

BOOK TWO

# The Grammar Lab

Kenna Bourke

*Illustrated by Korky Paul and David Mostyn*



# Present simple forms of verbs

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Long forms

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Short forms

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## Present simple of be (see Chapter 9)

I am	I am not	I'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 he?
she is	she is not	she's	she isn't	Is she?
it is	it is not	it'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 you?
they are	they are not	they're	they aren't	Are they?

## Present simple of have got

I have got	I have not got	I've got	I haven't got	Have I got?
you have got	you have not got	you've got	you haven't got	Have you got?
he has got	he has not got	he's got	he hasn't got	Has he got?
she has got	she has not got	she's got	she hasn't got	Has she got?
it has got	it has not got	it's got	it hasn't got	Has it got?
we have got	we have not got	we've got	we haven't got	Have we got?
you have got	you have not got	you've got	you haven't got	Have you got?
they have got	they have not got	they've got	they haven't got	Have they got?

Long forms

Short forms

Questions

## Present simple (see Chapters 10, 11 and 12)

I like	I 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	he doesn't like	Does he like?
she likes	she does not like	she doesn't like	Does she like?
it 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 continuous (see Chapters 12 and 13)

I am working	I am not working	I'm working	I'm not working	Am I working?
you are working	you are not working	you'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?

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7

# 1

# Articles



1 Tick (✓) the correct boxes.

- What's Splodge doing?  
Reading a book     Playing the violin
- Is Splodge a good violin player?  
Yes     No

# G GRAMMAR

## REMEMBER!

Put **a** before a consonant and **an** before a vowel when you want to talk about *one* thing.

*a* dog, *a* rabbit, *an* umbrella, *an* elephant

*Splodge* has got *a* rabbit.

*Splodge* needs *an* umbrella.

Be careful! These are different:

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



2 What's Splodge got? Fill in the gaps.

Splodge has got ► an orange ..... He's got

- (1) ..... and (2) .....
- (3) ..... and (4) .....



**REMEMBER!** 2

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

- I'm **a** pupil.*
- Ruff is **an** inventor.*
- Sticky is **a** rabbit.*
- A dictionary is **a** book.*

**A**

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

- I play **the** piano.*
- Splodge plays **the** violin very badly!*
- My sister plays **the** drums.*
- Tumble plays **the** trumpet.*

**3** Write what these people, animals or things are.

- ▶ It's got a long neck and it's very tall. It's *a giraffe*.
- 1 It's very big. It's grey and it's got a long nose. It's .....
- 2 He looks after your teeth. He's .....
- 3 It's got walls, a roof, a door and windows. It's .....
- 4 She's got a class, a board and she teaches. She's .....

**4** Write what instruments you play and what instruments you don't play. Choose instruments from the list.

- trumpet ✓    piano    xylophone    guitar    flute
- drums    violin    cello

- ▶ *I play the trumpet.* OR *I don't play the trumpet.*
- 1 .....
- 2 .....
- 3 .....
- 4 .....

**B**

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

- I play **basketball**.* NOT *I play the basketball.*
- When are we having **lunch**?* NOT *When are we having the lunch?*
- Splodge loves **Italy**.* NOT *Splodge loves the Italy.*
- I don't like **Chemistry**.* NOT *I don't like the Chemistry.*

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

- lunch    Art    French ✓    Japan    ice hockey

- ▶ Splodge likes Geography but he doesn't like *French*.
- 1 Today Splodge is having a peanut butter sandwich for .....
- 2 Splodge has never been to .....
- 3 Splodge's favourite subject at school is .....
- 4 Ruff can't play tennis but he's good at .....

**C**

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

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

*Tumble goes running once **a** year.* = one time every year

*Splodge brushes his hair twice **a** week.* = two times every week

*Splodge eats a banana three times **an** hour.* = three times every hour

**6** How often do you do these things?

► wash your hands | *wash my hands five times a day.* .....

1 brush your teeth .....

2 have English lessons .....

3 go on holiday .....

4 say 'hello' .....



PRACTICE



**7** Look at the picture. What can you see? Write ten objects.

► *There's a table, an ice cream,* .....

.....

8

a What are these people? Match the descriptions to the jobs.

~~taxi driver~~   newsreader ✓   vet  
~~shop assistant~~   ~~actor~~   postman   pilot  
artist   waitress   author   ~~nurse~~

► She reads the news on television.

She's *a newsreader.*

1 He works in a hospital but he isn't a doctor.

He's .....

2 She writes books. She's .....

3 He drives taxis. He's .....

4 She paints pictures. She's .....

5 He looks after animals that are ill.

He's .....

6 She flies an aeroplane. She's .....

7 He takes letters and parcels to people's

houses. He's .....

8 She helps in a shop.

She's .....

9 He works in a theatre. He's .....

10 She works in a restaurant. She's .....

b Write a description of these jobs.

► butcher / sell / meat

*A butcher sells meat.*

1 secretary / type / letters

.....

2 mechanic / repair / cars

.....

3 policeman / catch / thieves

.....

4 photographer / take / photos

.....

5 hairdresser / cut / hair

.....

9

a Rewrite the sentences. Remember to use **the**.

► He's a piano player.

*He plays the piano.*

1 I'm a saxophone player.

.....

2 They're trumpet players.

.....

3 You're a guitar player.

.....

4 We're flute players.

.....

5 She's a violin player.

.....

b Work with a partner. Take turns to ask and answer questions. Use the instruments below. Use short answers.



► Partner A Can you play the piano?  
Partner B Yes, I can. Can you play the violin?  
Partner A No, I can't. Can you play ...

**10** Fill in the gaps. Use **a, the** or **nothing (-)**.

**Splodge** I'm hungry. Can I have **a** ..... biscuit?

**Ruff** No, you can't. It's time for (1) ..... supper.

**Splodge** I had a mud pie for (2) ..... lunch.

What are we having to eat tonight?

**Ruff** We're having (3) ..... delicious chicken pie.



**Splodge** Can I go and play (4) ..... football?

**Tumble** No. It's nearly bedtime.

**Splodge** Well, can I play (5) ..... table tennis then?

**Tumble** No. You can't. Go and give Sticky (6) ..... carrot. He's hungry.



**Splodge** What are you doing, Mabel?

**Mabel** I'm packing (7) ..... suitcase. Mildred and

I are going to (8) ..... Greece on holiday.

**Splodge** Can I come too?

**Mabel** No, you can't. You're going to (9) .....

Holland in June.



**Splodge** I hate homework. I don't like (10) ..... Maths and I hate (11) ..... History. I only like (12) ..... Art and (13) ..... Music. I'm going to practise playing (14) ..... violin again.

**Mildred** No, Splodge! Please don't. Why don't you go and play (15) ..... tennis instead?

**Splodge** I don't want to. I'm good at Music. I want to learn to play (16) ..... drums next week.



a How often do you think Splodge does the things below?  
Write ten sentences. Use expressions like these: **once a day, twice a week, five times a year.**

- brushes his teeth ✓
- has a shower
- practises the violin
- does the washing-up
- eats mud pies
- has breakfast
- puts worms in Mabel's shoes
- stands on his head
- reads a book
- buys a Mo and Snapper comic
- does his homework

▶ He brushes his teeth once a day.

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

b Write five questions to ask a friend. Use **how often do you.**  
Use the ideas below to help you.

- watch television ✓
- go shopping
- listen to music
- go to the dentist
- eat sweets
- use the telephone
- say 'hello'
- play a sport
- drink milk
- see a rainbow

▶ How often do you watch television?

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

c Now work with the whole class. Take turns to ask and answer your questions.

- ▶ Pupil A *How often do you go to a party?*  
Pupil B *I go to a party three times a week.*
- Pupil B *How often do you go on holiday?*  
Pupil C *I go on holiday once a year.*



# 2

## Quantifiers 1



1 Tick (✓) the correct boxes.

- You can't count water. Can you count milk?  
Yes  No
- You can count eggs. Can you count apples?  
Yes  No

### GRAMMAR

#### REMEMBER! 1

If there's only one thing, use **a** or **an**.

*Splodge has found **a** dog.*

*Splodge wants to give him **an** egg.*

If there's more than one thing and it's easy to count, use a number.

*Splodge has got **two** eggs.*

*There are **five** biscuits on the plate.*

#### 2 Fill in the gaps. Use **a** or **an**.

Splodge found ► *a*... dog in the park this morning. Now he's making (1) ..... meal for the dog. He's going to give him (2) ..... egg, (3) ..... biscuit and (4) ..... apple. Do you think dogs like eggs and apples?

#### REMEMBER! 2

If there's more than one thing but you don't know exactly how many or it isn't important how many, use **some**.

*I've got **some** eggs.*

*There are **some** dog biscuits in the kitchen.*

#### 3 What do you need to make a salad? Use **some** and the words below.

pieces of cucumber ✓ tomatoes  
olives onions lettuce leaves

- You need *some pieces of cucumber*.....
- You need .....
- You need .....
- You need .....
- You need .....

**REMEMBER!** 3

You can use **some** with nouns you can't count.

*There's **some** water in the dog's bowl.*

*There's **some** fruit juice in the fridge.*

4 What is there in Splodge's fridge?  
Use **some** and the words below.

milk ✓    apple juice    cheese    meat  
butter

► *There's some milk.*  
.....  
.....  
.....  
.....

**A**

You can use **a few** with nouns you can count.

*There are **a few** apples.*

= not very many – three or four maybe

*There are **a few** biscuits.*

= not very many – five or six maybe

5 Write what there is in Tumble's shopping bag.  
Use **a few** and the words below.

apples ✓    cakes    bananas    sweets  
oranges

► *There are a few apples.*  
.....  
.....  
.....  
.....

**B**

You can use **a little** and **a bit of** with nouns you can't count.

*There's **a little** honey. = not very much*

*There's **a bit of** milk. = not very much*

6 Which words can you use with **a little** and **a bit of**? Tick the ones you can use.

cheese ✓    sweets    crisps    milk  
apples    butter    bananas    salt  
coffee    biscuits    sandwiches    bread  
oranges    sugar

**C**

You can use **a lot of** with all plural nouns and nouns you can't count. Remember to put a plural verb with nouns you can count, and a singular verb with nouns you can't count.

*There **are** a lot of biscuits.*

*There's **a lot of** cheese.*

7 Splodge has put a lot of food in the dog's bowl. Write what there is. Use **a lot of** and the words below.

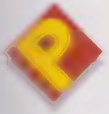
biscuits ✓    sugar ✓    meat  
bones    butter    eggs

**Nouns you can count**

► *There are a lot of biscuits.*  
.....  
.....

**Nouns you can't count**

► *There's a lot of sugar.*  
.....  
.....



# PRACTICE

8 Look at Splodge's new recipe. Cross out the wrong words.

## HOW TO MAKE Honey Worms

You need (1) ~~two~~/some flour and  
(1) two/some salt.

Mix them in a bowl with (2) a/some water.  
Roll the mixture and cut it into worm shapes.  
Cook the worms and keep them warm.

Now make (3) a/an sauce.  
Put (4) three/a tomatoes in a bowl.  
Mix the tomatoes with (5) ~~some~~/a honey.  
Stir in (6) a/some sugar.  
Cook for five minutes.



Put the worms onto  
(7) a/an plate.  
Put the sauce on top.

Now mix in  
(8) some/a cheese.

Honey worms are delicious with  
(9) a/an banana milkshake.  
You can also have them with  
(10) some/a orange juice.



9 Singular or plural verb? Put the words in the correct boxes. Be careful!

Handwritten words for classification:

- milk, cheese, knife, grapes, cats, peanuts, tea, coffee, cherries
- lemon, rabbit, biscuits
- meat, boys, spoon, flowers, bread, carrot, forks

Two boxes for classification:

- SINGULAR** (Yellow box)
- PLURAL** (Blue box)



10 How many sentences can you make?  
Choose one word from each column.  
Read your sentences to the class.

Honey  
Eggs  
Biscuits  
Peanuts  
Sweets  
Lemons  
Cheese  
Bread  
Oranges

is  
are  
taste  
tastes  
look  
looks  
smell  
smells

nice  
good  
sweet  
sour  
expensive  
cheap  
horrible  
round  
bad

- ▶ Pupil A *Bread is cheap.*
- Pupil B *Sweets taste nice.*
- Pupil C *Oranges look nice.*

11 Look at Splodge's kitchen table. What is there on it? Write sentences. Use **a few**, **a bit of**, and **a lot of**.

▶ *There are a lot of tomatoes.* .....

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

*There are a few bananas.* .....

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



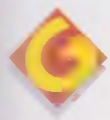
# 3

## Quantifiers 2



1 Tick (✓) the correct boxes.

- Has Mo finished his homework?  
Yes  No
- Do you think Mo and Snapper will go fishing today? Yes  No



### GRAMMAR

#### REMEMBER! 1

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

Have you done **any** homework?  
Have we got **any** bread?

2 Ask questions. Use **any** and the nouns below.

sweets ✓ milk biscuits cheese  
oranges

- ▶ Have you got any sweets? .....
- .....
- .....
- .....

#### A

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

Can I have **some** biscuits?  
NOT Can I have ~~any~~ biscuits?  
Can I have **some** milk?  
NOT Can I have ~~any~~ milk?

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

Would you like **some** sweets?  
NOT Would you like ~~any~~ sweets?  
Would you like **some** cheese?  
NOT Would you like ~~any~~ cheese?

3 Complete the questions. Use **some**.

potatoes ✓ lemonade ✓ grapes  
water crisps bread

- ▶ Can I have **some** potatoes? .....
- Would you like **some** lemonade? .....
- Can .....
- Can .....
- Would .....
- Would .....

**REMEMBER! 2**

Do you want to know exactly what number there are? Use **how many** to ask questions with nouns you can count.

*How many bananas are there?*

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

*How much milk is there?*

**4 Choose how many or how much.**

- ▶ *How many* ..... sweets can you eat?
- 1 ..... orange juice is there?
- 2 ..... apples shall I buy?
- 3 ..... milk do you want?
- 4 ..... friends have you got?

**REMEMBER! 3**

Use **any** in negative sentences.

*There aren't any bananas.*

= There are no bananas.

*We haven't got any milk.*

= There's no milk.

**5 Rewrite the sentences. Use any.**

- ▶ There are no sweets.  
*There aren't any sweets.* .....
- 1 There's no juice.  
.....
- 2 There are no biscuits.  
.....
- 3 There's no cheese.  
.....
- 4 There are no eggs.  
.....



**B**

If you want to say that there is some but not a lot, use **not many** and **not much**.

Use **not many** with nouns you can count.

*There aren't many sweets.*

= There are some sweets but not a lot.

Use **not much** with nouns you can't count.

*There isn't much milk.*

= There's some milk but not a lot.

**6 Put the words in the correct columns.**

milk ✓	cheese	sweets	bread
potatoes ✓	tomatoes	bananas	
butter			

**not many**

**not much**

- ▶ *potatoes* ..... *milk* .....
- .....
- .....
- .....



# PRACTICE

7

Milly is talking to her mum. Write Milly's questions. Use **is there** and **are there** with **any** and the words below.

- ▶ milk 3 orange juice 7 cheese
- crisps 4 biscuits 8 bananas
- 1 bread 5 sweets 9 peanut butter
- 2 apples 6 sugar 10 grapes

▶ *Is there any milk?* .....

*Are there any crisps?* .....

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

Work with a partner. Take turns to ask and answer the questions. Use the words in 7a to ask questions with **can I have some**. Use **no, there isn't/aren't** to answer the questions. Ask and answer five questions each:

- ▶ Partner A *Can I have some milk?*
- Partner B *No, there isn't any milk.*
- Partner B *Can I have some apples?*
- Partner A *No, there aren't any apples.*

8

a Write questions. Use **how many** and **how much** and a word from the list below.

- ▶ apples 3 butter 7 meat
- lemonade 4 bananas 8 cakes
- 1 sugar 5 carrots 9 cheese
- 2 sandwiches 6 coffee 10 tomatoes

▶ *How many apples are there?* .....

*How much lemonade is there?* .....

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

b Ask your teacher if you can play this game. Play in two teams. Team A, you own a shop. Team B, you work in the shop. A lot of things are missing from the shop. Team A, ask the shop assistant what has happened. Use **not much** and **not many**. Team B, invent a reason why there isn't much or there aren't many of the things. Play the game like this:

- ▶ Team A *There aren't many apples. Why not?*
- Team B *Because a mouse ate ten of them yesterday.*
- Team A *There isn't much milk. Why not?*
- Team B *Because the cat was very thirsty this morning.*

**9** Read Mo and Snapper's conversation. Fill in the gaps.  
Use **some, any, much or many.**

**Mo** Snapper, how ► *many*..... biscuits did you bring?

**Snapper** I didn't bring (1) ..... biscuits because there weren't any chocolate ones in the cupboard. How (2) ..... milk did you bring?

**Mo** I didn't bring (3) ..... milk – it's horrible. But there's some lemonade instead.

**Snapper** I don't like lemonade. Is there (4) ..... water?

**Mo** No, there isn't. How (5) ..... sandwiches did you make?

**Snapper** Ten. They're all sardine sandwiches. There wasn't (6) ..... cheese, so there aren't (7) ..... sandwiches for you. You don't like sardine sandwiches, do you?

