
2	THE RESERVED OF THE PROPERTY O
3	The state of the s
4	
5	THE PROPERTY OF THE PROPERTY O

I I Work with a partner. Invent your own bicycle or car. Think of all the reasons why somebody should buy it. Write your ideas on a piece of paper first, then write a short paragraph about your invention. Use must, have to and don't have to.

► The Smasher

You don't have to drive it because it drives itself. It's got six wheels. You must make sure the wheels are clean. You must fill the tank with a mixture of water and petrol. You don't have to fill it every week because a tank of fuel lasts three months.



Prohibition

A lot of things are bad for you

You mustn't eat sweets after bedtime – Your teeth will go rotten and black. You mustn't go out with your hair wet Or talk to that silly boy, Jack,



You mustn't cheat in the classroom ~ You'll get into trouble, you know, You mustn't lie to your parents Or tie the dog's tail in a bow.



You **shouldn't** drink so many milkshakes – You'll turn green and enormously fat, You **shouldn't** go out in the snow, dear – Take your coat and a nice woolly hat.



- I Tick (✔) the correct boxes,
- Can you cheat in the classroom?
 Yes \(\Boxed{\omega} \) No \(\Boxed{\omega}
- Is it a good idea to drink hundreds of milkshakes?
 Yes \(\Boxed{\omega} \) No \(\Boxed{\omega}
- Who do you think is saying these things?
 A child □ A grown-up □



REMEMBERI 4

mustn't is to tell somebody that they can't do something.

You mustn't eat sweets after bedtime. You mustn't be late for school.

- What do your parents or teachers say you mustn't do? Write four sentences.
 Use you mustn't.
- You mustn't watch so much television.

1			
9			

4



REMEMBER!

shouldn't is to tell somebody that you think something is a bad idea.

You shouldn't drink so many milkshakes. You shouldn't be rude to your grandmother,

- 3 What do you think people shouldn't do? Write four things.
- You shouldn't be unkind to people.

l

3 4

2

WHAT'S THE DIFFERENCE?

mustn't is stronger than shouldn't.

You mustn't drink that liquid - it's dangerous.

(This is very important. I say you can't drink it.)

You shouldn't eat sweets - they're bad for your teeth.

(This is what I think. You can eat sweets, but I think it's a bad idea.)

Δ

You can also use not be allowed to to say that you can't do something. Look:

You aren't allowed to talk in the library.
(The librarian says you can't.)

You aren't allowed to eat sweets in class.

(The teacher says you can't.)

See Chapter 29

4 Circle the examples of not be allowed to.

You'aren't allowed to run near the swimming-pool. My friend isn't allowed to go out tonight. I'm not allowed to eat sweets after I've brushed my teeth. We aren't allowed to play with my parents' car. You aren't allowed to stay up after midnight, are you?



5		6	
a	A lot more things are bad for you! Complete each sentence. Use you mustn't. You mustn't watch too much TV -	a	Can you give an alien some advice! Imagine that you've just met an alien. The alien doesn't know how humans behave. Write ten sentences to to him what you think he should do.
	It'll make your eyes go square. talk with your mouth full or cuddle a grazly bear.	•	You shouldn't cross the road without looking both ways. You shouldn't make faces at people,
	you'll be tired tomorrow at school.	1	You shouldn't stroke a lion
	or behave like a clown or a fool.	2	
	you know that he's really quite nice. put worms in my bed, dear,	3	
b	or spiders, or little brown mice. Imagine that you're a teacher. What things mustn't your pupils do? Write five sentences.	5	
	Use you mustn't. You mustn't shout in class.	6	
2	And manufacture of the control of th	7	
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4		9	
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b	Work with a partner. Write what the alien isn't allowed to do on
	this planet. Use aren't allowed to.

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Advice









- I Tick (✔) the correct boxes.
- Mo is ... telling Snapper what to do. □ telling the actors what to do. □



REMEMBER!

should and ought to are to tell somebody that you think something is a good idea. They mean almost the same thing. It isn't important which you use.

You should run away!

= I think it's a good idea for you to run away.

You ought to hide in the cupboard.

- = I think it's a good idea to hide in the cupboard.
- What else does Mo think the actor should do? Fill in the gaps. Use should.
- ▶ You should look behind you!
- 1 You hide behind the wall.
- 2 You ... climb up that tree.
- 3 You keep quiet. He won't see you.
- 4 You stay where you are.

A

People often use the expression If I were you ... tell somebody that they think something is a good idea.

If I were you, I'd be quiet.

=1 think it's a good idea for you to stop talking and be quiet.

If I were you, I'd hade.

= I think it's a good idea for you to hide.

See Chepter 24.

- 3 Rewrite the sentences, Use If I were you.
- ➤ You should stop shouting.

 If | were you _____, I'd stop shouting.
- 2 You should run away.

 , I'd run away.
- You ought to look under the car.
 , I'd look under the car.
- 4 You ought to be careful.



- 4 Rewrite these sentences. Use If I were you, I'd ...
- ➤ You should take an aspirin.

 If I were you, I'd take an aspirin.
- 1 You should drink more water.
- 2 You should go to sleep.
- 3 You should see a dentist.
- 4 You should take more exercise.

A CONTRACTOR OF THE PROPERTY OF THE PARTY OF

PROBLEM PROPERTY OF THE PROPER

5 You should telephone a friend.

- 6 You should eat fewer sweets.
- 7 You should ear more fruit.
- 8 You should work harder.
- 9 You should go to bed earlier.

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and a community of the contract of the con-

10 You should read more.

5	Look at all Mo's problems. Write two solutions for each problem. Use should and ought to.
	He's lost his wallet.
	He should go to the police station.
	He ought to look in his bedroom.
1	His tooth hurts.
2	He's got a cold.
	-10 (Company)
	Annual win Line 1 to the second of the secon
3	He's always tired.
4	He doesn't know what the capital of Belgium is.
5	He's broken his friend's skateboard.
6	His mum is very angry with him because he's upset her.
7	His hands are cold.
	Transport in the second
8	He wants to buy Milly a present but he hasn't got enough money.
	La companya da la companya da
9	He wants to be a vet when he's older.
10	He's forgotten Snapper's birthday.
4.25	and the same of th

- Work with a partner. How many solutions can you think of to this person's problems? Write them on a piece of paper. Try to be as imaginative as you can. Use should or ought to.
- I've got a hole in my shoe and it's raining hard ontside.
- I I've got hiccups. I don't know how to stop them.
- 2 It's half past nine at night and I haven't done my homework.
- I I've broken my leg and I can't walk to school.
- I've found a stray dog. I don't know what to do with it.
- I can't sleep at night. I'm getting very tired.
- You should buy a new pair of shoes.
 You ought to put a plastic bag over your shoe.
 You should take the shoe off and hop on one leg.
 You ought to walk in bare feet.



a Write five new problems of your own.

Every time I go outside my hat falls off. What should I do?

I want to be a brain surgeon when I'm older.

I've upset my best friend. He won't speak to me.

I

- b Now ask the other pupils in your class to give some solutions to your problems. Use If I were you for the solutions.
- ▶ Pupil A Every time I go outside my hat falls off.
 - Pupil B If I were you, I'd glue it to my head. Pupil C If I were you, I wouldn't go out.
 - Pupil D If I were you, I'd stop wearing a hat!



Deduction

One of the most famous buildings in the world must be the Great Pyramid at Giza in Egypt. When you look at it, you realise that it must have been extremely difficult to build. Thousands of people must have worked on it. It's enormous! Until the twentieth century it was the tallest building in the world.

Building things now is quite easy. But it can't have been easy for the Ancient Egyptians – they didn't have electricity, or tractors, or forries. So it must have taken a very long time to build, you'd think. But it didn't – it only took thirty years,



I Tick (✔) the correct boxes,

- Is it possible that one or two people built the pyramid?
 Yes

 No
- Is it possible that the Ancient Egyptians had tractors?
 Yes □ No □



GRAMMAR

REMEMBERI 1

must is to say that you're sure something is true. You're sure because of what you know,

It must be one of the most famous buildings in the world

(I know that most people have seen pictures of it.)

You're laughing. You must be happy.

(I know that people who are laughing are usually happy.)

- 2 Complete the sentences. Use must.
- You've been eating for an hour and you're still eating,
 You must be hungry,
- 1 It's black and it's got eight legs, I think it be a spider,
- 2 He's been working for hours. He _____ be very tired,
- 3 She's crying. She be upset.
- 4 It's got four legs and it's wagging its tail. It ... be a dog.

REMEMBERI 📀

can't is to say that you're sure something is impossible. You're sure because of what you know.

It's got a short neck. It can't be a greaffe.

(1 know giraffes have got long necks.)

It's orange and it tastes horrible. It can't be milk.

(I know that milk is white.)

- 3 Fill in the gaps. Use can't.
- ▶ She can't be at home. I've just seen her go out.
- 1 You always get bad marks in French. You ______ be very good at it.
- 2 My brother has eaten six burgers. He still be hungry!
- 3 This jacket is blue. Mine's red. It be my jacket.
- 4 This is yellow and it tasics sour. It be chocolate.

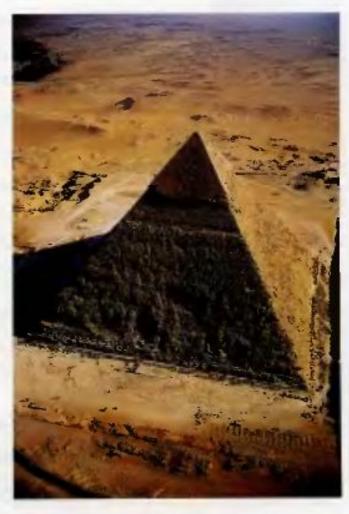
Δ

You can make the past of must and can't like this: must / can't + have + past participle

The pyramid must have been very difficult to build They must have used hundreds of tons of stone. It can't have been easy to build.