**Mo** Yuck! No, I don't. How (8) ..... bread is there?

**Snapper** Well, there isn't (9) ..... bread. There's only one slice. I used the rest for my sandwiches. Would you like (10) ..... sardines?

**Mo** No, thanks. Can I have (11) ..... apples?

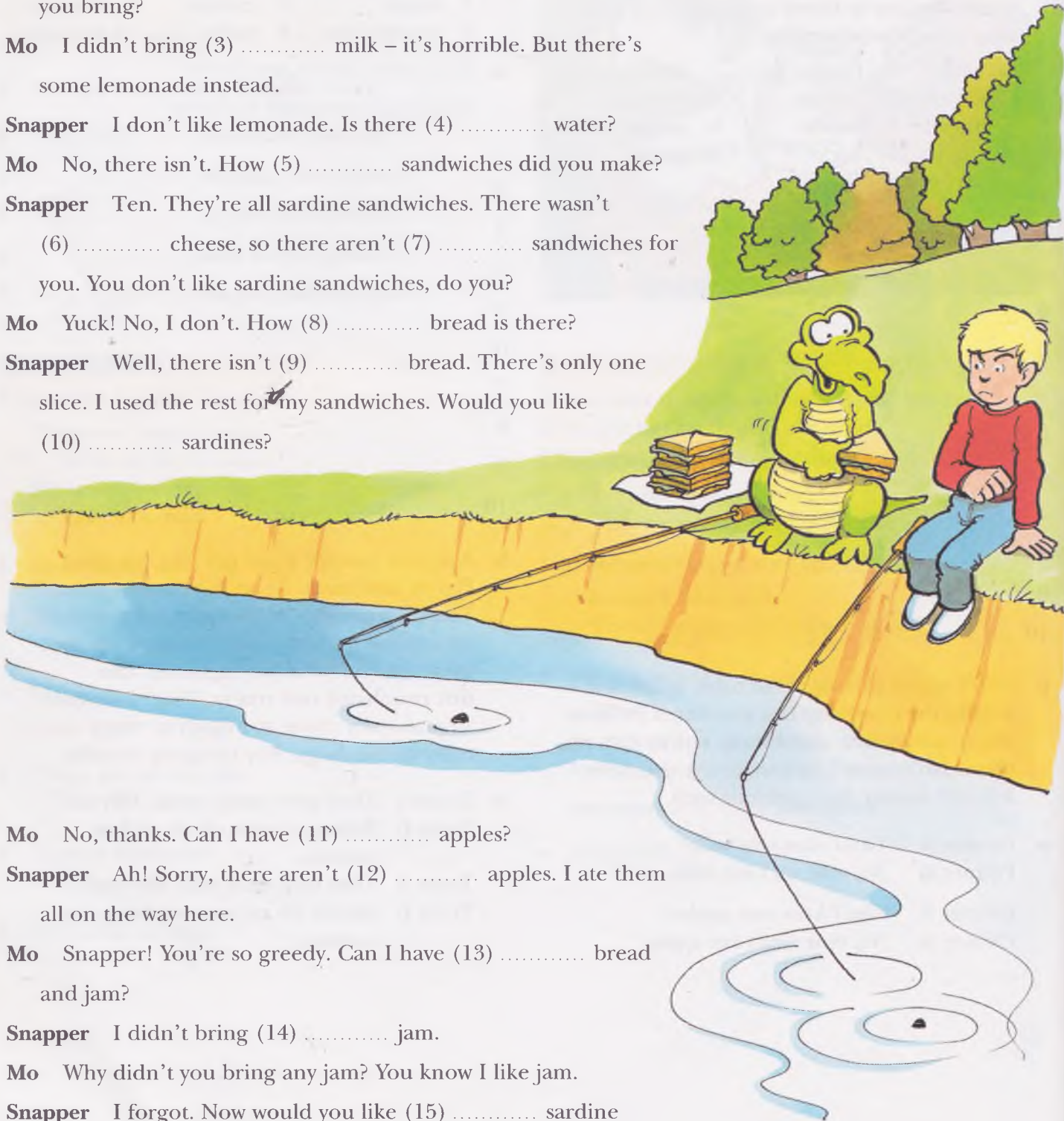
**Snapper** Ah! Sorry, there aren't (12) ..... apples. I ate them all on the way here.

**Mo** Snapper! You're so greedy. Can I have (13) ..... bread and jam?

**Snapper** I didn't bring (14) ..... jam.

**Mo** Why didn't you bring any jam? You know I like jam.

**Snapper** I forgot. Now would you like (15) ..... sardine sandwiches? They're very good, and that's all there is.



# REVISION I – articles; quantifiers

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

*A elephant is a big animal.*   
*An umbrella is a useful object.*   
*Snapper is crocodile.*   
*Ruff is an inventor.*   
*That lady is a vet.*   
*Mo wears an uniform at school.*

- 2 Read the examples and complete the rule.

*Splodge plays the violin very badly.*  
*Does he play the drums, too?*

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

- 3 Read the examples and cross out the wrong word in the rule below.

*Splodge usually has lunch at one.*  
*I don't like playing basketball.*  
*Splodge says Physics is boring.*  
*Ruff loves going to Russia.*

When you're talking about meals, sports, school subjects and countries, you **do** / **don't** use an article.

- 4 Read the sentences. Tick the correct boxes.

*Splodge has a bath once a day.*  
*He asks silly questions three times an hour.*

Does Splodge have a bath every day?  
Yes  No

Does he ask clever questions three times every hour?  
Yes  No

- 5 Read the sentences and answer the questions.

*There are some apples on the table.*  
*There's some milk in the fridge.*

Do you know how many apples?  
Yes  No

Do you know how much milk?  
Yes  No

- 6 Read the example. Cross out the wrong words in the rules.

*I've got a few sweets and a bit of lemonade.*

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

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

- 7 Read the sentence. Tick the correct boxes.

*He's got a lot of biscuits and a lot of milk.*

Use **a lot of** with ...

nouns you can count.

nouns you can't count.

- 8 Look at the examples. Finish the rule.

*There isn't any bread and there aren't any biscuits.*  
*Is there any bread? Are there any biscuits?*

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

..... sentences and in .....

- 9 Rewrite the sentences. Use **not much** and **not many**.

There are only two apples.

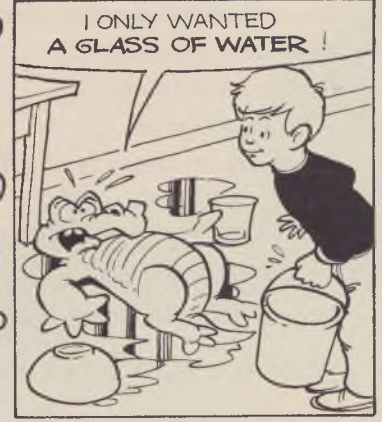
There .....

There's a little bit of tea.

There .....

# 4

# Nouns



1 Tick (✓) the correct boxes.

- What did Mo throw at Snapper?  
Milk  Water  Curry
- What did Snapper want?  
More curry  A glass of water



## GRAMMAR

### REMEMBER! 1

Nouns are words for people, animals, things and places. Always use a capital letter for names of people and places.

*Mo has got a sister. London is in England.*

2 Write four sentences. Use nouns.

- ▶ *I like oranges.* .....
- 1 .....
- 2 .....
- 3 .....
- 4 .....

### REMEMBER! 2

You can count most nouns.

**One (Singular)**

*a banana*

*a crocodile*

**Two or more (Plural)**

*three bananas*

*ten crocodiles*

Use a singular verb with one, and a plural verb with two or more.

*The boy is naughty.*

*A car has got wheels.*

*Oranges are nice.*

*Sweets taste good.*

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

- ▶ There *is* ..... (be) a mouse in Mo's bed.
- 1 The neighbours ..... (have got) two cats.
- 2 Cats usually ..... (chase) mice.
- 3 A mouse ..... (live) in a small hole.
- 4 Mice ..... (eat) cheese.

**REMEMBER!** 3

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

<i>water</i>	NOT waters	<i>cheese</i>	NOT cheeses
<i>honey</i>	NOT honeys	<i>milk</i>	NOT milks
<i>bread</i>	NOT breads	<i>juice</i>	NOT juices
<i>rice</i>	NOT rices	<i>meat</i>	NOT meats
<i>sand</i>	NOT sands	<i>flour</i>	NOT flours
<i>tea</i>	NOT teas	<i>coffee</i>	NOT coffees
<i>soap</i>	NOT soaps	<i>soup</i>	NOT soups

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

*Honey is sweet. Apple juice tastes nice.*

4 Choose the correct verb to fill in the gaps.

clean be ✓ have got taste grow

- Milk *is* ..... good for you.
- 1 Rice ..... in fields.
- 2 Soap ..... your hands.
- 3 Orange juice ..... of oranges.
- 4 This coffee ..... sugar in it.

A

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



a cup of coffee/tea



a bottle of water



a slice of bread



a glass of water/milk/juice



a tin of soup



a bag of sugar/rice



a bowl of soup



a loaf of bread



a piece of meat/cheese



a carton of milk/juice

5 Complete the conversation. Think carefully!

**Mo's dad** I'm going to the supermarket. Do you want anything?

**Mo's mum** Yes, please. I want a ► *tin* ..... of soup,

a (1) ..... of bread, two (2) ..... of rice,

a (3) ..... of water and three (4) ..... of milk.





# PRACTICE

6 Look at the words. Do they need a singular verb or a plural verb?  
Write the words in the correct places.

- |              |        |            |           |            |           |
|--------------|--------|------------|-----------|------------|-----------|
| a sandwich ✓ | sweets | milk       | olives    | soup       | a burger  |
| bananas ✓    | onions | melons     | a biscuit | crisps     | an orange |
| sugar        | rice   | milkshakes | honey     | sandwiches | tomatoes  |

.....

*a sandwich* .....

**is**












.....

..... *bananas* .....

**are**

.....

7  
a Look at the pictures. Write what each object is.

		
▶ <i>It's a tin of beans.</i> .....	1 .....	2 .....
		
3 .....	4 .....	5 .....
		
6 .....	7 .....	8 .....
		9 .....
8 .....	9 .....	10 .....

**b** Work with a partner. Partner A, look at the pictures in 7a for one minute. Now shut your book. Partner B, ask questions 1–5 below. When you've finished, swap: Partner B, look at the pictures. Partner A, ask questions 6–10.

- ▶ Is there a cup of tea?
- 1 Is there a bag of sugar?                      6 Is there a carton of milk?
- 2 Is there a carton of juice?                7 Is there a bag of rice?
- 3 Is there a glass of milk?                    8 Is there a piece of meat?
- 4 Is there a piece of cheese?                9 Is there a glass of water?
- 5 Is there a tin of soup?                      10 Is there a slice of bread?

▶ Partner B *Is there a cup of tea?*  
 Partner A *Yes, there is.*

**8** Snapper and Mo are shopping. Complete the conversation. Use **a piece of**, **a bottle of** etc. Use the picture to help you.

**Snapper** We need ▶ *a bottle of* ..... ketchup, don't we?  
**Mo** Yes, we do. And I want (1) ..... coke. Mum needs (2) ..... cheese, three (3) ..... tomato soup and (4) ..... orange juice.

**Snapper** I'm going to make some biscuits this afternoon. I want (5) ..... flour, (6) ..... sugar and some chocolate.

**Mo** Let's get (7) ..... apple juice. I don't like orange juice. How much chocolate do you want?

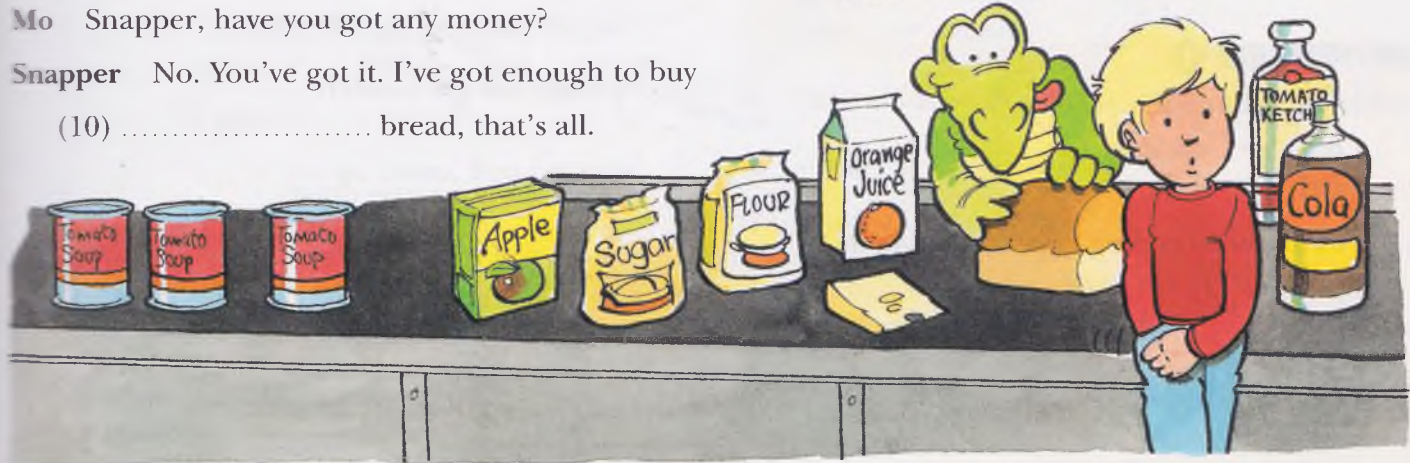
**Snapper** Lots! Oh, and I need some bread.

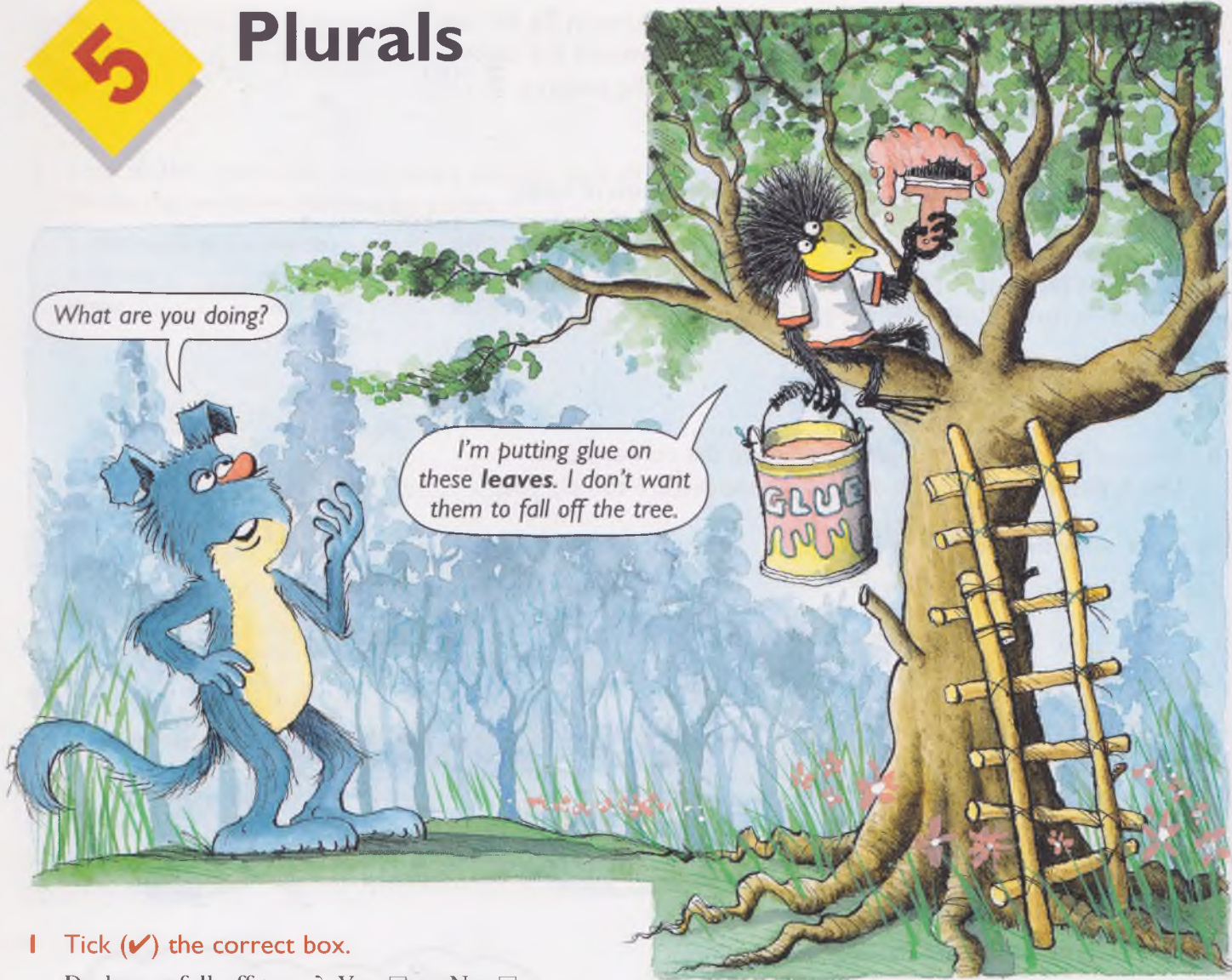
**Mo** Why? You don't make biscuits with bread.