They can't have had tractors or lorries to help them.

- 4 Fill in the gaps. Use the past of must or can't and the verbs in brackets.
- It must have taken (take) a long time to build.
- l The workers (build) it very quickly, can they?
- 2 The Egyptians (have) tractors. They hadn't been invented,
- 3 They (use) thousands of workers.
- 4 The workers (be) very tired at the end of each day.





5	Write can't or must in the gaps.			
	Read the sentences carefully.			

read the series car crony.		
That man is a millionaire.		
He must have a lot of money.		
He's had a good night's sleep.		
He Can't still be tired.		
This lady is called Fatma. She lives in Cairo and		
she speaks Arabic. She be E	gyptian.	
Eve looked in every room downstairs a	nd	
	He must, have a lot of money. He's had a good night's sleep. He can't still be tired. This lady is called Fatma. She lives in Coshe speaks Arabic. She be E	

- be Egyptian. stairs and
- I can't see my book anywhere. It be upstairs.
- 8 What's the smallest insect in the world? It be an ant because a flea is smaller than an ant.
- 4 My friend looks very tired. She's got a cold and she's coughing, I think she be ill.

- 5 This exam paper has got a bad mark on it. lt ... be mine. lt must be yours!
- 6 The elephant be one of the biggest animals in the world. There aren't many animals that are bigger.
- 7 Don't be silly! That tiger come from Africa. There aren't any ugers in Africa.
- 8 That man looks after animals when they're ill. He doesn't look after people. He must be a vet. He . be a doctor.
- 9 You be happy. You've been laughing and smiling all day.
- 10 I've telephoned five times but my friend hasn't answered. He be at home. He must be out.
- Read about the building of the pyramids. Use must have + past participle to complete the sentences.

The pharaohs who decided to build the pyramids

► must have been . (be) very powerful men. They (1) (employ) thousands of people to work on the buildings. The workers (2) extremely hard because it only took thirty years to build the biggest pyramid. The architects (3) (know) a lot about Maths and Geography because the pyramids face north, south, east and west. Experts think that the workers (4) (pull) the stones with ropes made from papyrus. They also know that boats on the River Nile (5) (carry) other building materials to Giza,

1	Read these sentences. Complete them with can't have + past participle.	TO THE	200
×	The Ancient Egyptians didn't know about lorries or cars.	Die in	
	The Ancient Egyptians an't have used (use) lorries or cars.		-
1	We know that the workers were poor.	-	
	They (have) a lot of money.	2318	28/1 1
Ž	Experts think that some of the stones came from another place in Egypt.	306	5
	They say the stones (come) only from Cairo.		= V
3	The stones are too heavy for a human to carry.		5 4
	The workers	E - 7	2
1	The artists didn't have modern paint. They used paint made from	leu &	5
	plants to decorate the tombs.		
	The artists	杨春	56
5	It was impossible to guess how long it would take to build a pyramid.	9 G	A. L.
	The pharaohs (know) how long it would	3 11	- 17
	take to build them.		7
8	Choose must have or can't have + past participle. Think carefully!	1	個門
	The blocks of stone were measured very carefully. The Egyptians	40	1117
	must have had (have) a good way of measuring things.	2	
i	The Sphinx hasn't got a nose any more. It	27	配化
2	There was no electricity in Ancient Egypt. lt (be)	3 -0	4
	very dark inside the pyramids.	1 1 1	P 14 4
3	The workers had to work very long hours. There was a lot of disease, too.	14	A B
	Many of them got ill. They (be) very healthy.	1	/ JAM
4	The pyramids were expensive to build. The pharaohs who built them		
	(have) a lot of money_		
5	The Ancient Egyptians didn't have modern tools so they	生剂	小小
	(cut) the stones very easily.	SIN C	NA
9	Ask your teacher if you can play a class game. One pupil says	MIM	\$ 10°0
	a sentence which isn't true. The class thinks of a reason why he or she isn't telling the truth. Play the game like this:	11	
	Pupil A I climbed Everest last week.	100	
-	Pupil B You can't have climbed Everest. I saw you here at school.	the same	
	Pupil B I went bungy jumping last weekend.	1	
	Pupil C You can't have gone bungy jumping. I know you're scared of heights.		
	Pupil D I saw the head teacher dancing in the street yesterday. Pupil E You can't have seen him! He's away on holiday.	1	



Possibility











- I Tick (✔) the correct boxes.
- What does Mo think he can do?
 Swim Fly
- Look at the last picture. Is Mo sure he can fly?
 Yes □ No □



A

might and may are to say that you think something is possible.

You might hart yourself.

- = I'm not sure but it's possible that you're going to hurt yourself.
 I may be wrong.
- = I'm not sure but it's possible that I'm wrong.
- Complete the sentences. Use might.
- Snapper is worried. He thinks Mo might. hurt himself.
- Mo thinks he _____ be the first boy to fly.
- 2 Snapper thinks Mo be wrong!
- 3 Mo thinks he be very famous one day.
- 4 Snapper stop Mo from trying to fly.

E

might and may are easy! They're the same for everybody,

1 might I may you might you may he might he may she might she may it might it may we might we may you might you may they might they may

- 3 Fill in the gaps. Use may.
- What are you doing tonight?
 1 ###Y ... go swimming.
- Where are Mo and Milly?
 They be in the garden.
- Why is Mo in the kitchen?
 He want a biscuit.
- 3 Where's Snapper?

He be in his tree house.

4 What's Milly going to do now?
She go to her friend's house.

WHAT'S THE DIFFERENCE?

might and may mean almost the same thing.
It isn't important which you use.

Mo might go to see his friend Billy tomorrow.

Mo may go to see his friend Billy tomorrow.

= Perhaps Mo will go to see Billy but
I'm not sure.



4	Mo can't find Milly. Rewrite the sentences.
	Use might or may.

- Perhaps she's at the shops.

 She might be at the shops. OR

 She may be at the shops.
- Perhaps she's upstairs.

2	Perhaps she's at her friend's house,	

- Contagnation of the Cont

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per though to manufacture parenting

- 3 Perhaps she's in the kitchen.
- 4 Perhaps she's in the garden.
- 5 Perhaps she's in her bedroom,
- 6 Perhaps she's in the bath.
- 7 Perhaps she's in the sitting-room.
- 8 Perhaps she's out with Dad.
- 9 Perhaps she's on the telephone.
- 10 Perhaps she's in Snapper's tree house.

a Mo and Snapper are trying to decide where to go on holiday.
Write where they might go and what they might do there,



For more			For more deta	details, contact Croc Tours.		
Use might o	r may.					
► They might e	o cycling in Holland.	or They may go	cycling.			
Tomeren						
		2-11				
107100001111111		<u> </u>				
•••••						
			Haring Constitution			
	and the second					
			CONTRACTOR OF THE PARTY OF THE			
7						
			and the second s			
	ou do in the holidays? V r may and the ideas bel				ith a partner. Swap ake turns to tell the	
go cycling go to the beach visit friends build a camp go sight-seeing go swimming				at your partner in the holidays.		
I might go sy	cling with some friends	5	Letters to the second	Pupil A	She might stay with	
I may paint n	ny bedroom.		remainson.	Pupil B	her cousins. He may go to	
* contrate constant		mentan pertantan	dimension and a		London with his parents.	
			************		r. T. and Control Control	
(****) [[[[[]]]]])		an a	**********			



12	-	_			
	Tick	(the	correct	hoxes.

- Splodge wants some ...
 pink candy floss. □ white candy floss. □
- Who's going to get the candy floss for Splodge?
 Ruff □ Tumble □



A

shall and can are to ask if you can do something for somebody.

'Shall I get the candy floss for you?' 'Yes, please.'
'Can I help you?' 'Yes, please.'

2 Complete the sentences. Use shall or can.

- I get your coat for you?

 I get you a drink?

 I make you a sandwich?
- 3 we help you tidy the house?
 - we buy you some candy floss?

E

would ... like + noun is to ask if somebody wants something.

Would you like a piece of cake?' 'No, thank you.'
'Would you like an ice cream?' 'Yes, please.'
'Would Splodge like some candy floss?'
'Yes, he'd love some.'

3 Write questions. Use would you like.

-	Would you like	some candy floss?
1		a toffee apple?
2		some milk?
3		
4		a new bicycle?

C

would ... like to + base verb is to ask if somebody wants to do something.

'Would you like to see the fortune-teller?'
'Yes, I'd love to.'
'Would he like to go to the cinema?'
'Yes, he would.'

Write questions. Use would you like to and the things below.

go to the funfair v visit the fortune-teller ride on the big wheel go on the ghost train see the clowns

► Would you like to go to the funfair?

	*(-1-1
2	Administrative of the second second state of the
3	
4	ототоры ну от солинатите пои ть
	research to the language of the state of the



5

a Splodge wants to go to the funfair again tonight. He's asking if he can do things for Ruff and Tumble so that they'll take him. Write his questions. Use shall and the list below.

make your bed volean Ruff's machines do the shopping wash Mabel's car compty the dustbin make you a cup of tea

help you wash up tidy the kitchen make supper post your letters get your newspaper

•	. Shall I make your bed?
	-ынсыковитого на очнени выполнительной
	manufacture de la constitución d
	TO COLUMN BUTTON PROPERTY AND ANALOS OF THE PARTY OF THE
	-000-00-000-00-00-00-00-00-00-00-00-00-

- b Work with a partner. Take turns to ask and answer the questions. Use the sentences you wrote in 5a, but this time use can. You decide what the answers are.
- Partner A Can I make your bed? Partner B Oh yes, please.

6 Splodge, Ruff, Tumble and Mabel are at the funfair. Read the conversation. Fill in the gaps. Use shall, would ... like or would ... like to. Splodge Mabel, would you like to see the fortune-teller? She's very clever. Mabel No, thanks. I'm going to ride on the big wheel. (1) .. you come with me? Splodge Ves, please. (2) I get the tickets? Mabel Yes, all right. (3) you some more candy floss? There's a lady selling it over there. Splodge Ves, please. I love caudy floss. Tumble Ruff, I'm going to buy some sweets. (4) I get you some? Ruff No, thank you. (5) you go on the bumper cars next? Tumble Yes, great! Mabel, (6)you go on the bumper cars? Mabel No, thanks, I don't like bumper cars. They're noisy! I'm going to buy some hot dogs. Tumble, (7) you a hot dog or a burger? Tumble 1'd like a hot dog, please, (8) Splodge one, too? Mabel No, I don't think so. He's eating lots of candy floss! (9) l get vou a drink? Tumble No, thanks. I've got some orange juice. (10) you some money? Hot dogs are quite expensive. Mabel No, it's all right. Ruff says he'll pay! HOT DOG:

7 Imagine your friend is ill in bed, You're trying to make him or her happy. Write questions. Use would ... like or would ... like to and the words below.

an extra pillow some ice cream
borrow a comic a drink
read a book an apple
see the doctor some sweets
an aspirin go to sleep

listen to some music watch television a glass of milk go to the cinema next week

▶ Would you like an extra pillow?

Would you like to borrow a comic?

8 Work with a partner. Take turns to play this game. Partner A, say a sentence from the list. Partner B, use shall to say what you can do to help your friend. Then swap.

I'm too hot.

I've got toothache.

I haven't made my bed.

There's a lot of washing-up to do.
I've got a headache.

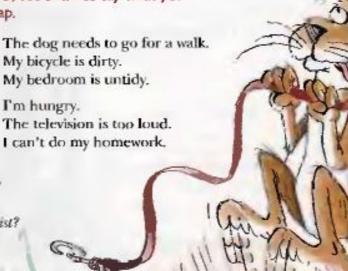
I'm thirsty.

Partner A I'm too hot.

Partner B Shall I open the window?

Partner B I've got toothache.

Partner A Shall I telephone the dentist?



REVISION 9 - ability; permission; requests; deduction

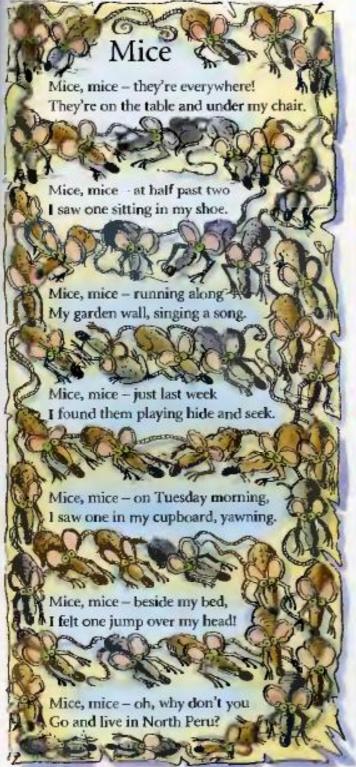
Ī	Read the sentences and tick the correct boxes.	6	Read the sentences, tick the correct box and answer the question.		
	Seals can swim but they can't speak. Splodge could ride a bike when he was three but he couldn't read.		May I go to the disco? Can I go to the disco?		
	Do seals know how to swim? Yes □ No □		These sentences mean		
	Do seals know how to speak? Yes No		the same thing. □ different things. □		
	Did Splodge know how to read when he was		Which word do more people use?		
	three? Yes 🗀 No 🖂		may □ can □		
2	Read the examples and answer the question.	7	Make Splodge's questions more polite.		
	Next year I'll be able to ride a motorbike. He's having French lessons. He'll be able to speak French soon.		Can you make me a sandwich?		
	What's the future of the verb can?		Will you open the door, please?		
3	Write three things that you'll be able to do in ten years' time.	8 Read the example. Answer the question. Splodge is laughing. He must be happy. Mildred has only just left. She can't be back already.			
			What word do you use to say you're sure something is true?		
4	Write three things you couldn't do when you were a baby.		What word do you use to say you're sure something is impossible?		
		9	Look at the sentences and complete the rule below.		
5	Read what Splodge says and answer the questions.		Splodge passed his exams. He must have worked very hard.		
	Great! I'm allowed to go to the disco. I wasn't allowed to go to the cinema yesterday.		He didn't do very well in Music. He can't have practised his violin.		
	Can Splodge go to the disco?		To make the past of must and can't, use must		
	Yes D No D	or can't +			
	Did he go to the cinema yesterday?				
	Yes D No D				

REVISION 10 - obligation; prohibition; advice; possibility

1	Read the example and tick the correct boxes. You must go to bed at nine.	6	Read the problems and write solutions. Use should.			
	Can you choose to go to bed at ten?		My hair is too long.			
	Yes □ No □		THE BORN OF THE PROPERTY OF TH			
	I have to go to school.		Pvc lost my cat.			
	Can I choose to stay at home?					
	Yes □ No □		I'm tired.			
2	Read the sentences and finish the rule below. I had to go to school yesterday. I didn't have to do any homework last night.		I've got a cold.			
	The past of have to and don't have to is	7	Read the examples and tick the correct box			
	and Write three things you don't have to do now that you had to do when you were little.		You should help your brother.			
3			You aught to help your brother. These sentences mean the same thing. □ different things. □			
		8	Read the sentences and answer the question. If I were you, I'd see a doctor. If I were you, I'd tell my mum.			
4	Read the examples, tick the correct box and answer the question. You mustn't eat so many bars of chocolate. Can I eat lots of bars of chocolate? Yes No Who do you think says things like this?		What expression can you use to tell somebody what you think they should do?			
			e-colore www.minimer.teratebooks			
			Read what Ruff says to Splodge. Tick the correct box.			
			Don't do that! You might hurt yourself.			
			Is Ruff sure Splodge will hurt himself?			
5	Read the examples and tick the correct box.		Yes □ No □			
	You mustn't go to bed late. You shouldn't go to bed late. mustn't is stronger than shouldn't.		10 Read what Tumble says and answer the questi			
			You might not understand Ruff's new potion. You may need to read the instructions again.			
	True False		What two words can you use to say you think			
			something is possible?			
			and			



Prepositions and phrases of place, time and movement



- I Tick (✔) the correct boxes.
- When were the mice playing hide and seck?
 Last week □ Yesterday □
- On Tuesday morning a mouse was ... in the cupboard. □ on the table. □



REMEMBERI 1

Prepositions and phrases of place tell you where things are.

Here are some examples: in, on, under, next to, behind, in front of, opposite, inside, outside, between, beside.

There's a mouse under my chair.

There's a mouse in front of the television.

There are mice beside the bed.

- Write a suitable phrase in the gaps.
- It's standing behind the chair.
- 1 It's _____ the bed and the cupboard.
- 2 There's one in the garden.
- 3 I can see a mouse sitting the
- 4 There are mice living my house.



REMEMBER!

Prepositions and phrases of movement tell you how things move and where they move to. Here are some examples: over, under; through; along; into, out of; across; round; onto, off; up, down.

A mouse came out of the kitchen.

It ran round the cupboard.

I saw it run up the stairs and into my bedroom!

3 Cross out the wrong words.

A baby mouse walked bedown / into my bedroom. It ran (1) across / past the floor. It jumped (2) into / round my slipper. Then it ran (3) onto / along the wall and hid in the cupboard. Two minutes later I saw it coming (4) over / out of the cupboard again.

REMEMBER!

Prepositions and phrases of time tell you when things happen. Here are some examples: in, on, at, tomorrow, today, yesterday, last week, next week, in the morning, at night, every week.

I saw a mouse in the afternoon.

On Tuesday marning I saw him yawning.

And just last week I saw five more.

Mice always come out at night!

4 Complete the rhyme with the words below.

in in at on at

Every day in my house, the afternoon,
The mice sit and watch a good cartoon.

It starts (1) five o'clock, I think,
And it's about a cat who's blue and pink.

I can see those mice sitting in my shoes.

(2) night they watch the evening

(3) Sunday morning they read some books.

And (4) the afternoon the chief



	I saw a mouse running .4. the stairs.
	through □ into □ up 🗹
1	I'm going to buy a mousetrap
	this afternoon 🗆 yesterday 🗆 🛮 last week 🗊
2	The mouse ran the kitchen.
	between □ off □ out of □
3	I never see the mice early the morning.
3	at Ct in 🗆 on 🗆



4	Look! There's one walking the
	garden wall.
	in □ along □ outside □
5	I wish they would stay in the
	garden!
	inside □ from □ outside □
6	morning I saw two of them in
	the bathroom.
	This □ Tomorrow □ At □

mouse cooks!