**Snapper** No, I know. But I'm hungry. I want to have (8) ..... bread with some honey and (9) ..... tea when we get home.

**Mo** Snapper, have you got any money?

**Snapper** No. You've got it. I've got enough to buy (10) ..... bread, that's all.





1 Tick (✓) the correct box.

Do leaves fall off trees? Yes  No

## G GRAMMAR

### REMEMBER!

Add **s** to most nouns.

a dog → *two dogs*

a girl → *girls*

Add **es** to nouns ending in **o**, **x**, **s**, **sh** or **ch**.

a potato → *three potatoes*

a fox → *foxes*

a dress → *three dresses*

a toothbrush → *toothbrushes*

a watch → *six watches*

2 Make the nouns in the sentences plural.  
Use a number.

► I've got a red toothbrush.  
*I've got two red toothbrushes.*

1 Splodge has got a watch.

2 Mabel has got a new dress.

3 Can I have a tomato?

4 I can see a girl in the garden.

**REMEMBER!** 2

If nouns end in a consonant + y, change y to i and add es.

- a baby → two *babies*
- the lady → *the ladies*
- a dictionary → *dictionaries*

**3** Fill in the gaps. Use the plural of the words in brackets.

- Splodge likes *dictionaries*. (dictionary).  
He thinks they taste good.
- 1 He likes ..... (story) about astronauts.
- 2 Splodge doesn't believe in ..... (fairy).
- 3 He thinks fairy tales are for ..... (baby).
- 4 Splodge doesn't like the ..... (lady) who work in the bookshop.

**REMEMBER!** 3

The plurals of these nouns are different. Learn them.

- a person → two *people*
- the child → *the children*
- my tooth → *my teeth*
- a man → *five men*
- a woman → *nine women*
- my foot → *my feet*
- a mouse → *three mice*
- a sheep → *two sheep*
- the goose → *the geese*
- a fish → *ten fish*

**4** Choose the correct words. Put them in the plural.

child woman ✓ sheep fish mouse

- Mabel and Mildred are *women*.
- 1 ..... live on farms. You get wool from them.
- 2 There are lots of ..... in the sea.
- 3 ..... go to school.
- 4 Cats like chasing .....



**A**

If nouns end in f or fe, change the f to v and add es or s.

- leaf → *leaves*
- thief → *thieves*
- knife → *knives*
- wife → *wives*

**5** Make these words plural.

- a leaf                      five *leaves*
- 1 a wolf                      two .....
- 2 a life                      three .....
- 3 a loaf of bread      ten .....
- 4 a thief                      six .....



# PRACTICE

6

**a** Splodge is writing a story. Help him finish it. Fill in the gaps with the plural of the words in brackets.

In the forest near Wibble there is a big, dark house. There are lots of ► stories (story) about it. Two old (1) ..... (lady) live inside. Often you can hear strange (2) ..... (noise) coming from the house because they've got a lot of (3) ..... (animal). There are some (4) ..... (canary), three (5) ..... (goose), seventeen (6) ..... (mouse) and two small (7) ..... (dog). Last year the canaries had four (8) ..... (baby). Now it's very noisy because the canaries sing all the time!



The forest is full of animals, too. There are (9) ..... (fox) and (10) ..... (wolf), and at night you can hear the (11) ..... (owl) calling. It's frightening. The wind moves the (12) ..... (leaf) in the trees and

makes a scary noise. Some (13) ..... (person) say there are ghosts in the forest. One day, some (14) ..... (child) went to the house. They saw one of the ladies. She didn't have any (15) ..... (tooth)! She had big boots on her (16) ..... (foot). She shouted at the children. She thought they were (17) ..... (thief). She threw (18) ..... (potato) and (19) ..... (tomato) at them, and they ran away. Be careful! I think the old ladies are (20) ..... (witch).

**b** Now answer these questions.

► Who lives in the house?

Two old ladies ..... live in the house.

1 What can you often hear coming from the house?

You can often hear .....

2 How many geese have the ladies got?

They've got .....

3 What animals had babies last year?

..... had babies last year.

4 What animals are there in the forest?

There are .....

5 What does the wind move in the trees?

The wind moves .....

6 What was strange about the lady the children saw?

She didn't have any .....

7 What did she throw at the children?

She threw .....

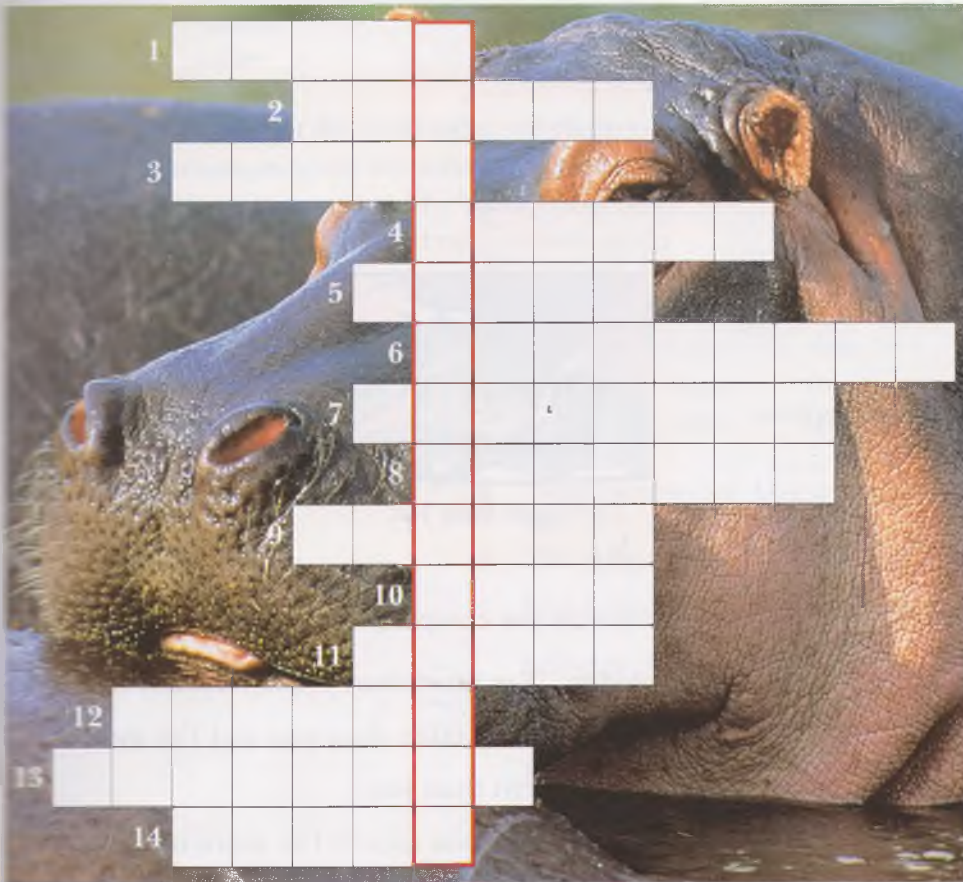
8 What does Splodge think the ladies are?

He thinks they're .....

7 Put the plurals of these words (across) into the crossword.  
What's the hidden word?

- 1 You bite with your \_\_\_\_\_.
- 2 When you eat, you use forks, \_\_\_\_\_ and spoons.
- 3 You get wool from these animals. They're \_\_\_\_\_.
- 4 Men, women and children are \_\_\_\_\_ but animals aren't.
- 5 \_\_\_\_\_ are very clever animals. They're from the dog family.
- 6 These men chase thieves and robbers. They're \_\_\_\_\_.
- 7 They're red. You eat them in salads. They're \_\_\_\_\_.
- 8 They're bad people. They steal things. They're \_\_\_\_\_.
- 9 I want two \_\_\_\_\_ of bread, please.
- 10 Cats like chasing \_\_\_\_\_.
- 11 Bus drivers drive \_\_\_\_\_.
- 12 They're very big dogs. But they're not foxes. They're \_\_\_\_\_.
- 13 Young people are called \_\_\_\_\_.
- 14 Ladies have husbands, and men have \_\_\_\_\_.

The hidden word is \_\_\_\_\_.



8 Ask your teacher if you can play an alphabet game. Use plurals. Play the game like this:

- Pupil A *Acrobats.*
- Pupil B *Bears.*
- Pupil C *Carrots.*
- Pupil D *Dentists.*
- Pupil E *Eggs.*

# 6

# Adjectives 1



1 Tick (✓) the correct boxes.

- Who's bigger? Splodge     The Adjective
- Splodge's mud pies are better than the Adjective's mud pies. True     False

## G GRAMMAR

### REMEMBER!

Adjectives tell you more about nouns. Adjectives can go before a noun or after the verb **be**.

*It's a **big** mouse.    The mouse is **big**.*

2 Finish the sentences. Use adjectives.

► It's a tall tree.....

These comics are funny.....

1 He's .....

2 The .....

3 We're .....

4 The .....

**A**  
Comparative adjectives are to talk about the difference between *two* people, animals or things. The word '**than**' often comes after the comparative adjective.



*I'm bigger than you.*

*My mud pies are better than yours.*

3 Circle the comparatives.

**Splodge** I'm nicer than you. Everybody loves me.

**Adjective** I'm taller than you and I'm more intelligent than you.

**Splodge** No, you aren't! I'm more interesting than you and I'm funnier than you, too!

**REMEMBER!** 2

Words are made of syllables.

- sad*      sad      = one syllable
- happy*    hap-py    = two syllables
- beautiful*   beau-ti-ful   = three syllables

See Chapter 39.

**4 One, two or three syllables? Put the words in the correct columns.**

- sad ✓      cow      bicycle      teacher      big      boring      animal
- run      fantastic      rabbit      crocodile      funny

**One syllable**

**Two syllables**

**Three syllables**

▶ <i>sad</i> .....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**B**

To make the comparative of one-syllable adjectives:

add **er**

- short → *shorter*
- tall → *taller*
- old → *older*
- young → *younger*
- new → *newer*
- slow → *slower*

But be careful!

- nice → *nicer*
- wide → *wider*

**5 Fill in the gaps. Use the comparative of the word in brackets.**

- ▶ Splodge is *shorter* ..... than Tumble. (short)
- 1 Mildred is ..... than Mabel. (old)
- 2 Mud pies are ..... than carrots. (nice)
- 3 Mabel's cat is ..... than Splodge. (young)
- 4 Ruff is ..... than Tumble. (small)

**C**

Be careful! The spelling sometimes changes. Learn these comparatives.

- fat → *fatter*      thin → *thinner*
- big → *bigger*      fit → *fitter*
- hot → *hotter*      wet → *wetter*

**6 Write sentences. Use comparatives.**

▶ The Adjective / fat / Splodge

*The Adjective is fatter than Splodge.* .....

Splodge / thin / the Adjective

.....

Ruff / fit / Tumble

.....



**D**

It's easy to make the comparative of most adjectives with more than one syllable:

**more** + adjective

difficult → *more difficult*

beautiful → *more beautiful*

boring → *more boring*

interesting → *more interesting*

**7** Look at what Splodge says. Complete the sentences. Use the comparative of the words in brackets.

- ▶ A dictionary is *more boring* ..... than a comic. (boring)
- 1 Chemistry is ..... than English. (difficult)
- 2 He's ..... than his friend. (handsome)
- 3 He's ..... than his friend. (intelligent)
- 4 Holidays are ..... than school. (important)

**E**

Be careful! Some adjectives with more than one syllable end in y:

change y to **i** and add **er**

easy → *easier* NOT ~~more easy~~

funny → *funnier* NOT ~~more funny~~

heavy → *heavier* NOT ~~more heavy~~

**8** Write sentences.

▶ Sticky / hungry / Splodge

Sticky *is hungrier than Splodge.* .....

1 Splodge / funny / Ruff

Splodge .....

2 Tumble / heavy / Ruff

Tumble .....

3 Splodge / happy / Mabel

Splodge .....

4 Ruff / healthy / Tumble

Ruff .....

**F**

Some adjectives don't behave nicely. Learn these comparatives.

good → *better*

bad → *worse*

far → *further*

**9** Fill in the gaps. Use the comparative of **good**, **bad** and **far**.

▶ Splodge's potions are good but Ruff's potions are *better* ..... (good) than Splodge's.

1 Splodge's homework is ..... (bad) than his friend's homework.

2 Sticky is ..... (far) away from Splodge than Mabel is.



# PRACTICE

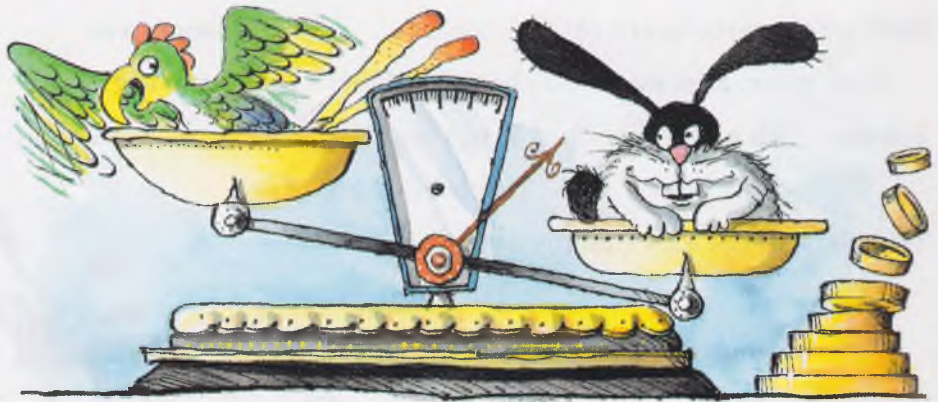
10 Put the comparatives into the table.

short	shorter
funny	funnier
small	
thin	
wide	
fat	
old	
easy	
tall	
slow	
bad	
happy	
nice	
big	
far	
young	
heavy	
wet	
hot	
cold	

11

a Complete the sentences. Use the comparative of the word in brackets.

- ▶ Splodge is *happier*..... (happy) than his friend.
- 1 His house is ..... (small) than Mabel's house.
- 2 His handwriting is ..... (bad) than Ruff's.
- 3 His mud pies are ..... (tasty) than his friend's.
- 4 His rabbit is ..... (fat) than Mabel's cat.
- 5 He's ..... (thin) than Tumble.
- 6 His room is ..... (big) than Sticky's box.
- 7 His school is ..... (far) from here than the park.
- 8 He's ..... (young) than Ruff and Tumble.
- 9 His kitchen is ..... (wide) than Mabel's kitchen.
- 10 His rabbit is ..... (heavy) than Mildred's parrot.



b Work with a partner. Write five sentences about the differences between you. Use the comparative of the words below.

small ✓ young ✓ old tall thin short heavy

- ▶ *My dictionary is smaller than yours.*.....
- You're younger than me.*.....
- .....
- .....
- .....
- .....
- .....
- .....

**12** Read Splodge's conversation with Ruff and Tumble. Fill in the gaps.

**Tumble** What's wrong, Splodge? You look angry.

**Splodge** That stupid Adjective says Maths is

► *easier* ..... (easy) than English! He's wrong! I think Maths is (1) ..... (difficult) than English.

**Tumble** Perhaps he's (2) ..... (intelligent) than you. Perhaps that's why he thinks it's (3) ..... (easy) than English. I think English is difficult too.

**Splodge** Don't be silly! Everybody knows that Maths is more difficult and (4) ..... (boring) than English. He also says that he's (5) ..... (good) than I am at Chemistry. I think he's mad!

**Ruff** I think Chemistry is (6) ..... (important) than English and Maths. Chemistry helps me make magic potions.

**Splodge** I'm very good at Chemistry. I make (7) ..... (interesting) potions than you.

**Ruff** Your potions are (8) ..... (dangerous) than mine. Last week you changed Mabel's cat into a frog!

**Splodge** It's a very nice frog. Frogs are (9) ..... (friendly) than cats.

**Tumble** Mabel isn't friendly now. She's (10) ..... (angry) than she was when you put worms in her bed!







# Adjectives 2



1 Tick (✓) the correct boxes.

- When they look in the mirror, who's the tallest?  
Tumble  Splodge  Ruff
- Who's the most beautiful?  
Tumble  Splodge  Mabel



## GRAMMAR

### A

Superlative adjectives are to talk about the difference between *three or more* people, animals or things. The word **the** comes before the superlative adjective.

*I'm the tallest! He's the most handsome.*

2 Circle the superlatives.

Usually Splodge is very small but when he looks in the mirror, he's the tallest of all his friends. Mabel is the most beautiful and Tumble is the ugliest. Ruff thinks he's the most handsome.

## REMEMBER!

Words are made of syllables.

<i>sad</i>	sad	= one syllable
<i>happy</i>	hap-py	= two syllables
<i>beautiful</i>	beau-ti-ful	= three syllables

See Chapter 39.

3 How many syllables have these words got?  
Write the number.

- ▶ cow *one*.....
- 1 giraffe .....
- 2 long .....
- 3 boring .....
- 4 amazing .....

## B

To make the superlative of one-syllable adjectives:

add **est**

fast	→	<i>the fastest</i>
tall	→	<i>the tallest</i>
old	→	<i>the oldest</i>
young	→	<i>the youngest</i>
new	→	<i>the newest</i>
slow	→	<i>the slowest</i>

But be careful!

nice	→	<i>the nicest</i>
wide	→	<i>the widest</i>

4 Complete the sentences. Use the superlative of the words in brackets.

- ▶ Who's *the oldest*..... (old)?
- 1 Who's..... (young)?
- 2 Who's..... (fast) runner?
- 3 Who's..... (slow) runner?
- 4 Who's..... (nice)?

## C

Be careful! The spelling sometimes changes.

Learn these superlatives.

fat	→	<i>the fattest</i>
thin	→	<i>the thinnest</i>
big	→	<i>the biggest</i>
fit	→	<i>the fittest</i>
hot	→	<i>the hottest</i>
wet	→	<i>the wettest</i>

5 Fill in the gaps. Use the superlative of the words in brackets.

- ▶ In Wibble, June is *the hottest*..... (hot) month of the year.
- 1 Ruff is..... (fit) person Splodge knows.
- 2 Tumble is..... (big) person in Splodge's house.
- 3 Splodge is..... (thin) person in his class.
- 4 In Wibble, January is..... (wet) month.



**D**

It's easy to make the superlative of most adjectives with more than one syllable:

**the most** + adjective

difficult → *the most difficult*

beautiful → *the most beautiful*

boring → *the most boring*

interesting → *the most interesting*

**6 Read what Splodge thinks. Write sentences.**

► English / is / interesting / school subject

*English is the most interesting school subject.* .....

1 Mabel / is / beautiful / lady / I know

.....

2 I'm / handsome / pupil / in my class

.....

3 Ruff / is / interesting / person / I know

.....

4 Dictionaries / are / useful / books / I've got

.....

**E**

Be careful! Some adjectives with more than one syllable end in y:

change y to i and add est

easy → *the easiest* NOT ~~the most easy~~

funny → *the funniest* NOT ~~the most funny~~

heavy → *the heaviest* NOT ~~the most heavy~~

**7 Write sentences.**

► Fizzy Ink is *the tastiest* ..... (tasty)

drink in the world.

1 Splodge is ..... (funny)

person Ruff knows.

2 Mud pies are ..... (easy) thing

in the world to cook.

3 Splodge has got ..... (dirty)

hands Tumble has ever seen.

4 Whales are ..... (heavy)

animals in the world.

**F**

Some adjectives don't behave nicely.

Learn these superlatives.

good → *the best*

bad → *the worst*

far → *the furthest*

**8 Fill in the gaps. Use the correct superlative.**

► Splodge has got *the best* ..... (good)

marks in the class this week.

1 He's got ..... (bad)

handwriting in the class.

2 Ruff invents ..... (good)

machines in the world.

3 Which is ..... (far) from

Wibble? France, Italy or the North Pole?



# PRACTICE

## 9 Complete the table.

Adjective	Comparative	Superlative
easy	easier	<i>the easiest</i>
happy		the happiest
good	better	
new		
	heavier	the heaviest
big		
far	further	
nice	nicer	
	worse	
		the slowest
thin	thinner	

## 10

- a Write questions about you and the pupils in your class. Use the words below to help you.

good / handwriting ✓    young ✓    big / feet  
 small / ears    old    short    long / fingers  
 fast / runner    short / hair    good / swimmer  
 tall    thin

▶ *Who has got the best handwriting in the class?* .....

*Who's the youngest in the class?* .....

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

- b Now write what you think the answers are on a piece of paper. You may need to guess.
- c Take turns to read your answers to the class. Now ask your teacher if you can check your answers to see if you're right. Find out who has got the best handwriting, who's the youngest etc.



a Look at the things below. Write sentences about them.  
Use the superlative of the words in brackets.

▶ washing-up homework tidying

*Washing-up is the most boring.*..... (boring)

1 cheetahs snails dogs

..... (fast)

2 hippopotamuses giraffes sheep

..... (tall)

3 monkeys flies donkeys

..... (intelligent)

4 the North Pole England India

..... (cold)

5 cats rabbits sharks

..... (dangerous)

6 mice elephants lions

..... (big)

7 cars aeroplanes rockets

..... (slow)

8 rhinoceroses cows horses

..... (heavy)

9 grammar books comics dictionaries

..... (interesting)

10 Geography English Maths

..... (difficult)

b Work with a partner. Take turns to ask and answer questions about the sentences you wrote in 11a.

▶ Partner A *What's the most boring? Washing-up, homework or tidying?*

Partner B *I think homework is the most boring.*

Partner B *Which are the fastest? Cheetahs, snails or dogs?*

Partner A *I think ...*





# Adverbs of manner



1 Tick (✓) the correct boxes.

• Did Mo mow the lawn?

Yes  No

• Has the sheep eaten all the grass yet?

Yes  No

## GRAMMAR

### REMEMBER! 1

Adverbs tell you more about verbs.

Noun	Verb	Adverb
Mo	runs.	
Mo	runs	quickly.

### REMEMBER! 2

Making an adverb is easy.

Adjective + ly.

Adjective	Adverb
beautiful	→ beautifully
bad	→ badly
quick	→ quickly

2 Circle the adverbs.

Mo doesn't like mowing the lawn. He does it slowly and he doesn't do it well. Yesterday Mo thought a sheep would mow the grass quickly.

He was wrong. Sheep eat grass slowly. When his dad saw the sheep, he shouted loudly at Mo.

3 Turn these adjectives into adverbs.

- ▶ careful carefully.....
- 1 perfect .....
- 2 slow .....
- 3 quiet .....
- 4 nice .....

**REMEMBER!** 3

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

Adjective		Adverb
noisy	→	<i>noisily</i>
busy	→	<i>busily</i>

**4 Fill in the gaps. Use an adverb.**

▶ The sheep was eating the grass *happily*.... (happy).

1 Mo ran upstairs

..... (noisy).

2 Mo usually cuts the grass

..... (messy).

3 Mo ran round the garden

..... (busy).

4 Mo's dad shouted

..... (angry).

**REMEMBER!** 4

Be careful! Learn these.

Adjective		Adverb
good	→	<i>well</i>
fast	→	<i>fast</i>
hard	→	<i>hard</i>

*Snapper plays football well.*

*Mo runs fast.*

*Mo doesn't work hard.*

**5 Tick the correct words.**

▶ Sheep eat grass ...  
slowly.  fast.

1 Snapper does Mo's homework ...

messy.  well.

2 Milly often talks very ...

quick.  fast.

3 Mo's dad works ...

hard.  good.

**A**

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

**be, look, feel, smell, taste**

*I'm happy.*

*You look tired.*

*Mo sometimes feels silly.*

*Those cakes smell good!*

*Ice cream tastes nice.*

**6 Complete the sentences. Choose a word from the list below.**

lonely happy ✓ wet sweet tired

▶ Mo looked *happy*.... yesterday. He was on holiday.

1 Snapper looks ..... He stayed up late last night.

2 Do milkshakes taste .....?

3 Mo never feels ..... He's always with Snapper.

4 Mo and Snapper played in the rain. They were very .....



PRACTICE

**7 Finish the sentences. Use an adverb.**

▶ Mo doesn't write neatly *neatly*..... (neat)

1 Mo told Snapper a joke. Snapper laughed

very ..... (loud)

2 Mo's dad sometimes drives ..... (fast)

3 Mo doesn't do anything ..... (quiet)

4 Snapper dances ..... (bad)

5 Milly never puts her toys away ..... (tidy)

6 Mo's mum plays the piano ..... (good)

7 Snapper and Mo never work ..... (hard)

8 Snapper learns new things very ..... (quick)

9 Mo can't spell 'hippopotamus' ..... (correct)

10 Snapper thinks he dives ..... (beautiful)

**8 Read Mo and Snapper's conversation. Fill in the gaps.  
Use an adverb.**

**Mo** I'm learning to dive but I can't do it very **well** (good).  
Can you teach me?

**Snapper** Yes, of course I can. You know I dive (1) .....  
(beautiful). Go and stand by the pool. When I'm ready, watch  
(2) ..... (careful) and I'll show you a perfect dive.  
And please don't make a noise. I need to think  
(3) ..... (hard) when I'm diving.

**Mo** You can swim (4) ..... (fast), can't you?

**Snapper** Yes. Crocodiles need to swim fast to catch fish. They go  
(5) ..... (quiet) and (6) ..... (slow) behind the  
fish to get near them but then they swim (7) ..... (quick)  
and catch them. Did you know that crocodiles can't chew very  
(8) ..... (good)? Their teeth aren't the right shape for  
chewing fish.

**Mo** That's strange. How do they eat the fish?

**Snapper** They eat stones. The stones break the fish into small pieces  
inside the crocodile's stomach. It works (9) ..... (perfect).

**Mo** Now I know why you eat so (10) ..... (messy).



**9 Cross out the wrong words. Look at the verbs and think carefully!**

- ▶ Crocodiles look ~~dangerously~~/dangerous but they don't usually eat people.
- 1 Crocodiles can't move quickly/quick when they're out of the water.
- 2 Crocodiles can't run quick/fast on land.
- 3 Snapper thinks fish and chips smell nicely/nice.
- 4 He says that fish and chips taste delicious/deliciously.
- 5 Crocodiles can see good/well underwater.
- 6 Crocodiles look different/differently from alligators.
- 7 When crocodiles feel hotly/hot, they go into the water.
- 8 Crocodiles don't usually look busy/busily.
- 9 Snapper thinks Mo looks funnily/funny when he dives.
- 10 Mo thinks that stones taste horribly/horrible.

## REVISION 2 – nouns; adjectives; adverbs

- 1 Fill in the gaps with a singular or plural verb.  
Use the verbs below.

make    be    like    taste

A mouse ..... a small animal.

Cheese ..... nice.

Mice ..... cheese.

Milk ..... your bones strong.

- 2 Read the words and answer the question.

tomato → tomatoes

fox → foxes

bus → buses

watch → watches

brush → brushes

What letters do you add to nouns ending in

**o**, **x**, **s**, **ch** and **sh** to make them plural?

You add .....

- 3 Read the examples. Complete the rule.

*This is a baby and that's a fairy.*

*Splodge doesn't like babies or fairies.*

If a noun ends in consonant + **y**,

change **y** to ..... and add .....

- 4 Write the plurals of the words below.

a person    two .....

a mouse    five .....

one foot    two .....

one sheep    ten .....

a child    four .....

one fish    six .....

- 5 Look at the examples below. Write the comparatives of these adjectives.

big → bigger

soft → softer

old ..... nice .....

fit ..... good .....

- 6 Read the example and complete the rule.

*Splodge's bed is more comfortable than Ruff's bed.*

To make the comparative of adjectives with more than one syllable, write ..... + adjective.

- 7 Write the comparatives of these adjectives.

funny ..... happy .....

easy ..... heavy .....

- 8 Read the examples. Finish the rule.

*Who is the smallest, Ruff, Tumble or Splodge?*

*Which is the most dangerous, a lion, a mouse or a shark?*

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

- 9 Read the example and tick the correct boxes.

*Splodge runs fast and talks quickly.*

Adverbs tell you more about ...

nouns.     verbs.

- 10 Make adverbs from the adjectives.

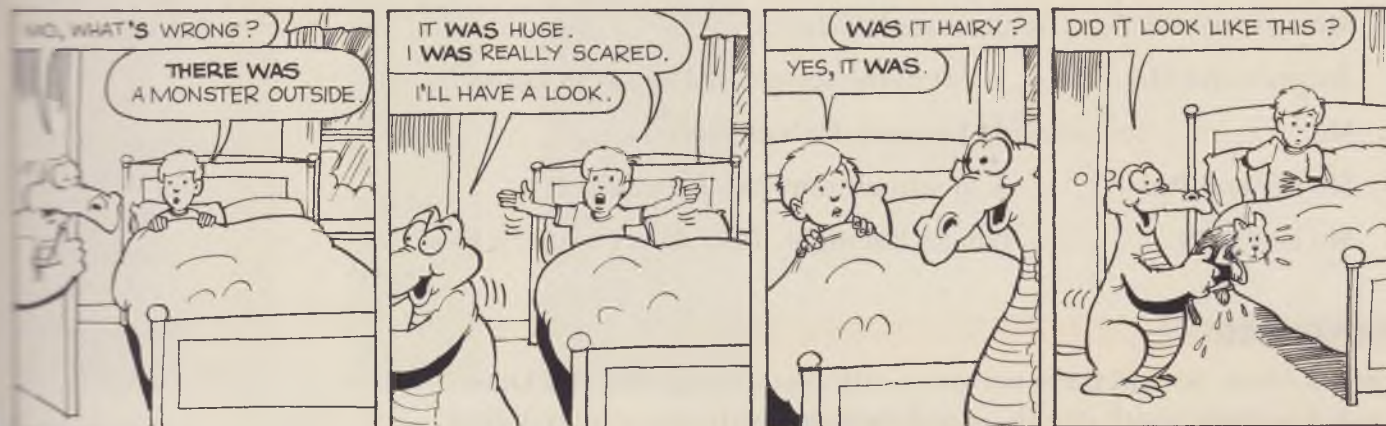
nice ..... hard .....

easy ..... fast .....

good .....



# Be



1 Tick (✓) the correct boxes.

- Was there a monster outside? Yes  No
- Was it very big? Yes  No



## GRAMMAR

### REMEMBER! 1

**be** is to talk about yourself, other people, animals or things. The past simple of **be** is to talk about *before now*. The present simple of **be** is to talk about *now*. Look:

**Before now**

*Mo was really scared.*

*They were students.*

**Now**

*Mo is happy now.*

*They're doctors now.*

### 2 Circle all the forms of **be**.

There was a noise outside. Mo was frightened. He called Snapper. Snapper wasn't frightened. He went to look at the monster. Mo said it was huge but it wasn't very big. It was a small black cat.

### REMEMBER! 2

Make the present simple of **be** like this:

**Positive +**

**I'm**

**he's/she's/it's**

**we're/you're/they're**

**Negative -**

**I'm not**

**he/she/it isn't**

**we/you/they aren't**

### 3 Fill in the gaps. Use the correct form of **be**.

- ▶ I am (be) good at football.
- 1 He ..... (not/be) Mo's friend.
- 2 They ..... (be) at school today.
- 3 They ..... (be) eight years old.
- 4 She ..... (not/be) as old as Mo.

**REMEMBER! 3**

Make the past simple of **be** like this:

<b>Positive +</b>	<b>Negative -</b>
I/he/she/it <b>was</b>	I/he/she/it <b>wasn't</b>
we/you/they <b>were</b>	we/you/they <b>weren't</b>

**4 Fill in the gaps. Use the past simple of be.**

- Mo says he *wasn't* ..... really scared of the cat.
- 1 Snapper and Mo ..... at home yesterday. They were fishing.
  - 2 Mo ..... ten years old last year. He's eleven now.
  - 3 Mo's friend Pad ..... at school yesterday. He was ill.
  - 4 Mo and Milly ..... hungry last night. They didn't eat their food.

**REMEMBER! 4**

**there's** (there is) and **there are** are to talk about things that you know exist. Use **there's** with one thing and **there are** with two or more things.

<b>One (Singular)</b>	<b>Two or more (Plural)</b>
<i>There's a cat in the room.</i>	<i>There are two people in the room.</i>

**5 Choose there's or there are.**

- *There's* ..... a big swimming-pool near Mo's school.
- 1 ..... twenty pupils in Mo's class.
  - 2 ..... a girl called Polly in Mo's class.
  - 3 ..... three French lessons every week.
  - 4 ..... a football match every Saturday.

**A**

**there was** and **there were** are to talk about things that you know existed in the past. Use **there was** with one thing and **there were** with two or more.

<b>One (Singular)</b>	<b>Two or more (Plural)</b>
<i>There was a cat outside.</i>	<i>There were no monsters outside.</i>
<i>There was a party at Mo's house.</i>	<i>There were lots of people there.</i>

**6 Complete the sentences. Use there was or there were.**

Mo and Snapper went to the river to fish. ► *There were* ..... some boys swimming in the river, and (1) ..... some children playing on the river bank. (2) ..... a boat and (3) ..... two fishermen in it. Mo looked at the boat. (4) ..... lots of fish in the fishermen's nets.



# PRACTICE

7 Choose a word from each column.  
Write ten correct sentences.

Mo  
My school  
I  
We  
The neighbours  
My teacher  
Snapper  
My friends  
You  
My parents  
They

am  
is  
are  
am not  
isn't  
aren't

happy  
tall  
a boy  
a crocodile  
young  
a girl  
nice  
funny  
clever  
big  
friendly

- ▶ Mo is a boy.
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....