7	I think there's a new mouse day.	7	Read the sentences and answer the questions.
	last □ nex₁ □ every □	•	1 passed my exams in 1998.
8	One just walked me.		I was cleven in 1998.
	through past along		What preposition do you use with a year?
9	I saw ten mice		in. measurement
	on 🗆 in 🗆 at 🗆		
10	They started living in my house	1	The mouse ran under the bed. Then it climbed into the cupboard.
	the winter.		In these sentences, under and into are
	to □ in □ at □		prepositions of
6	Answer the questions.		place, □ - movement. □
			27 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
	Where is your school?	Z	There's a mouse on the table. There's another one under the chair.
,	My school is next to the park,		In these sentences, on and under are
1	What year were you born in?		prepositions of
0	I was born		place, □ movement. □
Z	Which month were you born in?	2	I always eat a packet of crisps at eleven o'clock.
e	I was born	**	I saw a fat brown mouse at half past three.
3	When do you go on holiday?		What preposition do you use with
	I go on holiday		a clock time?
4	Does grass usually grow inside or outside		
	a house?		
	It usually grows	4	I'm going out this afternoon. Tomorrow I'm seeing a friend.
5	Where can you see stars?		Last week I found three mice in the kitchen.
-	You can see stars		With expressions like tomorrow, yesterday and
6	When do you sleep?		this afternoon, do you need a preposition of time (in, on, at)?
	I sleep		Yes No No
7	When do you have breakfast?		
020	I have breakfast	5	The picture is above the bookcase.
8	What date does your school term finish on?		Where's the bookcase?
	It finishes		Below the picture □ Next to the picture □
9	What day of the week don't you go to school?		
	I don't go to school		
10	What two things can you get out of?		
	You can get out of and		

8 Fill in the gaps with the words below.

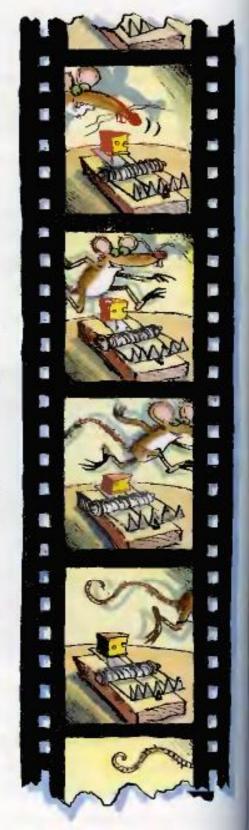
down under next from to out of round into along up onto out of yesterday past at into

I'm declaring war on the mice. It isn't my house any more, it's theirs. It's a mouse-house! Look! There's one, sitting ▶ Oh the sofa. Don't laugh! It isn't funny.

- (13) morning, while I was having my breakfast, I heard a strange noise. I looked (14) at the ceiling and do you know what I saw? A mouse jumping (15) the lampshade (16) the bookcase. I can't go on like this.

 (17) lunchtime yesterday, I went to the shop and bought a mousetrap. But these are clever mice. They look at the trap and just walk (18) it. They know about traps.

 (19) week I'm going to buy a cat! He'll chase them (20) my house.



REVISION 11 – prepositions and phrases of place, time and movement

1	What do these words tell you? There's a cat on my bed.	5	Look at the examples and cross out the wrong word in the rule.	
	My bag is under the chair. They tell you when things happen.		Splodge saw Lionel yesterday. I'm going on holiday tomorrow. Last week we went to the theatre. My exams are next month.	
2	where things are. Answer the questions. Use phrases of place. Where's your grammar book? Where do you keep milk?	6	I won a prize last year. With expressions like yesterday, last week, tomorrow, next year etc you do / don't need a preposition of time. Read the examples and tick the correct rule.	
3	Where do you sleep?		Splodge walked along Sunny Street. He run into a shop. He jumped over a wall. He walked round the corner into Moon Street.	
	Where are your shoes now? Fill in the correct preposition of time in the rules.		Prepositions and phrases of movement tell you when things happen. how things move and where they move to.	
	+ month, year, the morning etc.	7	Cross out the wrong words.	
	+ day and date.		I walked on / past the bank.	
	+ clock time, the weekend, etc.		I went through / up the stairs.	
4	Fill in the correct prepositions of time. I sleep night. I get up the morning. I go to school eight. I was born 1990. It's usually sunny July. I've got an exam Monday. I have lunch one o'clock.		I got on / out of the car. I walked along / under the street. 1 climbed in front of / over a wall. I jumped into / off the wall. I ran ac / between the High Street. I went into / down the newsagent's.	
	I'm seeing a friend the weekend.			



Question tags





- I Tick (✔) the correct boxes.
- Does Mo think the painting is beautiful?
 Yes □ No □
- Who do you think painted it?
 Van Gogh □ Mo □



Question tags are to check that the person you're talking to agrees with what you're saying. You think what you're saying is correct.

It's a beautiful painting, isn't it?' 'Yes, it is.'
It isn't a Van Gogh painting, is it?' 'No, it isn't.'

- Read and answer the questions.
- ▶ Mo This is a good painting, isn't it?

Snapper Yes, it is.

Does Mo think it's a good painting? Yes

✓ No

□

1 Mo Van Gogh was famous, wasn't he?

Snapper Yes, he was.

Does Mo think he was famous? Yes □ No □

2 Mo Van Gogh was Dutch, wasn't he?

Snapper Yes, he was.

Does Mo think he was Dutch? Yes I No I

B

If the first part of the sentence is positive, the question tag is negative. If the first part of the sentence is negative, the question tag is positive,

First part Question tag It's a beautiful painting, isn't it? (Positive +) (Negative -) It isn't a good painting, is it? (Negative -) (Positive +)

- Write the question tags.
 Use is he? or isn't he?
- ▶ Van Gogh isn't alive now, is be?.....
- I Mo isn't telling the truth,
- 2 Snapper is clever,
- 3 Mo isn't good at painting,
- 4 Snapper is funny,

REMEMBER!

You can make questions with be and can.

'Is he English?' 'Yes, he is.'
'Are they reading comics?' 'No, they aren't.'
'Are we going to see Billy?' 'Yes, we are.'
'Was he Dutch?' 'Yes, he was.'
'Were they playing football?' 'Yes, they were.'
'Can I have a biscuit?' 'Yes, you can.'
'Can he paint?' 'No, he can't.'

4 Write four questions. Use be and can.

-	Can you ewim?
1	
2	A CONTRACTOR DE LA CONT
3	

C

You can make question tags with be and can, too,

He's English, isn't he?
They're reading comics, aren't they?
We're going to see Billy, aren't we?
He was Dutch, wasn't he?
They were playing football, weren't they?
I can have a biscuit, can't I?
He can't paint, can he?

- 5 Make question tags for these sentences. Use the correct form of be and can.
- ► Van Gogh was a famous painter, waen't he?
- 1 She was a film star.
- 2 He wasn't English,
- 3 Mo can't sing,
- 4 They can see Pad tomorrow,

.

Be careful! The question tag for Pm is aren't I? NOT amn't I?

I'm clever, aren't I?
I'm going to be a famous painter, aren't I?

- 6 Complete the sentences. Use aren't !?
- ► I'm clever, aren't 1?
- 1 I'm tall,
- 2 I'm good at painting,
- 3 I'm going to be late,
- 4 I'm a child,



7 Match the two halves.

-	He's	famous,

1 You aren't a very good painter,

2 Snapper can see Mo's name,

3 Milly can eat a lot of sweets,

4 I'm good at drawing.

5 They aren't going to the cinema,

can't he?

aren't P

isn't he?

can't she?

are you?

are they?

6 You can't find Milly,

7 We're going now.

8 Milly can't swim,

9 They're flowers,

10 You're Mo's friend,

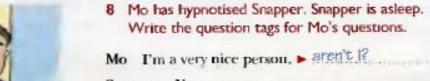
aren't you?

can you?

aren't they?

aren't we?

can she?



Snapper Yes, you are,

Mo You're my best friend, (1)

Snapper Yes, I am.

Mo You aren't Spike's friend, (2)

Snapper No. I'm not.

Mo Spike can't read or write, (3)

Snapper No, hc can't.

Mo Spike is stupid, (4)

Snapper Yes, he is.

Mo All his friends are horrible, (5).

Snapper Yes, they are,

Mo I'm not horrible, (6)

Snapper No, you aren't.



Mo I can do everything better than Spike,

(7)

Snapper Yes, you can.

Mo Spike is in the playground, (8)

Snapper Yes, he is.

Mo I want Spike's sweers. You're going to help me,

(9)

Snapper Yes, 1 am.

Mo He isn't going to be very happy, (10)

Snapper No, he isn't.

9

- Mo is saying lots of silly things to Snapper.
 Write the correct question tags.
- ► I'm not silly. №M 🖔
- I Milk isn't green,
- 2 I'm cleverer than Spike.
- 3 English is very easy,
- 4 Pad can speak ten languages,
- 5 Dogs can't use computers,
- 6 Milly is two years old,
- 7 Fish can read hooks. ...
- 8 You're going to do all my homework,
- 9 I'm going to be very famous,
- 10 We can't play football,
- b Work with a partner. Take turns to say things to each other. Use question tags. Ask five questions, then swap. Your partner must agree with everything you say. Play the game like this:
- ► Partner A You're five years old, aren't you?
 - Partner B Yes, I am.
 - Partner A I'm an astronaut, aren't I?
 - Partner B Yes, you are.
 - Partner A You can't count to ten, can you?
 - Partner B No, I can't.





Questions











- I Tick (✔) the correct boxes.
- Mo saw . . .
 nobody. □
 three people. □
- Who saw Mo?
 Nobody □ Mo's dad □



REMEMBER!

Question words are to ask questions.

who is to ask about people.

whose is to ask who owns something. →
where is to ask about places.

when is to ask about time.

why is to ask for a reason.

how is to ask about the way you
do something.

- → Who's Snapper?
- → Whose is this book?
- → Where's your school?
- → When's Mo coming?
- → Why is Mo late?
- → How do you make soup?

2 Write the correct question word.

-	Why is Mo frightened?	Because crocodiles eat people.
1	are they?	They're Mo's friends
2	is this football?	It's Mo's.
3	are my boots?	They're here; next to the bed.
4	do people sleep?	At night.

REMEMBER!

what is to find out more about people and things when there are many possible answers.

What's your name? (There are lots of names.)

which is to ask the difference between two or more people or things when there aren't many possible answers.

Which is your book? (There are two books on the table.)

- 3 Choose what or which.
- ▶ What 's your address?
- l _____ colour is your bike?
- 2 _____ dog is yours? The white dog or the brown dog?
- 3 's the time?
- 4 do you preter? Apple juice or milk?