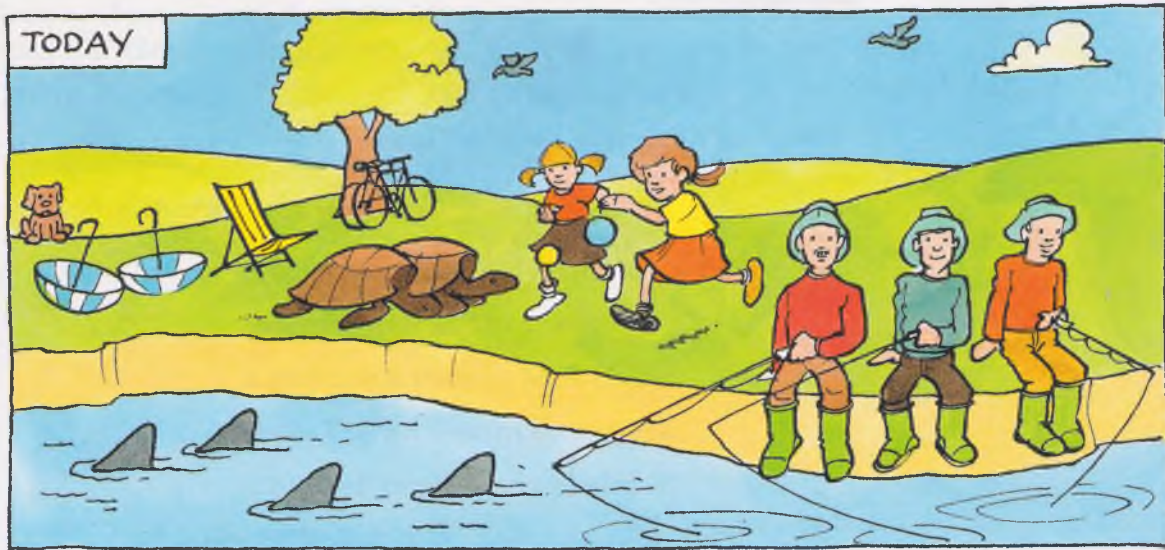
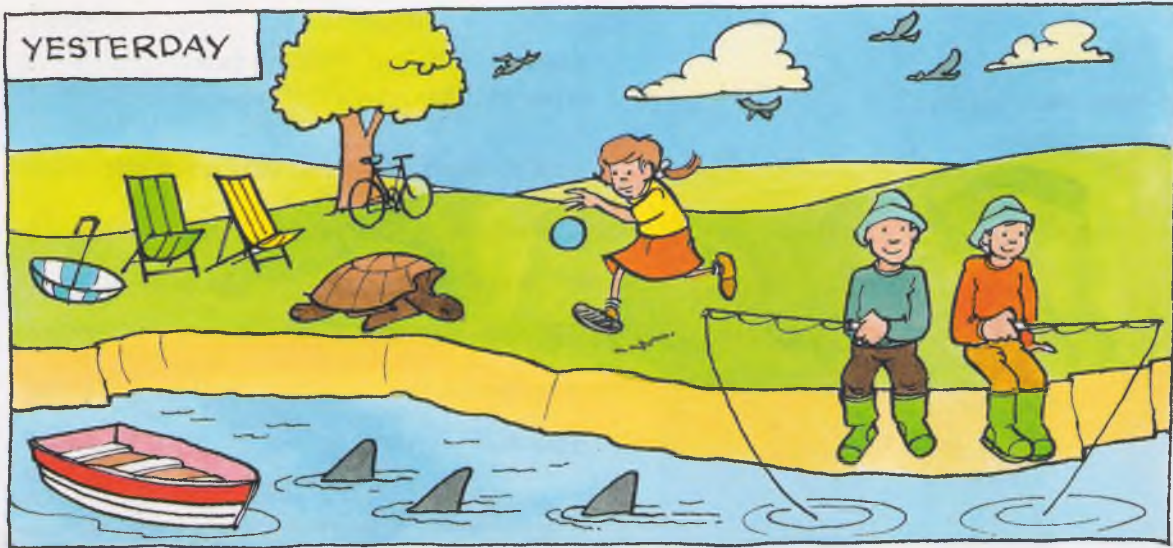
8 Fill in the gaps. Use the past simple of be.

Mo ▶ wasn't (not) at school last week. He (1) ..... on holiday. He and Snapper (2) ..... at the beach. All their friends (3) ..... with them, too. Milly (4) ..... (not) there. She (5) ..... at her friend's house. Mo's mum and dad (6) ..... at home. They (7) ..... very happy because the house (8) ..... very quiet. Mo's neighbours (9) ..... also pleased because Mo (10) ..... (not) there. He always makes a lot of noise.





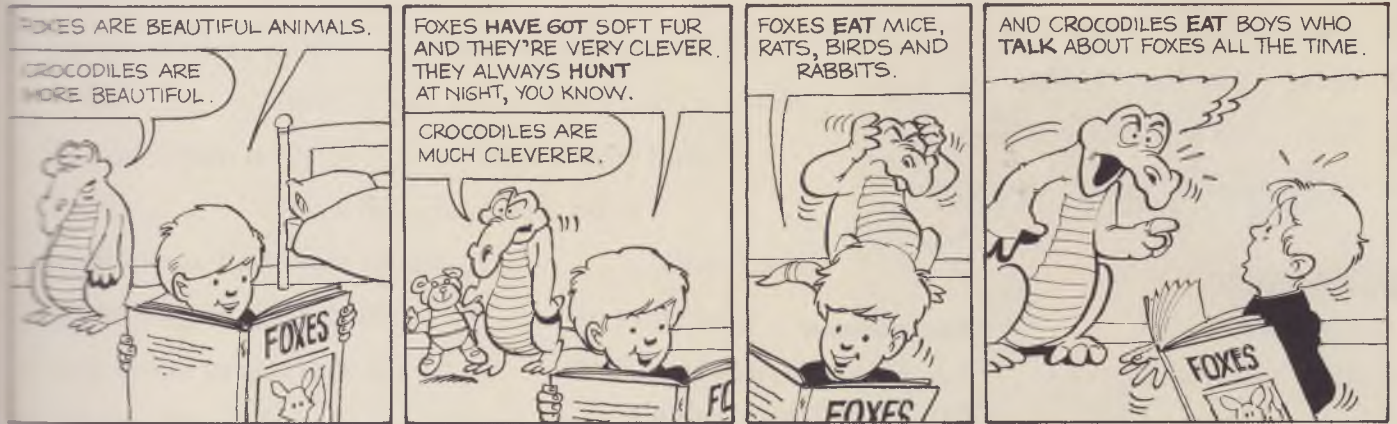
9 Look at the two pictures. What differences can you see?  
Write sentences. Use the present and the past.



► Yesterday there were two fishermen. Today there are three fishermen.

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

## Present simple 1



1 Tick (✓) the correct boxes.

• Foxes always hunt during the day.

True  False

• Foxes eat ...

mice.  boys.



### GRAMMAR

#### REMEMBER! ↓

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

*Foxes **hunt** at night.*

*Foxes **eat** mice, rats, birds and rabbits.*

*Mo **goes** to school every day.*

*Snapper **reads** a lot of comics.*

2 Fill in the gaps.

► I often write ..... (write) letters at the weekend.

1 Mo ..... (walk) to school every day.

2 Snapper ..... (help) Mo with his homework every night.

3 We don't ..... (go) to bed before nine o'clock.

4 They ..... (play) football on Saturdays.

**REMEMBER! 2**

Positive +

I/we/you/they **walk**  
he/she/it **walks**

Negative -

I/we/you/they **don't walk**  
he/she/it **doesn't walk****3 Write sentences. Use the words below.**

- ▶ Snapper / eat / a lot of biscuits *Snapper eats a lot of biscuits.*.....
- 1 Mo / not play / hockey .....
- 2 Spike / listen to / loud music .....
- 3 Milly / not read / newspapers .....
- 4 Mo's parents / go to / the theatre .....

**REMEMBER! 3**

Question

Do I/we/you/they **run**?Does he/she/it **run**?

Short answer

Yes, I/we/you/they **do**.No, I/we/you/they **don't**.Yes, he/she/it **does**.No, he/she/it **doesn't**.**4 Answer the questions.**

- ▶ Does Snapper go to school? *No, he doesn't.*.....
- 1 Does Mo go to school? .....
- 2 Do you eat a lot of biscuits? .....
- 3 Do your friends watch television? .....
- 4 Does your English teacher teach Maths? .....

**REMEMBER! 4**

You can use adverbs of frequency with the present simple.

**always, often, usually, sometimes, rarely, never***Foxes always hunt at night. Snapper often laughs at Mo.***5 Write sentences. Use the words below.**

- ▶ Foxes / eat / often / mice and birds *Foxes often eat mice and birds.*.....
- 1 Snapper / goes to school / rarely .....
- 2 hits Mo / sometimes / Spike .....
- 3 always / Mo / gets up late .....
- 4 Mo's parents / go to the cinema / often .....



# PRACTICE

- Read Mo's story about the Snafflewag. Fill in the gaps. Use the present simple.

The Snafflewag ► **lives** ..... (live) underground. First it (1) ..... (find) a safe place near a tree to make a home. Then it (2) ..... (dig) a large hole. It (3) ..... (live) in a group with other Snafflewags. Each hole usually (4) ..... (have) six Snafflewags in it. They (5) ..... (use) one large hole to live in and they (6) ..... (build) seven tunnels. They (7) ..... (sleep) during the day and they only (8) ..... (come) out at night to hunt. They (9) ..... (hunt) in groups of three.



The biggest Snafflewag in the group (10) ..... (run) ahead. He (11) ..... (look) for insects and small animals to eat. The two smaller Snafflewags (12) ..... (stay) a metre behind him. They (13) ..... (carry) the insects and snails back to their home. The big Snafflewag never (14) ..... (carry) anything and he always eats before the others.

- Now read and answer the questions.

- Do Snafflewags live in houses?  
**No, they don't. They live underground.** .....

- Where do Snafflewags build their holes?  
.....

- Do Snafflewags live alone?  
.....

- Do Snafflewags sleep in the day or at night?  
.....

- Do Snafflewags hunt alone?  
.....

- Which Snafflewag runs ahead?  
.....

- What do the small Snafflewags carry?  
.....

- Does the big Snafflewag carry insects and snails?  
.....

- Which Snafflewag eats first?  
.....

7

**a** Work alone or with a partner. Think of an animal that you like. It can be a real animal, or you can invent one. Write about your animal. Answer the questions.

► Where does it live? *It lives on a branch in a tall tree.*

1 Can you describe it? .....

.....

.....

2 When does it sleep? .....

.....

3 When does it eat? .....

.....

4 What does it eat? .....

.....

5 What does it drink? .....

.....

6 Does it live alone or in a group? .....

.....

7 What can it do? Can it swim, climb trees, run fast? .....

.....

.....

8 Does it make a noise? .....

.....

**b** Work with a partner. Choose a different partner if you did **7a** with a friend. Take turns to ask and answer questions about your animals.

► Partner A *Does it live in the garden?*

Partner B *Yes, it does.*

Partner A *Does it run fast?*

Partner B *No, it doesn't.*

Partner A *Does it make a noise?*

Partner B *No, it doesn't. It's a tortoise.*



# Present simple 2



1 Tick (✓) the correct boxes.

Look at the first three pictures.

Does Mo think there's a ghost in the room? Yes  No

Does Snapper want to go to sleep? Yes  No

## GRAMMAR

### REMEMBER!

Make the present simple like this:

Positive +

I/we/you/they like

he/she/it likes

Negative -

I/we/you/they don't like

he/she/it doesn't like

2 Fill in the gaps. Use the present simple of the verbs in brackets.

Mo ► thinks ..... (think) there's a ghost in his bedroom.

Snapper (1) ..... (not / believe) in ghosts.

He (2) ..... (think) Mo is silly. Mo and

Snapper (3) ..... (not / know) what the

noise is. Snapper (4) ..... (want) to go to

sleep. He's tired!

**REMEMBER! 2**

Question	Short answer
Do I/we/you/they <b>like</b> ?	Yes, I/we/you/they <b>do</b> . No, I/we/you/they <b>don't</b> .
Does he/she/it <b>like</b> ?	Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .

**3 Make questions and short answers. Use like.**

- ▶ *Does* ..... Snapper *like* ..... fish? Yes, he *does*.....
- 1 ..... you ..... chocolate? Yes, I .....
- 2 ..... Mo ..... Spike? No, he .....
- 3 ..... we ..... ice cream? Yes, we .....
- 4 ..... Milly ..... homework? No, she .....

**REMEMBER! 3**

Use the present simple with **like**, **love** and **hate**, NOT the present continuous. You can use a noun or an **ing** form after **like**, **love** and **hate**.

- Mo hates Spike.*  
NOT Mo is hating Spike.  
*Mo hates shopping.*  
NOT Mo is hating shopping.  
*Snapper likes fish.*  
NOT Snapper is liking fish.  
*Milly loves playing.*  
NOT Milly is loving playing.

**4 Write two things that you like and two things that you hate.**

- ▶ *I like rabbits.*.....  
*I hate shopping.*.....
- 1 .....
- 2 .....
- 3 .....
- 4 .....

**A**

Be careful! This is important. Also use these verbs in the present simple, NOT the present continuous:

**think, understand, believe, know, want**

- Mo believes in ghosts.*  
NOT Mo is believing in ghosts.  
*Mo doesn't understand Spanish.*  
NOT Mo isn't understanding Spanish.  
*Snapper knows everything.*  
NOT Snapper is knowing everything.  
*Mo doesn't think Spike is nice.*  
NOT Mo isn't thinking Spike is nice.  
*Snapper wants to play outside.*  
NOT Snapper is wanting to play outside.

**5 Fill in the gaps. Use the present simple of the verbs in brackets.**

- ▶ Snapper *doesn't believe* ..... (not / believe) in ghosts.
- 1 Snapper ..... (think) crocodiles are cleverer than people.
- 2 Mo ..... (not / know) that Snapper is angry with him.
- 3 Snapper ..... (understand) Maths.
- 4 Mo and Snapper ..... (not / believe) in monsters.



# PRACTICE

## Present simple and continuous

- 4
- a Write ten sentences to say what you **like**, **love** and **hate**.  
Look at the list below if you want some ideas.

swim / in the sea  
books  
speak / English  
vegetables  
play / games  
do / homework  
frogs

pandas  
do / the washing-up  
football  
ice cream  
coffee  
use / a computer  
have / a bath

spiders  
read / newspapers  
cartoons  
horses  
Geography  
buy / clothes  
go / to school

pop music  
grammar books  
insects  
go / on holiday  
tests  
use / a dictionary  
cars

- I like apples.  
I love going to school.  
I hate tests.



- b Now swap books with the person sitting nearest to you. Take turns to tell the class what he or she likes, loves and hates. Remember **s** with **he** and **she**!

► Pupil A *She likes Geography.  
She loves going on holiday.  
She hates insects.*

Pupil B *He likes adventure films.  
He loves watching television.  
He hates cats.*

Pupil C *She hates doing homework.  
She likes rats and mice.  
She loves chocolate.*



**7 Fill in the gaps. Use the present simple of the verbs in brackets.**

- Mo and Snapper *don't know* ..... (not / know) where Milly is.
- 1 Mo ..... (not / believe) everything Snapper says.
  - 2 ..... Snapper ..... (want) Mo to be quiet?
  - 3 Mo ..... (know) there are chocolate biscuits in the cupboard.
  - 4 Snapper ..... (think) he is more intelligent than Mo.
  - 5 Mo's mother ..... (want) Mo to do his homework.
  - 6 Mo ..... (not / understand) Chemistry.
  - 7 ..... Mo and Snapper ..... (believe) in ghosts?
  - 8 Mo's friend Pad says he ..... (understand) Japanese.
  - 9 ..... you ..... (think) Snapper understands Japanese?
  - 10 Mo ..... (not / want) to go to school today.

**8 Write five sentences about yourself or your family and friends. Use some of the verbs below.**

believe understand want think  
like hate know

- *I know a lot of people.* .....
- I don't know when my teacher's birthday is.* .....
- 1 .....
  - 2 .....
  - 3 .....
  - 4 .....
  - 5 .....

**9**

**a Read the questions. Tick the boxes.**

Do you ...

- |                                    |   |  |
|------------------------------------|---|--|
| ► understand English?              | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/>            |
| like coffee                        | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> |
| 1 know where Paris is?             | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 2 think Mo always tells the truth? | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 3 believe in ghosts?               | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 4 know how tall you are?           | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 5 think Snapper eats chocolate?    | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 6 hate going to the dentist's?     | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 7 believe in Father Christmas?     | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 8 understand Maths?                | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 9 think Snapper likes Mo?          | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |
| 10 like drawing?                   | Yes <input type="checkbox"/>            | No <input type="checkbox"/>            |

**b Work with a partner. Take turns to ask each other the questions.**

- Partner A *Do you understand English?*  
Partner B *Yes, I do. Do you like coffee?*

## Present simple and continuous



### GRAMMAR

1 Tick (✓) the correct boxes.

- When does the postman arrive every morning?  
 Nine o'clock   
 Eight o'clock
- Where's the postman going in the third picture?  
 To Mo's house   
 Past Mo's house

#### REMEMBER!

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

*The postman comes here every morning.  
 Snapper reads comics every day.*

Use the present simple, NOT the present continuous, with these verbs: **like, love, hate, think, understand, believe, know, want.**

*They want the bucket to fall. NOT They're wanting the bucket...  
 Mo likes Pad. NOT Mo is liking Pad.*

2 Circle all the verbs that are in the present simple.

The postman comes to Mo's house every morning at eight o'clock. Mo sees him when he leaves the house to go to school in the morning. The postman delivers letters for Mo's mum and dad. Today there are postcards and letters for Mo and Milly. The postman knows that Mo is hiding.

**REMEMBER! 2**

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

*They're waiting for the postman.  
Mo is hiding and Snapper is watching.*

**3 Circle all the verbs that are in the present continuous.**

Today Mo and Snapper are waiting for the postman to come. At the moment he's delivering a parcel to Mo's neighbour. Mo is planning to play a trick on him. He's laughing because he's putting a bucket of water above the garden gate. Snapper isn't laughing. He's worried.

**REMEMBER! 3**

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

*The postman delivers letters.  
= Every day the postman delivers letters.  
The postman is delivering letters.  
= The postman is delivering letters now.*

Don't forget!

*Snapper likes Mo. NOT Snapper is liking Mo.  
Mo thinks he's funny. NOT Mo is thinking ...*

**4 Complete the sentences. Use the present simple and the present continuous.**

- ▶ Mo likes..... (like) playing tricks on people.  
Mo is playing..... (play) a trick on the postman now.
- 1 Mo often ..... (hide) from Milly.
- 2 Now Mo ..... (hide) from the postman.
- 3 Look at Snapper! He ..... (laugh) at Mo.
- 4 Snapper sometimes ..... (laugh) at Mo's jokes.



**PRACTICE**

**5**

**a Complete the sentences. Use the present simple and the present continuous. Think carefully!**

- ▶ Mo always has..... (have) a bath in the morning.  
Snapper is brushing..... (brush) his teeth now.
- 1 Mo usually ..... (leave) the house at eight o'clock.
- 2 Today he ..... (wait) for the postman to come.
- 3 The postman usually ..... (deliver) letters to Mo's house.
- 4 Today the postman ..... (not / come) to the house.



# Present continuous for the future

**b** Now answer the questions.  
Use the answers you wrote in **5a** to help you.

- 5 Snapper always ..... (do)  
Mo's homework for him.
- 6 Now Snapper ..... (help)  
Mo to play a trick.
- 7 Mo ..... (think)  
the postman will come soon.
- 8 At the moment Snapper .....  
(watch) the postman.
- 9 Now Snapper ..... (tell)  
Mo to hide.
- 10 Mo ..... (want)  
the water to fall on the postman.

▶ What does Mo always do in the morning?  
He always has a bath.

- 1 Does Mo usually leave the house at seven?  
.....  
.....
- 2 Who is Mo waiting for?  
.....  
.....
- 3 What does the postman usually deliver to Mo's house?  
.....  
.....
- 4 Who isn't coming to Mo's house today?  
.....  
.....
- 5 What does Snapper always do for Mo?  
.....  
.....
- 6 What's Snapper helping Mo to do today?  
.....  
.....
- 7 When does Mo think the postman will come?  
.....  
.....
- 8 Who's Snapper watching?  
.....  
.....
- 9 What's Snapper telling Mo to do?  
.....  
.....
- 10 What does Mo want to happen?  
.....  
.....



6 Answer the questions below.

► When do you usually get up?

*I usually get up at half past seven.*

Is your teacher talking to somebody at the moment?

*No, she isn't. She's correcting some homework.*

1 What do you usually have for breakfast?

2 Look at your teacher. What's he or she doing at the moment?

3 How do you usually get to school?

4 What are you wearing today?

5 What school subjects do you like?

6 What's the weather like today? Is it raining?

7 What food do you hate?

8 Look at one of your friends. What's he or she doing now?

9 Is your teacher singing a song now?

10 Do you speak English?

7 Fill in the gaps. Use the present simple and the present continuous. Be careful!



At the moment Mo and Snapper ► *are hiding* ..... (hide).

They (1) ..... (watch) Mo's dad. Mo's dad usually (2) ..... (walk) to his office, but today

he (3) ..... (want) to take his car to work.

He (4) ..... (look) at his car now. Mo and

Snapper (5) ..... (laugh) because Mo's dad

looks very surprised. Mo and Snapper have got the car keys. Now

Mo and Snapper (6) ..... (hide) the car keys in the garden. They (7) ..... (love) playing tricks

on Mo's dad. Mo's dad (8) ..... (think) he left the keys in the house so he (9) ..... (look) for

them in the kitchen. He (10) ..... (not / know) where Mo has hidden them.

## Present continuous for the future



- 1 Tick (✓) the correct boxes.
- What have Mo's parents decided to do?  
Stay at home  Go out
- What has Mo decided to do this evening?  
Have a party  Go out

### G GRAMMAR

**A**  
You can use the present continuous to talk about things you know you are going to do *in the future*. You have arranged to do them.

Mo's parents **are eating** at a restaurant tonight.  
Mo **is going** to the dentist on Friday.  
Milly **is playing** tennis tonight.

- 2 Circle the verbs that are about the future.

Mo's parents are going out tonight. First they're eating at a restaurant and then they're going to the theatre. A friend is babysitting for them. Mo isn't going out tonight. He thinks he's having a party but he's wrong!

### REMEMBER!

Positive +	Negative -
I'm working	I'm not working
he's/she's/it's working	he isn't/she isn't/ it isn't working
we're/you're/they're working	we aren't/you aren't/ they aren't working

See front cover.

- 3 Make sentences. Use the correct form of the words in brackets.

- ▶ Mo's parents are going ..... (go) to the theatre this evening.
- 1 Snapper and Mo ..... (stay) at home this evening.
- 2 Milly's friends ..... (not / come) tonight.
- 3 A friend ..... (look) after Mo and Milly tonight.
- 4 Mo's parents ..... (not / eat) at home tonight.

**REMEMBER!** 2

Question	Short answer
Am I working?	Yes, I <b>am</b> . No, I'm <b>not</b> .
Is he/she/it working?	Yes, he/she/it <b>is</b> . No, he/she/it <b>isn't</b> .
Are we/you/they working?	Yes, we/you/they <b>are</b> . No, we/you/they <b>aren't</b> .

4 Answer the questions.

- ▶ Is Mo eating at a restaurant this evening?  
No, he isn't.
- 1 Is Mo going out tonight?  
No, .....
- 2 Are Mo's parents meeting some friends?  
Yes, .....
- 3 Are Mo's friends coming to his house?  
Yes, .....
- 4 Is Mo having a party tonight?  
No, .....



PRACTICE

5 Read the sentences. Answer the questions.

- ▶ Mo's mum is cooking fish for supper tonight.

Is Mo's mum cooking fish now? Yes  No

When's she going to cook fish? Tonight.

- 1 Tomorrow evening Mo is revising for a French test.

Is he revising now? Yes  No

When's he going to revise? .....

- 2 Snapper is meeting Mo after school.

Is Snapper meeting Mo now? Yes  No

When's Snapper going to meet Mo? .....

- 3 They're playing football next Saturday.

Are they playing football today? Yes  No

When have they decided to play football? .....

- 4 Mo is visiting his uncle next weekend.

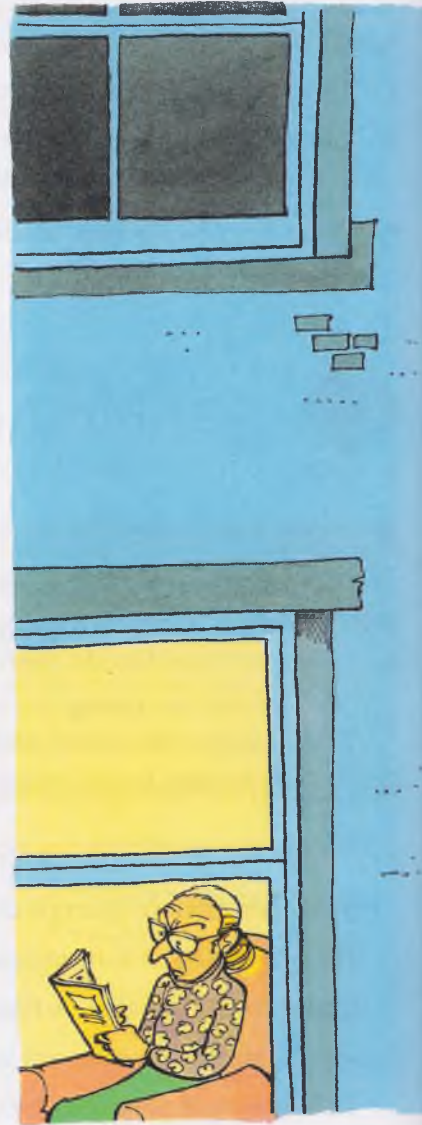
Is Mo visiting his uncle now? Yes  No

When's he going to visit his uncle? .....

- 5 Mo's family are going to Spain next year.

Are they in Spain now? Yes  No

When have they decided to go to Spain? .....



6 Mo and his family have got a lot to do next week.  
Write sentences to say what they're doing.

▶ Next Wednesday / Mo's mum and dad / go / to a restaurant  
Next Wednesday Mo's mum and dad are going to  
a restaurant.

1 On Monday at three / Mo's mum and dad / go / to Mo's school

2 At lunchtime on Tuesday / Mo and Snapper / meet / Pad

3 On Tuesday afternoon / they / play / tennis / with Billy

4 On Tuesday evening / Mo / visit / his grandparents

5 At five o'clock on Tuesday / Milly / go / swimming with Mo

6 On Monday evening / Mo's mum and dad / go / to the cinema

7 At half past four on Thursday / Mo / go / to the dentist's

8 On Thursday evening Milly / stay / with her friend

9 On Friday evening / Mo and Snapper / have / a party

10 Next weekend / Mo's mum and dad / visit / friends / in Rome





**7** Fill in the gaps. Use the present continuous of the verbs in brackets.

**Pad** Mo, I'm bored. There's nothing to do.

What ► *are*..... you *doing*..... (do) after school?

**Mo** I (1) ..... (help) Milly.

**Pad** Why? What (2) ..... she ..... (do) after school?

**Mo** She (3) ..... (learn) to swim.

I (4) ..... (go) with her to the pool at half past four.

**Pad** (5) ..... Snapper ..... (teach) her to swim?

**Mo** No, he isn't. He (6) ..... (meet) a friend, and they (7) ..... (watch) television all evening.

**Pad** And what are you doing this evening?

**Mo** I (8) ..... (travel) to Paris by train with my mum.

We (9) ..... (stay) with my uncle this weekend. He

(10) ..... (take) me to the Eiffel Tower on Saturday.

**Pad** Can I come with you?

**Mo** Ask Snapper. He's my secretary.

**8**

**a** Work with a partner. Imagine you're film stars. Partner A, look at Partner B's plans for next week. Partner B, look at Partner A's plans. Write questions to ask your partner.

- What *are you doing next week?* .....
- 1 How .....
- 2 Where .....
- 3 What .....
- 4 Who .....
- 5 When .....

Partner A – next week

- go to Hollywood on Monday
- 1 fly on Concorde
- 2 stay in a five-star hotel
- 3 go to a big party
- 4 meet a director
- 5 fly back on Wednesday

**b** Now take turns to ask and answer the questions you wrote in 8a.

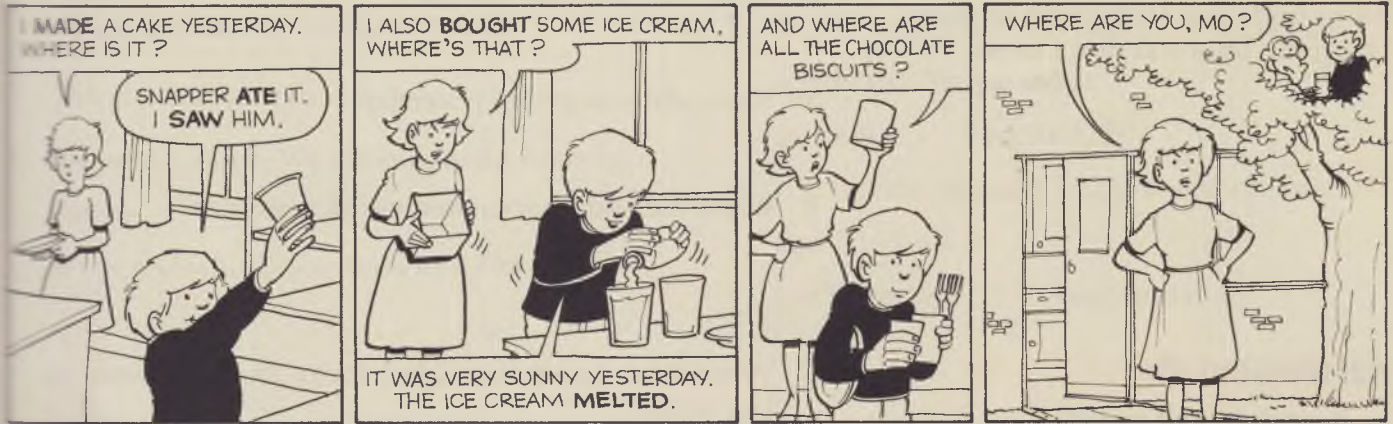
Partner B – next week

- Partner A *What are you doing next week?*
- Partner B *I'm going to Spain.*
- Partner B *What are you doing next week?*
- Partner A *I'm going to Hollywood.*

- go to Spain on Monday
- 1 fly by helicopter
- 2 stay in a villa
- 3 film an advertisement
- 4 meet a photographer
- 5 fly back on Sunday

# 14

# Past simple



- 1 Tick (✓) the correct boxes.
- When did Mo's mother make a cake?  
Yesterday  Today
- Is Mo telling the truth?  
Yes  No

## REMEMBER! 2

### Positive + (regular verbs)

- want → *wanted*
- smile → *'smiled*
- study → *studied* (Be careful!)
- stop → *stopped* (Be careful!)

## GRAMMAR

### REMEMBER! 1

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

Mo's mother **made** a cake yesterday.  
Milly **played** tennis last week.

### 2 Circle the verbs that are in the past simple.

Yesterday Mo's mother made a cake. She put it on the kitchen table. When she came back an hour later it wasn't there! Mo said, 'Snapper ate it.' Mo's mother didn't believe him.

### 3 Make sentences in the past simple. Use the words below to help you.

- play / football / yesterday ✓
- wash / my hands / after breakfast
- watch / television / last night
- study / in my bedroom / all day
- stop / doing my homework / at seven o'clock

- ▶ I played football yesterday.
- 1 .....
- 2 .....
- 3 .....
- 4 .....

**REMEMBER!** 3

**Positive + (irregular verbs)**

eat	→	<b>ate</b>	NOT	eated
drink	→	<b>drank</b>	NOT	drinked
go	→	<b>went</b>	NOT	goed
make	→	<b>made</b>	NOT	maked

There's a list of these verbs on the back cover. You know some of them. Learn the ones you don't know.

**4 Answer the questions. Use the past simple. Be careful!**

▶ What did you eat for breakfast?

*I ate some bread and honey.*

1 What did you drink this morning?

2 What did you read yesterday?

3 When did you get up yesterday?

4 When did you do your homework yesterday?

**REMEMBER!** 4

**Negative – (all verbs)**

want	→	<b>didn't want</b>
study	→	<b>didn't study</b>
eat	→	<b>didn't eat</b>
make	→	<b>didn't make</b>

**5 What didn't you do last night? Write four sentences. Use didn't.**

▶ *I didn't do my homework last night.*

1

2

3

4

**REMEMBER!** 5

**Question (all verbs)**

**Did I/we/you/they want?**

**Did he/she/it want?**

**Short answer (all verbs)**

Yes, I/we/you/they **did**.

No, I/we/you/they **didn't**.

Yes, he/she/it **did**.

No, he/she/it **didn't**.

**6 Answer these questions. Use short answers.**

▶ Did you watch television last night?

*Yes, I did. OR No, I didn't.*

1 Did your parents go to a restaurant last weekend?

2 Did your class have an English lesson yesterday?

3 Did your teacher go to New York last year?

4 Did you go to the cinema last week?

**A**

**ago** means *before now*. Use it with a time,  
e.g. an hour ago, two weeks ago.

*Mo ate lunch **an hour ago**.*

= Mo ate lunch an hour before now.

*It's the year 2002. I lived in Italy **ten years ago**.*

= in 1992

*I saw him **a week ago**.*

= I saw him seven days before today.