REMEMBER!

Make questions like this:

Question	be/do, can/have	Subject	Verb
Who	does	Snapper	like?
Whose	žs	this book?	
Where	has	he	gone?
When	can	you	come?
Why	is	he	smiling?
How	does	Mo	study?
What	are	these?	
Which	do	you	prefer?

- 4 Put the words in the correct order.
- ► Snapper eat? What does What does Snapper eat?
- I When is coming? Mo
- 2 are Mo and Snapper Why laughing?
- 3 Snapper and Mo? Where are

REMEMBER!

what, which, whose + noun

What job do you want to do when you grow up?
Which bicycle is yours — the big one or the small
one?

Whose comic is this - yours or mine?

- 5 Put the words in the correct order.
- What Mo's dad car does drive?
 What car does Mo's dad drive?
- I size are your feet? What
- 2 pen is this? Whose
- 3 yours? bicycle Which is
- 4 you like? programmes do What

REMEMBER!

how + adjective

How tall are you?

how many + nouns you can count How many comics has he got?

how + adverb

How well can be read?

how much + nouns you can't count

How much milk is there?

- 6 Put the words below in the correct places.
 much ✓ quickly much old many
- ► How Much lemonade is there? A little,
- 1 How sweets can Mo eat? Hundreds.
- 2 How is Snapper? Fifteen.
- 3 How ... water do you wan? A glass.
 - How _____ can be run? Very fast.

Δ

Bc careful! Look at the difference between these two sentences:

Question	Answer
Who saw Mo? (Who is the subject)	Mo's dad saw Mo.
Who did Mo see? (Who is the object)	Mo didn't see anybody.

- 7 Change these sentences. Make who the object.
- Who saw you?
 Who slid you see?
- l Who brought you? Who
- 2 Who drove her? Who
- 3 Who caught you? Who
- 4 Who kicked him? Who



- 8
- a Cross out the wrong question words.
- Who / Which likes Snapper?
- 1 What / Whose is this computer?
- 2 Whose / Who game is this?
- 3 What / How does Mo pass his tests?
- 4 How much / How many cheese can you eat?
- 5 Whose / Which do you prefer to eat: fish or meat?
- b Write five sentences of your own to ask a friend. Use who, which, how, how much and what.
- Who's your favounte film actor?
 Which do you like best; coffee or tea?
 How fast can you run?



- Work with a partner. Take turns to ask and answer your questions.
- Partner A Who's your favourite actor?
 Partner B My favourite actor is ...

 Partner B What's your favourite sport?
 Partner A My favourite sport is ...

Choose suitable question words for these sentences.

Þ	Where	are you going?
1		is the time?
2		did your watch cost?
3		old are you?
4		milk is there left?
5		are you smiling at me?
6	Nation of the Control of	is Snapper coming? He's late.
7		fish did you catch yesterday?
8		do you live?
9		saw you?
10	returnition (friends came to your party?
11		did you go yesterday?
12		tall is your brother?
13		fruit do you like best?
14		book is yours - this one or
		that one?
15		don't you like chocolate?

10 Read the sentences. Change them. Use who as the object or subject of the question.

- Who did Mo talk to?

 Who talked to Mo?

 Who looked at you?

 Who did you look at?

 I Who did you drive to school?
- 2 Who helped Mo?
- 3 Who did Snapper see?
- 4 Who brought him?
- 5 Who did she speak to?
- 6 Who watched us?
- 7 Who carried you?
- 8 Who did Mo lie to?
- 9 Who did you write to?
- 10 Who telephoned you?



Short answers



Here's a really terrible joke about a rabbit:

On Monday a rabbit walked into the butcher's. He said: 'Have you got any lettuce?'

'No, I haven't,' said the butcher, 'I'm a butcher, not a greengrocer. Go away.'

On Tuesday the rabbit came back. He said:

'Do you sell lettuce?"

'No, I don't,' said the butcher. 'Go away!"

On Wednesday the rabbit came back. He said:

'Can I have some lettuce?'

'No, you can't!' shouted the butcher. 'Go away! If you come in here again, I'll nail your ears to the floor.'

On Thursday the rabbit came in. He said:

'Have you got any nails?'

'No, I haven't,' said the butcher.

'Good,' said the rabbit, 'Have you got any lettuce?'

I Tick (✔) the correct boxes.

- Has the butcher got any lettuce?
 Yes, he has,

 No, he hasn't.
- The rabbit wants to know if the butcher has got any nails because he ... wants his ears nailed to the floor. ☐ doesn't want his ears nailed to the floor. ☐



GRAMMAR

REMEMBER!

Short answers are easier and quicker than long answers. Look:

Question	Long answer	Short answer	
Are you happy?	Yes, I'm happy.	Yes, I am.	
Have you got any lettuce?	Yes, I've got some lettuce.	Yes, I have.	
Are we going to school?	Yes, we're going to school.	Yes, we are.	

Underline the short answers.

Rabbit Have you got any lettuce?

Butcher No. 1 haven't.

Rabbit Can I have a carrot?

Butcher No, you can't.

Rabbit Do you sell cabbage?

Butcher No. 1 don't.

Rabbit Will you give me an apple?

Butcher No, I won't.

REMEMBERI 📀

You can make short answers with be, can, do, have and will.

Question	Short answer
Are you going?	Yes, I am. OR
, , ,	No, I'm not.
Can I come with you?	Yes, you can. OR
	No. you can't.
Do you want a biscuit?	Yes, I do. OR
-	No, I don't.
Have you seen him?	Ves I have OR

Will they go to school now? Yes, they will, OR

No, I haven't.

No, they won't.

- 3 Write short answers for these questions.
- ► Are you thirteen? Yes, I am.
- 1 Can you write backwards?
- 3 Do dogs go to school?
- 4 Will she help you?



- 4 Write short answers for these questions.
- ► Are you at school now?
 Yes, Lam. or No, I'm not....
- I Do butchers usually sell lettuce?
- 2 Has your friend got a dog?
- 3 Can you swim?
- 4 Have you ever been in a plane?
- 5 Will you dream tonight?
- 6 Did you go to the cinema yesterday?
- 7 Were your parents at home last night?
- 8 Did you enjoy your last lesson?

- 9 Have rabbits got long ears?
- 10 Can sharks read?
- 5 Can you be as annoying as the rabbit in the butcher's shop? Work with a partner. Partner A, you work in a bank. Partner B, you're a customer. Partner B. ask questions I–5. Partner A, answer them. Use short answers. Then swap. Partner A, ask questions 6–10.
- ▶ Have you got any stamps?
- 1 Do you sell aeroplane tickets?
- 2 Will you give me some money?
- 3 Can I have two kilos of oranges?
- 4 Is the bank open at night?
- 5 Have you got any candles?
- 6 Do you sell aspirins?
- 7 Will you sell me a piece of cheese?
- 8 Can I have a box of tissues?
- 9 Are you selling bread today?
- 10 Have you got any biscuits?
- Partner B Have you got any damps? Partner A No, I haven't!

- a Imagine that one of your friends is an important and famous person. Write ten questions to ask him or her. Use be, can, do, have and will for your questions.
- Have you ever been on television?

 Can you fly a helicopter?

 Do you know a lot of famous people?
- b Now work with a partner. Take turns to ask and answer your questions. Use short answers for your answers.
- ► Partner A Have you ever been on television?
 - Partner B Yes, I have.
 - Partner B Can you fly a helicopter?
 - Partner A No, I can't.
- 7 Ask your teacher if you can play a class game. One pupil thinks of somebody the whole class knows. The class asks the pupil questions until they've guessed who the person is. Play the game like this:
- ► Pupil B Are you very famous?
 - Pupil A Yes, I am.
 - Pupil C Have we seen you on television?
 - Pupil A Yes, you have.
 - Pupil D Are you young?
 - Pupil A No, I'm not.



Relative clauses 1



Tick () the correct boxes.

- A Valentine's card is a card that says somebody ... likes you. 🗆
 - doesn't like you.
- Have you ever sent somebody

a	v	arer	ILI	ne	*	car
Y	2	E		N	o	D



REMEMBER! 1

In some sentences there are things called relative clauses. These relative clauses tell you more about nouns. Look:

Ruff is an inventor.

He's an inventor who makes strange potions (who makes strange potions = relative clause. Now I know more about Ruff.)

This is a card.

This is a card that says somebody likes you (that says somebody likes you = relative clause. Now I know more about the card.)

- Underline the relative clauses.
- Ruff knows somebody who likes him.
- Splodge knows somebody who can walk on his hands.
- This is a machine that makes chocolate bivos.
- 3 I know somebody who likes painting trees.
- 4 This is a machine that makes your bed.

REMEMBER!

who, that and which are relative pronouns, who replaces a person, that and which replace animals and things.

Ruff is an inventor. Ruff makes silly machines.
Ruff is an inventor who makes silly machines.
(who = Ruff)
This is a machine. It makes your bed.
This is a machine that/which makes your bed.
(that/which = it)

- 3 Read the sentences. Answer the questions.
- ▶ Ruff is an inventor. He loves machines.
 Ruff is an inventor who loves machines.
 What does who replace? He.
- 1 Ruff has friends, They do strange things, Ruff has friends who do strange things. What does who replace?
- 2 These are the cards, They were sent to Ruff. These are the cards that were sent to Ruff. What does that replace?

A

whose is another relative pronoun. It tells you that somebody owns something. Look:

Professor Thunderhead is a man. His house fell down.

Professor Thunderhead is the man whose house fell down.

Mrs Vanderelash is an inventor. Her invention won a prize.

Mrs Vanderelash is the inventor whose invention won a prize.

- 4 Finish the sentences. Use a relative clause and whose.
- Splodge is a person. His rabbit is called Sticky.
 Splodge is the person whose rabbit is called Sticky.
- Mabel is a lady. Her car broke down.

 Mabel is the lady
- Hector is a man. His dog likes Sticky.

 Hector is the man.
- Daisy is a lady. Her sister is a famous actress.

 Daisy is the lady
- 4 Mr Sweetfix is a man. His wife makes ice cream.

 Mr Sweetfix is the man



- 5 Splodge has found Ruff's note book. He wants to know who sent Ruff the card. He's reading about the people Ruff knows. Finish the sentences. Use who and a relative clause.
- Mrs Vanderclash. She went to the Inventors' Conference this year.
 Mrs Vanderclash is the person who went to the Inventors' Conference this year.
- Professor Flitehead. He writes books about chemicals.

 Professor Flitehead is the man
- 2 Mr Frazz. He owns the London Laboratory.
 Mr Frazz is the man
- 3 Bert Smith. He mends Ruff's machines,
 Bert Smith is the person
- 4 Professor Thunderhead. He visited Ruff in February.

 Professor Thunderhead is the man
- 5 Mrs Johns. She won the Wibble race.
 Mrs Johns is the woman
- 6 Mr and Mrs Morgan. They work at Wibble Castle.
 Mr and Mrs Morgan are the people
- 7 Hector. He taught Ruff Physics. Hector is the man
- 8 Dr Tufftick. He telephoned Tumble last week Dr Tufftick is the man
- 9 Mrs Nut. She talks too much.
 Mrs Nut is the woman
- 10 Miss Twinkle. She bought the Bath-Filling Machine.
 Miss Twinkle is the lady



6	What do these people do? Write whole sentences. Use a relative clause.					
	an astronomer 🗸	a newsagent	a postmar	1		
	a doctor	an author	a chef			
	a vet	a teacher	a waiter			
	a window-cleaner	a pop singer				
•	An astronomer is	a person who s	tudies the s	stars,		
1				\$10-1-1-0-00000000000000000000000000000		
2		in unsecutivities	F121-F1-14-1100			
3			(-1111)			
4			linne	THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.		
5				·		
6	*******************					
7				e tronce e comparama di Sacra considera		
8						
9				and the second second second second section is		
10						
-						
7 a	What are these thin	ngs? Use a relativ	ve clause and	the words in brackets,		
	a washing-machine	3	a fridge			
1	a kettle	4	a tumble di			
2	a microwave	5	a food mixe	er		
•	It's a machine tha	t washes cloth	ęs,	(wash / clothes)		
1	Total mark the second		dryphology con-	(boil / water)		
2						
3				(keep / things cold)		
4	amammana ka	eriser en en en en en en en		(dry / clothes)		
5				(mix / food)		
b	Write a list of five of	The state of the s		with a partner. Take turns to e objects you wrote in 7b .		
-	a book	mar Greener	Partner A	What's a book?		
	a television	*********	Partner B	It's a thing that you read.		
1			Partner B	What's a television?		
2			Parmer A	It's a thing that you watch.		
3		smerkin jarras				
4						

8 Fill in the gaps. Choose who or that.

Splodge How many Valentine cards did you get, Ruff?

Ruff Five! I got one from the lady • M.Q... mixes my chemicals.

She's the lady (1) works in Wibble Pharmacy.

Splodge Pharmacy? What's a pharmacy?

Ruff It's a shop (2) sells medicines and chemicals.

You must know that.

Splodge Who else sent you a card?

Ruff I got one from somebody called Daisy. Isn't she the lady

(3) ______ teaches you French? She's nice, isn't she? And I got one from Mrs Sweetfix, She's the lady (4) _____ makes ice cream. She sent me some Triple Toffce Ice, too.

Splodge What's Triple Toffee Ice?

Ruff It's ice cream (5) tastes of Triple Toffee, stupid.

Triple Toffee is toffee (6) smells three times better than

ordinary toffee. Don't you know anything?

Splodge Did Tumble get a card, too?

Ruff Yes, he did. He got one from Mrs Rafbat.

She's the lady (7) works in the cinema. She sent him a card (8) was made of rose petals.

Splodge Yuck! Is she the same lady (9) sent him a teddy bear?

Ruff No, that was somebody else. Mrs Rafbat sent Tumble a book (10) explains how to get fit. I don't think he likes it very much!



y	a defining relative clause.
•	She's Dolly. Her son goes to school with Splodge.
	Dolly is the lady whose son goes to school with Splodge.
ł	This is Mr Tubtick. His bicycle has got three wheels.
	Mr Tubtick is the man and the
2	This is Mrs Sweetfix, Her ice cream tastes wonderful.
	Mrs Sweetfix is the lady
3	That's Fred. His brother was on television last night.
	Fred is the mati
4	Mrs Vanderclash is an inventor. Her machine exploded.
	Mrs Vanderclash is the inventor
5	Dr Bertie is a doctor. His medicines always work.
	Dr Bertie is the doctor
6	This is Jan and Pat. Their milkshakes are world-famous,
	Jan and Pat are the people
7	Mildred is a lady. Her parrot always looks tired.
	Mildred is the lady
8	Professor Flite is an engineer. His trains are very fast.
	Professor Flite is the engineer
9	This is Ruff and Tumble. Their friend is called Splodge.
	Rufl and Tumble are the people
16	She's Mrs Gatmonger, Her husband makes unbreakable windows.
	Mrs Catmonger is the lady



Relative clauses 2

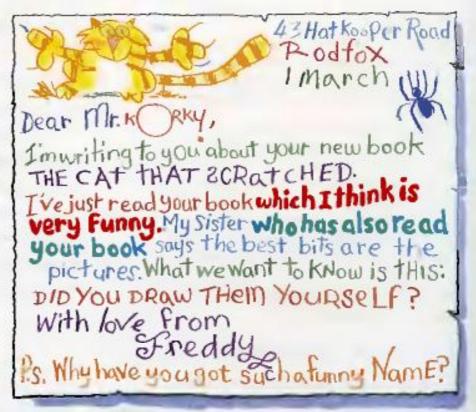


- I Tick (✔) the correct boxes.
- Freddy says that his sister has read the book.

True | False |

 Does Freddy like 'The Cat That Scratched'?
Yes □ No □





REMEMBER!

Relative clauses tell you more about nouns.
Without the relative clause you don't know much about the subject of the sentence. Look:

He's a man.

(I don't know much about the man.)

He's a man who writes furny books.

(who writes furny books = relative clause.

Now I know more about the man.)

This is the cat.
(I don't know much about the cat.)
It's the cat that scratched.
(that scratched = relative clause.
Now I know more about the cat.)

These relative clauses are called defining relative clauses.

See Chapters 42 and 44

- Finish the sentences. Use a defining relative clause.
- This is the flea. It tickled the cat.
 It's the flea that tickled the cat.
- 1 This is the dog. It dug a hole.

 It's the dog
- 2 This is Mr Long. He wrote the story.

 Mr Long is the man
- 3 This is Mr Korky. He drew the pictures.
 Mr Korky is the man
- 4 This is the book. It's the book I read yesterday.
 This is the book

Δ

There's another kind of relative clause. It's called a non-defining relative clause. It gives you extra information about the noun in a sentence. Look:

Your book is very funny.

(You know one thing about the book: it's funny.)

Your book, which I read yesterday, is very funny. (which I read yesterday = relative clause. Now you know two things about the book: I think it's funny. I read it vesterday.)

My sister says she likes the pictures. (You know one thing about my sister: she likes the pictures.)

My sister, who has also read your book, says she likes the pictures.

(who has also read the book = relative clause. Now you know two things about my sister; she likes the pictures. She's also read the book.)

You usually use non-defining relative clauses in writing, not speaking.

3 Underline the non-defining relative clauses.

 Mr Korky, who likes children, has written a lot of books.

 The cat, which is orange, has got a flea in its fur.

2 The flea, which wears a hat, is black.

3 Mr Korky, who draws a lot of pictures, uses a lot of paint.

4 The cat, which was in a bad mood, scratched and scratched. B

who and which are relative pronouns.

who replaces a person and which replaces
animals and things.

My vister, who has read the book, says it's great.

(who = my sister)

Your book, which I read yesterday, is very funny.

(which = your book)

- 4 Read the sentences. Answer the questions.
- The car, which had a flea, was very angry.
 What does which replace? The cat
 The book, which is new, is very funny.
 What does which replace? The book
- 1 The cat, which is orange, doesn't like fleas.
 What does which replace?
- 2 My sister, who likes your books, reads a lot. What does who replace?



C

Be careful! You need to use commas (,) in these relative clauses.

Don't forget them. Look at where the conunas go:

Mr Korky, who draws the pictures, likes drinking coffee.

The cat, which was scratching, was very angry with the flea.

- 5 Put the commas in these sentences.
- The cat which had a stripey tail scratched and scratched.
 The cat, which had a stripey tail, scratched and scratched.
- The flea which was black laughed at the cat.
- 2 The cat which had a flea in its fur asked people to help it.
- 3 A hairdresser who was called Tess washed the cat.
- 4 A lion which lived in the zoo helped the cat.