**7 Tick the correct boxes.**

► It's nine o'clock. We ate supper an hour ago.

We ate ...

at ten o'clock.  at eight o'clock.

1 It's February. Mo had a holiday a month ago.

Mo had a holiday ...

in January.  in September.

2 It's half past two. I saw a friend two hours ago.

I saw him ...

at half past twelve.  at half past four.

3 It's the year 2000. Mo passed all his exams

a year ago. He passed ...

in 1999.  in 2001.

4 It's Sunday. Mo and Snapper saw a film a week

ago. They saw it ...

last Saturday.  last Sunday.

**PRACTICE****8 Milly has written a story about a dolphin. Fill in the gaps.**

Use the past simple of the verbs in brackets.

Once upon a time, there was a little boy ► **called** ..... (call)

Magdy. He (1) ..... (live) by the sea. Magdy (2) ..... (be)

deaf. He couldn't hear anything. He didn't have

any friends. He was sad because nobody

(3) ..... (talk) to him. Very early one

morning he (4) ..... (walk) along the

beach. He (5) ..... (look) at the sea. It was

warm and blue. He (6) ..... (decide) to go

swimming. Magdy (7) ..... (dive) in.

He (8) ..... (watch) the fish and the crabs

and he (9) ..... (pick) up some beautiful

shells. Suddenly he saw a dolphin. The dolphin

(10) ..... (smile) at him. Magdy and the

dolphin swam together for hours and hours.

Every day after that they swam in the sea and

Magdy was never sad again.



9 Mo and Snapper did a lot of naughty things yesterday. What are they saying to Mo's mother? They aren't telling the truth.



► eat / the cake

*We didn't eat the cake.* .....

1 take / the biscuits

.....  
 .....

2 break / the radio

.....  
 .....

3 paint / the car

.....  
 .....

4 drink / the lemonade

.....  
 .....

5 cut / Milly's hair

.....  
 .....

6 drop / the plates

.....  
 .....

7 write / on the walls

.....  
 .....

8 throw / tomatoes at Milly

.....  
 .....

9 put / the cat in the bin

.....  
 .....

10 use / Dad's camera

.....  
 .....

**10 Finish the sentences. Use the past simple and ago.**

two days    an hour ✓    five years    three months    a month  
six years    two hours    a year    two weeks    three years    four years

► It's three o'clock. Mo and Snapper made a cake at two o'clock.

Mo and Snapper *made* ..... a cake *an hour ago* .....

1 It's Sunday. Mo wrote a story on Friday.

Mo ..... a story .....

2 It's 10 June. Mo's birthday was on 10 March.

His birthday .....

3 It's the year 2002. Mo's parents lived in London in 1996.

They ..... in London .....

4 Milly is six. She learnt to read when she was five.

She ..... to read .....

5 It's 15 February. Milly had a party on 1 February.

She ..... a party .....

6 Mo is eleven. He broke an arm when he was seven.

He ..... an arm .....

7 Mo started school when he was six.

He ..... school .....

8 It's September. Mo and Snapper stayed with friends in August.

Mo and Snapper ..... with friends .....

9 It's half past nine. Snapper woke up at half past seven.

Snapper ..... up .....

10 It's 27 September 2002. Mo met his friend Billy on 27 September 1997.

Mo ..... Billy .....

**11**

**a Write questions for these answers on a piece of paper.**

► I had breakfast four and a half hours ago.

*When did you have breakfast?*

1 My birthday was two months ago.

2 I started going to school five years ago.

3 I last played football yesterday.

4 I lived in London three years ago.

5 I learnt to read five years ago.

6 I last washed my hands this morning.

7 I last watched a film two days ago.

8 I broke my leg last year.

**b Work with a partner. Take turns to ask and answer the questions that you wrote in 11a.**

► Partner A *When did you have breakfast?*

Partner B *I had breakfast two hours ago.*

Partner B *When did you have breakfast?*

Partner A *I had breakfast two and a half hours ago.*

**12** Ask your teacher if you can play this game. Play in two teams. Look at the list of people below. Team A, choose one person. Team B, choose one person. Don't tell the other team who you've chosen! Now take turns to ask questions.

**Elvis Presley**

I died in 1977.  
I was American.  
I played music.

**John Wayne**

I died in 1979.  
I was American.  
I made films.

**Shakespeare**

I died in 1616.  
I was English.  
I wrote plays and poems.

**Christopher Columbus**

I died in 1506.  
I was Italian.  
I discovered America.

**Julius Caesar**

I died in 44 BC.  
I was Italian.  
I lived in Rome.

**Einstein**

I died in 1955.  
I was German.  
I was a scientist.

**Napoleon**

I died in 1821.  
I was Emperor of France.  
I was a great soldier.

**Mozart**

I died in 1791.  
I was Austrian.  
I played music.

**Pythagoras**

I died in about 500 BC.  
I was Greek.  
I was a mathematician.

**Cleopatra**

I died in 30 BC.  
I was Queen of Egypt.  
I was very beautiful.



- Team A *Were you American?*  
Team B *No, I wasn't.*  
Team A *Did you die in 1821?*  
Team B *No, I didn't.*  
Team A *Did you make films?*  
Team B *No, I didn't.*  
Team A *Did you live in Rome?*  
Team B *Yes, I did.*  
Team A *Are you Julius Caesar?*  
Team B *Yes, I am.*

# Past continuous



- 1 Tick (✓) the correct boxes.
- Was Splodge asleep at half past three last night?  
Yes  No
- What was he doing at half past three?  
He was trying to sleep.   
He was making a Mooncake.



## GRAMMAR

### REMEMBER!

The present continuous is to talk about things that you're doing *now*.

*Can I speak to Splodge?*      *No, he's **making** mud pies at the moment.*

*What's Ruff doing now?*      *He's **inventing** a new machine.*

- 2 What are you or aren't you doing now?  
Write four sentences. Use some of the verbs below.

eat   read   listen   play   talk   write ✓  
drink   sing ✓

- ▶ I'm writing..... I'm not singing.....
- .....
- .....



**A**

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

*I was talking to Splodge at six o'clock yesterday.  
He was working hard at four o'clock last Monday.  
We were visiting friends on Wednesday last week.*

**3 Circle the verbs in the past continuous.**

At half past three in the morning Ruff was lying in bed. He was asleep. Tumble wasn't sleeping. He was awake. He was awake because Splodge was making a lot of noise. Tumble didn't know what Splodge was doing. Splodge was making a Mooncake. He was catching moonlight for his recipe.

**B**

It's very easy to make the past continuous:

Past simple of **be** + base verb + **ing**

**Positive +**

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

**Negative -**

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

**4 Fill in the gaps. Use the past continuous of the verbs in brackets.**

► At three o'clock Ruff

was sleeping ..... (sleep).

1 At five o'clock this morning Splodge  
..... (sing) a song.

2 At eight o'clock Ruff and Tumble  
..... (not / drink) coffee.

- 3 At half past ten Mabel  
..... (read) a book.
- 4 At seven o'clock they  
..... (not / watch)  
television.

**C**

**Question**

**Short answer**

**Was I working?**

Yes, I **was**. OR  
No, I **wasn't**.

**Were you working?**

Yes, you **were**. OR  
No, you **weren't**.

**Was he working?**

Yes, he **was**. OR  
No, he **wasn't**.

**Was she working?**

Yes, she **was**. OR  
No, she **wasn't**.

**Was it working?**

Yes, it **was**. OR  
No, it **wasn't**.

**Were we working?**

Yes, we **were**. OR  
No, we **weren't**.

**Were you working?**

Yes, you **were**. OR  
No, you **weren't**.

**Were they working?**

Yes, they **were**. OR  
No, they **weren't**.

**5 Answer the questions.**

► Were you reading a book at half past ten yesterday?

Yes, I was ..... OR No, I wasn't .....

1 Were you eating Mooncakes at six o'clock last Monday?  
.....

2 Was it raining at ten o'clock yesterday?  
.....

3 Were your friends eating lunch at one o'clock yesterday?  
.....

4 Were you doing your homework at midnight last night?  
.....



# PRACTICE



5  
 a Somebody ate Splodge's Mooncake between two and half past two yesterday afternoon. What was everybody doing at a quarter past two yesterday? Who do you think ate Splodge's Mooncake? Use the verbs in the box on the right if you need help.

- |         |        |           |       |      |
|---------|--------|-----------|-------|------|
| eat     | talk   | polish    | watch | read |
| drink   | draw ✓ | telephone | cook  |      |
| wash up | eat    |           |       |      |

- ▶ Splodge *was drawing a picture.*
- 1 Mabel .....
- 2 Ruff .....
- 3 The parrot .....
- 4 Mildred .....
- 5 Lionel .....
- 6 The Adverbs .....
- 7 Tumble .....
- 8 The mice .....
- 9 Sticky .....
- 10 The frogs .....

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

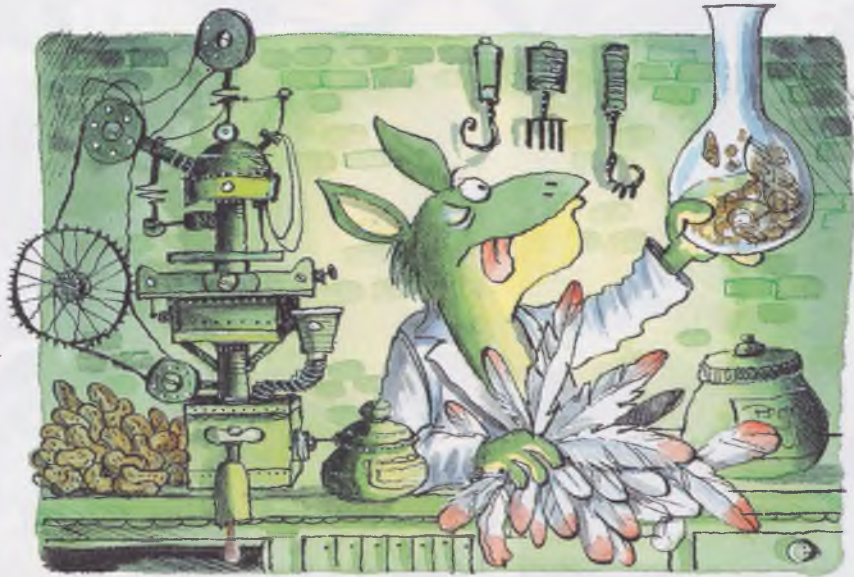
- ▶ Partner A *What was Splodge doing?*  
 Partner B *He was drawing a picture.*
- Partner B *What was Lionel doing?*  
 Partner A *He was ...*

**a** Fill in the gaps. Use the past continuous of the verbs in brackets.

It was midnight. Splodge was in bed. He ► *was having* ..... (have) a dream. He (1) ..... (dream) about mud pies and Fizzy Ink. In his dream, Splodge (2) ..... (feel) very hungry. He (3) ..... (think) about all the things he likes to eat.

Tumble was in bed, too.

He (4) ..... (read) an interesting book. Ruff (5) ..... (invent) a new potion in his laboratory. He (6) ..... (mix) peanut juice and birds' feathers in a test tube. It was a difficult potion to make and Ruff (7) ..... (work) very hard.



Ruff could hear Mabel and Mildred next door.

They (8) ..... (have) an argument. Mabel (9) ..... (shout) very loudly. Ruff couldn't think because Mabel (10) ..... (make) so much noise. He put too much peanut juice in his potion and it exploded!

**b** Work with a partner. Take turns to ask and answer four questions each from the list below.

- What was Splodge doing at midnight?
- 1 What was Splodge dreaming about?
- 2 What was Tumble doing at midnight?
- 3 What was Ruff doing at midnight?
- 4 What were Mabel and Mildred doing at midnight?
- 5 In his dream, how was Splodge feeling?
- 6 What was Ruff mixing in his test tube?
- 7 Was Mabel talking very quietly?
- 8 Why couldn't Ruff think?

- Partner A *What was Splodge doing at midnight?*
- Partner B *He was dreaming.*
- Partner B *What was Splodge dreaming about?*
- Partner A *He was ...*

3

2 Work with a partner. Imagine you're both very famous millionaires.  
Write a list of ten things you were doing last week.

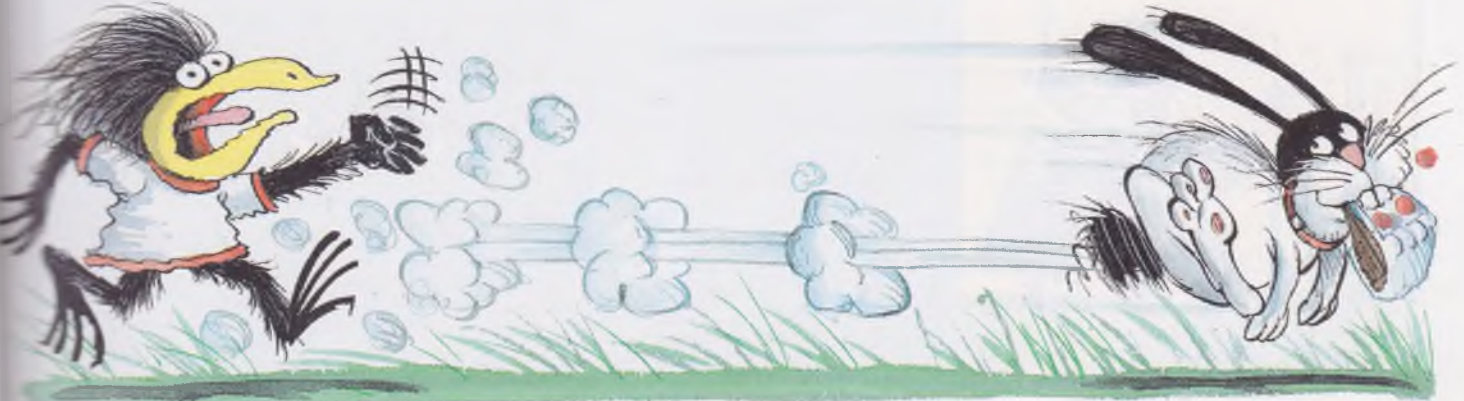
- ▶ On Saturday afternoon *we were sailing our boat in the Mediterranean.*.....
- On Monday morning *we were buying a new sports car.*.....
- On Tuesday at three o'clock .....
- On Thursday at lunchtime .....
- On Sunday afternoon .....
- At ten o'clock on Friday morning .....
- On Monday night .....
- At breakfast time on Wednesday .....
- On Thursday evening .....
- At half past four on Friday .....
- Before lunch on Saturday .....
- On Sunday morning .....

3 Now work with another two pupils.  
Take turns to ask what they were doing.

- ▶ Pupil A *What were you doing on Saturday afternoon?*  
Pupil C *We were playing on the beach.*
- Pupil D *What were you doing on Monday morning?*  
Pupil B *We were flying to our island in the Caribbean.*

4 Ask your teacher if you can play this game. You need to think quickly! Play in two teams. Your teacher will say a time. Say what you were doing at that time. Score one point for every correct sentence.

- ▶ Teacher *Yesterday at three o'clock.*  
Team A *We were watching a film.*
- Teacher *Last Monday at half past one.*  
Team B *We were eating chocolate and banana sandwiches.*



# 16

# Past simple and continuous



1 Tick (✓) the correct boxes.

- Look at the second picture.  
What is Mo doing?  
Climbing   
Watching television
- Who stops Mo climbing?  
Snapper   
Mo's mum



## GRAMMAR

### 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 three o'clock yesterday, last Saturday.

What **was Mo doing** yesterday at three o'clock?  
He **was climbing** up the curtains.

What **was Snapper doing** last Monday afternoon?  
He **was playing** computer games.

See Chapter 15.

2 Write sentences in the past continuous.

- ▶ I was having ..... (have) lunch at one o'clock.
- 1 We ..... (play) in the park yesterday afternoon.
- 2 Snapper ..... (do) Mo's homework at seven o'clock yesterday.
- 3 Mo ..... (have) a bath yesterday evening.
- 4 Mo and Snapper ..... (build) a tree house on Saturday morning.

**A**

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

**First action**

Mo *was eating* a sandwich when ...

Snapper *was sleeping* when ...

**Second action**

the telephone *rang*.

Mo *jumped* on the bed.

**3 Read the sentences. Which action started first?**

Tick the correct boxes.

- ▶ Mo was making a cake when his friends arrived.  
Mo was making a cake.  His friends arrived.
- ▶ Mo's friends were playing football when the teacher came in.  
The teacher came in.  Mo's friends were playing football.
- ▶ Snapper was climbing a tree when the branch broke.  
Snapper was climbing a tree.  The branch broke.

**B**

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

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

**First action: past continuous**

Mo *was watching* television when ...

Snapper *was having* a shower when ...