- 6 Underline the extra bits of information (the relative clauses) in each sentence.
- The Cat That Scratched*, which I've read lots of times, is a very good book.
- The pictures, which Mr Korky drew, always make Freddy laugh.
- 2 The story, which is in rhyme, is about a cat and a flea.
- 3 The writer, who lives in Rodfox, has got a cat.
- 4 The flea, which lived in the cat's fur, was very annoying.
- 5 The cat, which couldn't stop scratching, went to a car wash.
- 6 The car wash, which was full of soapy bubbles, made the cat very wet.
- 7 The flea, which laughed at the cat, jumped onto a lion,
- 8 The lion, which was very big and fierce, squashed the flea.
- 9 The cat, which was very happy, thanked the lion.
- 10 The lion, which had escaped from the zoo, went to live with the cat.

a	Write new sentences. The words in brackets are the extra bits of information. Use who and a relative clause. Don't forget the commas!
•	Eloise has read the book. (She's Freddy's sister.)
	Eloise, who's Freddy's sister, has read the book.
1	Tom is very clever. (He's Freddy's dad.)
2	Louise loves reading books. (She's Freddy's mum.)
3	Eloise has read the story about the cat. (She loves Mr Korky.)
4	Mr Long wrote the story. (He's Mr Korky's friend.)
5	Mr Korky painted the pictures. (He enjoys drawing.)
b	Now rewrite these sentences. Use which and a relative clause.
-	'Professor Puffendorf' is another of Mr Korky's books. It's very amusing.
	'Professor Puffendorf', which is very amusing, is another of Mr Korky's books.
1	The story is about some magic potions. It's quite short.
2	The potions are in a secret cupboard. The potions do strange things.
3	The laboratory is usually locked. The laboratory is very big.
4	The red potion makes your hair grow. The professor invented it.
5	The blue potion makes your dreams come true. The assistant stole it.

8 Choose who or which to fill in the gaps.

- Freddy, who is Eloise's brother, has met Mr Korky.
- 1 Mr Korky, often visits schools, likes talking to children.
- 2 His latest book, is very popular, is about a boy called Sam.
- 3 His drawings, are always funny, are painted in watercolour paint.
- 4 Eloise, loves Mr Korky, asked him to draw a picture of her.
- 5 The drawing, was in pencil, didn't look like Eloise at all!
- 6 Freddy, bought one of Mr Korky's books, asked him to sign it.
- 7 'The Cat That Scratched'. 1 bought last week, is my favourite book.
- 8 Mr Korky, has drawn thousands of pictures, is very famous.
- 9 His books, are sold all over the world, are full of interesting pictures.
- 10 Freddy and Eloise, are Mr Korky's fans, have got all his books.





Eloise

Freddy



These are important things you need to know.

A

What are vowels? They're these letters:

a, e, i, o, u

What are consonants? They're these letters:

b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

В

What are nouns? They're names for people, animals, things and places.

Ruff is dever. I love rabbits.

This is a book. Are you going to India?

C

What are articles? A, an and the are articles. They go before nouns.

Sticky is a rabbit. He's eating an apple.

You can use a, an and the before singular nouns.

It's a star-catcher telescope. The telescope is broken!

You can use the before plural nouns and nouns you can't count.

Look at the penguins. They're drinking the water in Ruff's pond.

D

What are adjectives? They're words that tell you more about nouns.

It's a tiger.

→ It's a dangerous tiger.

This is a machine.

→ This machine is fantastic.

Splodge likes holidays. → He likes long holidays.

Use comparative adjectives to talk about the difference between two people, animals or things.

I'm more intelligent than Splodge.

That spider is more dangerous than this one.

My house is smaller than yours,

Use superlative adjectives to talk about the difference between three or more people, animals or things.

Splodge is the nicest person I know. Cheetahs are the fastest animals on earth.

This is the silliest book I've ever read.

What are pronouns? They're words that replace nouns.

Ruff goes to conferences. . He goes to conferences. → Splodge likes them. Splodge likes cartoons. Mabel loves tortoises. → She loves them.

This is my watch.

+ It's mine.

What are verbs? They're words to talk about things you do. You can use them to talk about the present, the past or the future.

Splodge goes to school every day. At the moment he's reading a book. Ruff can make very interesting polions. Splodge saw a hippopotamus gesterday. Tumble has drunk a lot of coffee. Ruff had gone when Mabel arrived. They're going on holiday next week.

The conference will stort next Saturday at three,

Some verbs behave badly. They are irregular in the past simple and past paruciple. You know most of these but look at page 218 and learn any you don't know.

What are adverbs of manner? They're words that tell you more about verbs.

Splodge reads. . Splodge reads quickly Fumble sings. . Tumble sings badly. → Ruff writes well. Ruff writes.

Use comparative adverbs to talk about the difference between two people, animals or things.

Sticky runs faster than Splodge. Dogs eat more messily than cats. Computers work more quickly than calculators,

Use superlative adverbs to talk about the difference between three or more people, animals or things.

In my family, I'm the one who gets up the earliest. Of all the animals, the cheetah runs the fastest. I like this pen. It's the one that writes the best.

What are adverbs of frequency? They're words that tell you when something happens.

We go to the beach. → We often go to the beach. Splodge is noisy. → Splodge is always noisy. → Tumble is never angry. Tumble is angry.

H

What are prepositions? They're words that do three things.
They tell you:

1 where things are.

There's a mouse on my bed. Splodge is in the garden.

2 how things move.

Splodge is running round the garden.

He walked into the shop and jumped over the counter.

3 when things happen.

It's my birthday on Friday. He goes to school at eight o'clock. In summer we swim in the sea.

ı

All words are made of syllables. Words can have one, two, three or more syllables. You can count the syllables if you say the word. Read and say these words.

One syllable		Two syllables		Three syllables	
cat	car	baby	ba-by	enormous	e-nor-mous
dog	dog	trumpet	trum-pel	difficult	dif-fi-cult

J

Nouns are often the subject or object of a sentence.

Subject noun

Splodge plays.

Tumble reads.

Subject noun Object noun

Splodge plays the violin.

Tumble reads newspapers.

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

Subject Object

Writing makes me happy. I like writing.

K

What are active and passive sentences? In an active sentence, the subject does the action. Look:

Subject Verb Object

Ruff telephoned Dr Quixit.

Splodge ate the biscuits.

(Ruff is the person who telephoned Dr Quixit.

Splodge is the person who are the biscuits.)

You can use passive sentences when you don't know who does the action or it isn't important who does it.

Dr Quixit was telephoned. The biscuits were eaten.

(You don't know who telephoned Dr Quixit, and you don't know or it isn't important who are the hiscuits.)

If you want to say who did the action in a passive sentence, use by + person.

The prize was won by Mrs Vanderdash.

The Unbreakable Egg was bought by Splodge.

L

What are relative clauses?

Defining relative clauses tell you more about nouns. Look:

Mrs Vanderclash is a woman.

(You don't know very much about the woman.)

Mrs Vanderdash is the woman who helped Ruff.

(Now you know more about the woman.)

What are relative pronouns? They're these words: who, that, which and whose.

Ske's the lady who won the prize.

who replaces a person.

Look! It's the machine that/which makes edible forks.

that and which replace animals and things.

Dr Quixit is the person whose machine exploded.

whose tells you that somebody owns something.

Non-defining relative clauses give you extra information about the noun in a sentence, Look:

This dog is very nice.

(You know one thing about the dog: it's very nice.)

This dog, which I found yesterday, is very nice.

(Now you know two things about the dog: it's a very nice dog and I found it yesterday.)

You usually use non-defining relative clauses in writing, not in speaking. Don't forget to use commas in these clauses.

M

What's reported speech? Reported speech is to tell somebody what a person said to you. Look:

Speaker Reporter

'My hike is broken.' She said her hike was broken.

'I can't find my friend.' He said he couldn't find his friend.

There are two very important things to remember in reported speech:

- 1 When you use reported speech, you go back a tense.
- 2 You need to change the pronouns.

REVISION 12 - questions; short answers; relative clauses

1	Read the examples. Tick the correct box.	5	Write short answers for these questions.
	This is a good book, isn't it? Your friend wrote it, didn't ske?		Are you ten?
	Does the speaker think it's a good book?		Can you swim?
	Yes □ No □		Do you like apples?
			Have you got a pet?
2	Read the sentences and complete the rule below.		Will you be at school tomorrow?
	It's a nice day, isn't it?		Similar District Control of the Control of the
	That isn't your bike, is it?	6	Read the sentences and tick the correct box.
	If the first part of the sentence is negative, the		Ruff is the person who got a Valentine's card.
	question tag is		Splodge is the person who broke that machine.
	If the first part of the sentence is positive, the		Relative clauses tell you more about
	question tag is		adjectives. □ nouns. □
3	Fill in the gaps with a question tag.	7	Answer the questions.
	He's your brother,		What's a kettle? It's a machine
	You can speak French,		A Company of the Comp
	I'm clever,		What's a doctor? It's a person
	She's in your class,		
	We're going now,	8	Read the examples. Tick the correct rule.
	They can't see us,		The machine, which was bright green, looked
	Van Gogh was Dutch,		like a telescope. The dog, which was very fierce, belonged to
	He wasn't Italian,		Splodge's uncle.
4	Read the examples and complete the rule below.		You usually use non-defining relative clauses
	Are you coming?" Yes, I am."		in writing. \square speaking. \square
	'Can you see him?' 'No, I can't.'		Look at the two sentences. Tick the sentence
	Do you like her?' 'Yes, I do.'	7	with a non-defining relative clause.
	'Have you got a dog?' 'No, I haven't.' Will you help me?' 'Yes, I will.'		With a nordening ready cook.
			Ruff is the inventor who made the
	You can make short answers with		Eggbomb machine.
	be, can, and		Ruff, who looked very angry, shouted at
			Dr Quixit.

Useful words

Aa	develop [verb]	160
admire [serb]	dig [verb]	sceberg [noun]
advice [noun]	disease [no.m]	imaginative [adjective]
after-shave [noun]	drill [verb]	improve [verb]
airfield [noun]	drown [verb]	information [noun]
anchor [noim]	erin Ee	international [adjective]
announce [verb]	e-mail [noun]	investigate [verb]
architect [nonn]	empty [adjective]	investigation [noun]
autograph [noun]	everlasting [adjective]	ivory [noun]
automatically [adverb]	exciting [adjective]	11
award [verb]	exhibit [verb]	javelin [noun]
ВЬ	extinct [adjective]	jaw [noun]
balance [verb]	H	jazz [noun]
bandage [verb]	factory [nonin]	jog [verb]
battery [noun]	false [adjective]	- 200
believe [verb]	fan [noun]	laser [notur]
boiler room [nonn]	fire-eater [noun]	lawn [nonn]
bonfire [noun]	fireworks [noun]	lawyer [noun]
borrow [verb]	flashing [adjective]	leaning [adjective]
bow [noun]	flea [notin]	lecture [noun]
brave [adjective]	float [verb]	leopard [nouri]
bubble bath [noun]	fluent [adjective]	lifejacket [noun]
bury [verb]	fortune-teller [noun]	lightning [noun]
Ci	fuel [noun]	lobster [noun]
cancel [verb]	Gg	local [adjective]
chain [noun]	gas [nom]	luggage [noun]
classical [adjective]	greedily [adverb]	Mm
collapse (verb)	gunpowder [noun]	make faces [vcrb]
competition [noun]	Hh	metal [noun]
crab [noun]	handlebars [noun]	meteorite [HOIII]
стем [подиг]	harbour [tiotti]	microwave [noun]
Dd	high jump [noun]	missing (adjective)
damage [vcrb]	hunt [verh]	mood [notin]
demonstration [noun]	hurricane [noun]	moon buggy [notti]
		muscle [noun]

Nn	service [ve _f b]
minber plate [noon]	sharp [adjective]
Oo Too	shave [verb]
oil [noun]	shiny [adjective]
Pp	shoot [verb]
papyrus [houts]	show-off [noun]
patient [noun]	sign [verb]
pearl [noun] .	sink [verb]
pharaoh [noun]	slipper [noun]
physicist [noun]	snap [verb]
poisonous [adjective]	snorkelling [noun]
polish [verb]	soapy [adjective]
pollute [verb]	sour (adjective)
pond [noun]	space shattle [noun]
popular [adjective]	speech [noun]
portrait [noun]	spill [verb]
pretend [verb]	spotty [adjective]
publish [verb]	squash [verb]
pump up [verb]	strike [verb]
punish [verb]	stripe [nonn]
Rr	stripey [adjective]
recognise [verb]	stroke [verb]
record [verb]	surgeon [noun]
replace [verb]	survive [veth]
rescue [verb]	swap [verb]
rhyme [noun]	Tt
rotten [adjective]	tank [notin]
rough [adjective]	temperature [noun]
row [noun]	terrifying [adjective]
Ss	thunderclap [noun]
safari [noun]	tomb [noun]
safe [adjective]	traffic [noun]
scratch [verb]	tumble drier [noun]

tyre [noun] .

scal [noun]

Uu	
unbreakable [adj	ective]
upset [verb]	
Ww	
wag [verb]	
walrus [noun]	(ALII) (1) SECTION (1)
weak [adjective]	Sample of the Control
weather [noun]	
weight [houn]	
wildlife [noun]	ana ana ana an
wobble [vcrb]	
wood [noun]	
Yy	
yawn [verb]	

Present forms of verbs

Long forms		Short forms		Questions
Present simpl	e of be			
l am	I am not	l'm	I'm not	Am I:-
you are	you are not	you're	you aren't	Are you?
he is	he is not	he's	he isn't	Is her
she is	she is not	she's	she isn't	Is she?
it is	it is not	jt's	it isn't	Is it?
we are	we are not	we're	we aren't	Are we?
you are	you are not	you're	you aren't	Are your
they are	they are not	they're	they aren't	Are thuy?
Present simpl	e (see Chapter 7)	-	-	The same of the sa
I like	t do not like		I don't like	Do I like?
you like	you do not like		you don't like	Do you like?
he likes	he does not like		be doesn't like	Does he like?
she likes	she does not like		she doesn't like	Does she like?
ir likes	it does not like		it doesn't like	Does it like?
we like	we do not like		we don't like	Do we like?
you like	you do not like		you don't like	Do you like?
they like	they do not like		they don't like	Do they like?
Present conti	nuous (see Chapter 7)			-
l am working	I am not working	Pm working	I'm not working	Am I working?
you are working	you are not working	von're working	you aren't working	Are you working?
he is working	he is not working	he's working	he isn't working	Is he working?
she is working	she is not working	she's working	she isn't working	Is she working?
it is working	it is not working	it's working	it isn't working	Is it working?
we are working	we are not working	we're working	we aren't working	Are we working
you are working	you are not working	you're working	you aren't working	Are you working?
they are working	they are not working	they're working	they aren't working	Are they working:

Past forms of verbs

Long forms		Short forms	Questions
Past simple	of be		
I was you were he was she was it was we were you were they were	I was not you were not he was not slic was not it was not we were not you were not they were not	I wasn't you weren't he wasn't she wasn't it wasn't we weren't you weren't they weren't	Was t? Were you? Was he? Was she? Was it? Were we? Were you? Were they?

Long forms		Short forms		Questions
Past simple of	regular verbs			
I helped	l did not help		I didn't help	Did 1 help?
Past simple of	irregular verbs		-	
l went	I did not go		1 didn't go	Did I go?
Past continuo	us (see Chapter 8)	-		
I was working you were working he was working she was working it was working we were working you were working they were working	I was not working you were not working he was not working she was not working it was not working we were not working you were not working they were not working		I wasn't working you weren't working he wasn't working she wasn't working it wasn't working we weren't working you weren't working they weren't working	Was I working? Were you working? Was he working? Was it working? Were we working? Were you working? Were they working?
Present perfer	ct simple (see Chapt	ers 9, 10 and 11)		
I have worked you have worked he has worked she has worked it has worked we have worked you have worked they have worked	I have not worked you have not worked he has not worked she has not worked it has not worked we have not worked you have not worked they have not worked	I've worked you've worked he's worked she's worked it's worked we've worked you've worked they've worked	I haven't worked you haven't worked he hasn't worked she hasn't worked in hasn't worked we haven't worked you haven't worked they haven't worked	Have I worked? Have you worked? Has he worked? Has she worked? Has it worked? Have we worked? Have you worked? Have you worked?
Present perfer	ct continuous (see (Chapter 12)	and the same of th	-
he has been/has it has been/has no we have been/hav you have been/hav	we not been working not been working not been working	I've been working you've been working he's been working she's been working it's been working we've been working you've been working they've been working	I haven't been working you haven't been working he hasn't been working she hasn't been working it hasn't been working we haven't been working you haven't been working they haven't been working	Have I been working? Have you been working? Has he been working? Has she been working? Has in been working? Have we been working? Have you been working? Have they been working?
Past periect si	mpie (see Chapter i	4)		-
I had seen you had seen he has seen she has seen	I had not seen you had not seen he has not seen she has not seen	f'd seen you'd seen he'd seen dic'd seen	I hadn't seen you hadn't seen he hadn't seen she hadn't seen	Had I seen? Had you seen? Had he seen? Had she seen?

it'd seen

we'd seen

you'd seen

they'd seen

it has not seen

we had not seen

you had not seen

they had not seen

it has seen

we had seen

you had seen

they had seen

it hadn't seen

we hadn't seen

you hadn't seen

they hadn't seen

Had it seen?

Had we seen?

Had you seen?

Had they seen?

Irregular verbs

Base vero		Past simple		Past participle	
be		was/were		been	
begin	-	began		begun	
blow		blew	-	blown	
break	-	broke	-	broken	
bring	-	brought	-	brought	
build	-	built	-	built	
buy	-	bought	-	bought	
catch	-	caught	-	caught	
choose		chose		chosen	
come		came	-+	come	
cm		cur	-+	CIU	
dig	-	dug	-	dug	
do		did		done	
draw	-	drew	-	drawn	
drink	-	drank	-	drunk	
drive	-	drove	-	driven	
eat	-	ate		eaten	
fall		fell	-	fallen	
fred	-	ted		fed	
feel	-	leh	-	felt	
find	-	found	-	found	
fly		flew	-	flown	
forget	-	forgot	-+	forgotten	
freeze	-	froze	-	frozen	
get	-	got	-	got	
give		gave	-	given	
go	-	went	-	gone/been	
hang	-+	hung	-	hung	
have	-	bad	-	had	
heau	-	heard	-	heard	
hide	-	hid		hidden	
hit	-	lút	•	hit	
keep	-+	kept		kept	
know	-	knew	0.0	known	
lay	-	laid	**	laid	
leave	-	left	**	left	
lend	-	lent	-	lent	
light	-	lit	+	lic	

Base verb		Past simple		Past participie	
lose		lost	-4	lost	
make	-	made	-+	made	
meet		met		mei	
mow	-	mowed	-+	mown	
pay	-	paid	-0	paid	
put	-	рщ	+	put	
read	-+	read	+	read	
ride	-	rode	-	ridden	
ring	-+	rang	-	rung	
run	-	ran	+	run	
say	-	said	-	said	
see	-	SHW	-	seen	
sell	-	sold	-	sold	
send	-	sent	•	sent	
shoot	-	shot	*	shot	
show	-	showed	-	shown	
shut	-+	shut	+	shut	
sing	-	sang	-	sung	
sink	-	sank	-	sunk	
sit	-	sat	-	sat	
sleep	-	slept	*	slept	
speak	-	spoke	+	spoken	
spend		spent		spent	
spill	-	spilt	-	spilı	
stand	**	stood	-	stoud	
steal	*	stole	-	stolen	
strike		struck	-	struck	
sweep	100	swept	*	swept	
swim	-1	swam	+	swum	
take	-	took	-	taken	
teach	110	taught	+	taught	
tell		told	-	told	
think	-	thought	•	thought	
understand	-•	understood	+	understood	
upsei	-	upser	-	upset	
wake		woke	+	woken	
win	-	WOH	+	WOD	
torrite		serrobe	-	swritten	