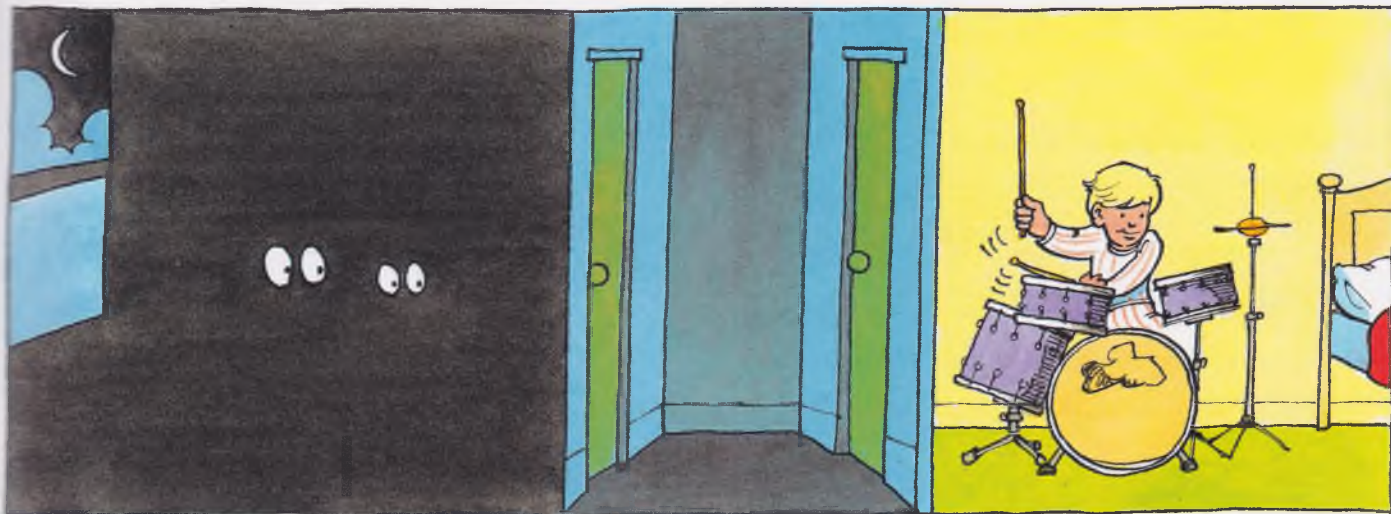
**Second action: past simple**

Billy *knocked* at the door.

his friends *arrived*.

**4 Complete the sentences. Use the past continuous and the past simple.**

- ▶ Snapper *was listening* ..... (listen) to music when Mo *dropped* ..... (drop) the radio.
- ▶ Mo's mum ..... (make) some soup when the doorbell ..... (ring).
- ▶ Mo and Snapper ..... (walk) in the park when it ..... (start) to rain.
- ▶ Milly ..... (ride) her bicycle when she ..... (hit) a tree.
- ▶ Mo's parents ..... (sleep) when Mo ..... (begin) to play the drums.





PRACTICE



5

a Look at the picture. What were the children doing when the sports teacher arrived? Use the verbs below if you need help.

- stand ✓    sit ✓    fight    dance    cook    read
- use    listen    play    eat    ride    write

▶ Snapper was standing on his head.  
 Numbers 8 and 15 were sitting on the goalpost.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

- ▶ Partner A    *What was Snapper doing when the teacher arrived?*
- Partner B    *He was standing on his head.*
- Partner B    *What was number five doing when the teacher arrived?*
- Partner A    *She was ...*

6 Read the sentences. Answer the questions.

- ▶ Mo was having a dream when his alarm clock rang.  
What was Mo doing when his alarm clock rang?

He was having a dream.

- 1 Mo was playing football in the kitchen when his mum came in.  
What was Mo doing when his mum came in?

- 2 Mo's mum was driving her car when a wheel fell off.  
What was Mo's mum doing when the wheel fell off?

- 3 Snapper was washing up when he fell in the sink.  
What was Snapper doing when he fell in the sink?

- 4 Mo and his friends were building a rocket when the teacher arrived.  
What were Mo's friends doing when the teacher arrived?

- 5 Mo and Snapper were fishing when they saw a shark.  
What were Mo and Snapper doing when they saw the shark?



7 Write sentences. Use the past continuous and the past simple.

- ▶ Snapper / have lunch / when / Mo / come home

Snapper was having lunch when Mo came home.

- 1 Milly / plant flowers / when / Mo / jump / on the roses

- 2 We / play hide and seek / when / we / see / a strange shadow

- 3 Snapper / sit on the beach / when / it / start to rain

- 4 Mo and Snapper / dig in the garden / when / they / find / an old coin

- 5 They / have a party / when / the lights / go off



8

a Write the start of ten sentences. Use the past continuous and the verbs below.

walk ✓ play read listen cook  
swim drive ride sit talk sing

- ▶ I was walking to school
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

- when an elephant came out of the sweet shop.
- when
- when
- when
- when
- when
- when
- when
- when
- when
- when

b Now work with a partner. Swap books. Finish your partner's sentences. Use the past simple and the verbs below.

come ✓ meet start hear drop  
jump find fall arrive ring laugh

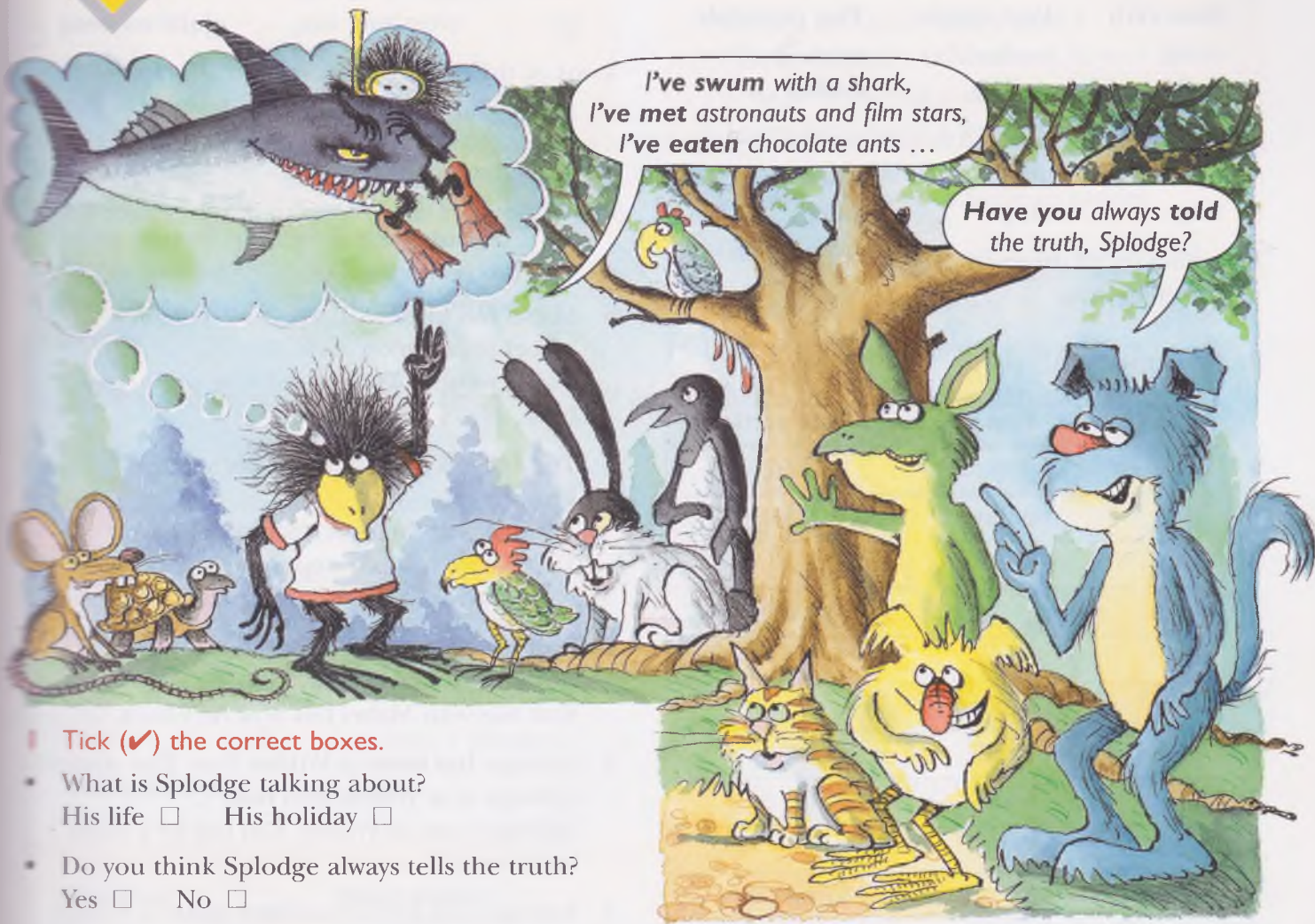
9 Imagine this. Last night, at about seven o'clock, an alien spaceship landed in your town. Everybody saw it except you. Why didn't you see it? What were you doing when it landed? On a piece of paper, write as many reasons as you can. Then tell the class what you were doing.

- ▶ Pupil A I was having a shower when the spaceship landed.
- Pupil B I was talking on the telephone when the spaceship landed.
- Pupil C I was giving my dog a bath when the spaceship landed.
- Pupil D I was playing a game when the spaceship landed.
- Pupil E I was reading a comic when the spaceship landed.

10 Ask your teacher if you can play this game. Play in two teams. Team A, say the beginning of a sentence. Use the past continuous. Team B, finish Team A's sentence. Use the past simple. Take turns to start and end the sentences.

- ▶ Team A Mo was sleeping in his bed when ...
- Team B ... Snapper jumped on his head.
- Team B We were swimming in the sea when ...
- Team A ... we saw an enormous shark.

# Present perfect simple 1



- 1 Tick (✓) the correct boxes.
- What is Splodge talking about?  
His life  His holiday
- Do you think Splodge always tells the truth?  
Yes  No

## G GRAMMAR

**A**  
The present perfect simple is to talk about things that have happened during your life *up to now*. It isn't important exactly when the things happened.

- I've swum with a shark three times.*  
= In my life I've swum with a shark three times.
- I've met astronauts.*  
= In my life I've met astronauts.

- 2 Circle the verbs that are in the present perfect.  
Splodge has swum in Wibble swimming-pool but he hasn't seen a shark. He's talked to lots of people but he hasn't met a film star. He's visited some countries in Europe but he hasn't been to Iceland. He's travelled by bus and by train but he hasn't ridden a camel.

**B**

This is important. There are words called past participles. You need them to make the present perfect.

Base verb	Past simple	Past participle
work	worked	<b>worked</b>
smile	smiled	<b>smiled</b>

Be careful! Some past participles are not so easy.

eat	ate	<b>eaten</b>
sing	sang	<b>sung</b>

There's a list of these on page 186.  
Learn them now.

**3 Fill in the table.**

	Base verb	Past simple	Past participle
▶	walk	walked	walked
1		painted	painted
2	meet	met	
3	open		opened
4	fly	flew	
5	carry	carried	
6		liked	liked
7	ride	rode	
8	see	saw	
9	love		loved
10	drink	drank	

**C**

There's one verb that behaves badly! It's got two past participles.

Base verb	Past simple	Past participle
go	went	<b>gone OR been</b>

Look at the difference:

*Splodge has gone to Iceland.*

= Splodge isn't here now, he's in Iceland.

*Splodge has been to Iceland.*

= Splodge went to Iceland but he's back now.

**4 Tick the correct boxes.**

- ▶ Mabel **has been** to Turkey. This means:  
Mabel is in Turkey now.   
Mabel went to Turkey and now she's come back.
- 1 Tumble **has gone** to the supermarket.  
This means:  
Tumble is at the supermarket now.   
Tumble went to the supermarket and he's back now.
- 2 Ruff **has gone** to see Mildred. This means:  
Ruff is with Mabel now.   
Ruff was with Mabel but now he's back.
- 3 Splodge **has been** to Wibble Zoo. This means:  
Splodge is at Wibble Zoo now.   
Splodge went to Wibble Zoo but he's come back now.
- 4 Splodge and his friends **have gone** to Wibble Zoo. This means:  
They're at Wibble Zoo now.   
They went to Wibble Zoo but now they're back.



**D**

The present perfect is easy to make.

**Positive +**  
‘ve or ‘s +  
past participle

I've worked  
you've worked  
he's worked  
she's worked  
it's worked  
we've worked  
you've worked  
they've worked

**Negative –**  
**haven't** or **hasn't** +  
past participle

I haven't worked  
you haven't worked  
he hasn't worked  
she hasn't worked  
it hasn't worked  
we haven't worked  
you haven't worked  
they haven't worked

See back cover.

**5 Use the past participles to make sentences.**

- ▶ He 's met ..... (met) a pop star.
- 1 They ..... (travelled) round France three times.
- 2 She ..... (not / eaten) Turkish food before.
- 3 He ..... (swum) in the sea.
- 4 They ..... (not / climbed) Mount Everest.

**E**

**Question**

**Short answer**

Have I worked?	Yes, I <b>have</b> .	OR	No, I <b>haven't</b> .
Have you worked?	Yes, you <b>have</b> .	OR	No, you <b>haven't</b> .
Has he worked?	Yes, he <b>has</b> .	OR	No, he <b>hasn't</b> .
Has she worked?	Yes, she <b>has</b> .	OR	No, she <b>hasn't</b> .
Has it worked?	Yes, it <b>has</b> .	OR	No, it <b>hasn't</b> .
Have we worked?	Yes, we <b>have</b> .	OR	No, we <b>haven't</b> .
Have you worked?	Yes, you <b>have</b> .	OR	No, you <b>haven't</b> .
Have they worked?	Yes, they <b>have</b> .	OR	No, they <b>haven't</b> .

**6 Answer the questions.**

- ▶ Have you been to Mars? *Yes, I have.* ..... OR *No, I haven't.* .....
- 1 Have your friends seen an alien? .....
- 2 Have you eaten a burger? .....
- 3 Have you and your friends drunk Fizzy Ink? .....
- 4 Have you swum in a river? .....

**F**

You can use **ever** in questions and **never** in negative sentences. **ever** means 'in your life' and **never** means 'not in your life'.

*Have you ever swum with a shark?*

= Have you swum with a shark in your life?

*I've never swum with a shark.*

= In my life I haven't swum with a shark.

**7 Put ever or never in these sentences.**

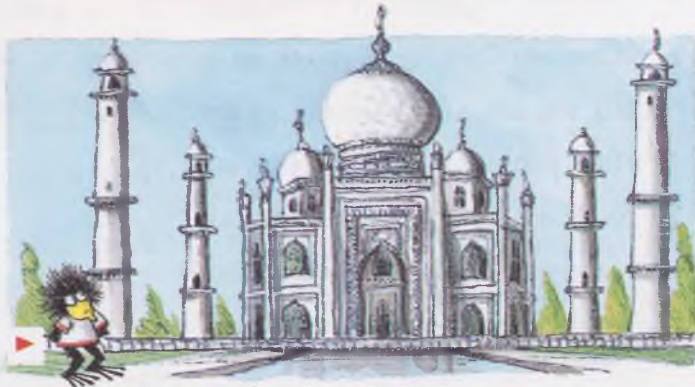
- ▶ Have you *ever* ..... flown in an aeroplane?  
No, I've *never* ..... flown in an aeroplane.
- 1 Have you ..... met a film star?
- 2 No, I've ..... met a film star.
- 3 Have you ..... visited Iceland?
- 4 No, I've ..... visited Iceland.



# PRACTICE

8 Splodge is thinking about all the things he's done in his life.  
 Look at the pictures. Write sentences in the present perfect.  
 Use the verbs below to help you.

- see ✓ wash drive talk fly find build  
 win eat drink visit



► Splodge has seen the Taj Mahal.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....

9 Splodge is asking his friend Lionel the Penguin lots of questions. Read their conversation. Fill in the gaps.

**Splodge** ► Have ..... you ever eaten ..... (eat) a mud pie, Lionel?

**Lionel** No, I haven't. But I (1) ..... (eat) some delicious fish. I love fish.

**Splodge** Yuck. I hate fish. (2) ..... your friends ever ..... (go) to other countries?

**Lionel** Yes, of course! My friend Hector (3) ..... (travel) round Australia three times.

**Splodge** (4) ..... he ever ..... (see) a kangaroo?

**Lionel** Yes, he has. But he (5) ..... never ..... (meet) a koala. I know lots of koalas. There's a very friendly koala at Wibble Zoo.

**Splodge** Great! Can we go and see him? I want to talk to him. I (6) ..... never ..... (speak) to a koala in my life.

**Lionel** No, we can't. He (7) ..... (go) to New Zealand.

**Splodge** Is he coming back soon?

**Lionel** He's coming back next summer. You can meet him then. (8) ..... you ever ..... (go) to New Zealand, Splodge?

**Splodge** No, never. I want to go but Ruff and Tumble say it's too expensive. I (9) ..... never ..... (fly) in a plane. We always go everywhere in Mabel's car. It's boring!

**Lionel** You (10) ..... never ..... (swim) underwater either. That isn't boring. I can teach you. It's more fun than flying!

10

a What have you never done? Write five sentences on a piece of paper. What are the best things you've done in your life? Write five more sentences.

b Now swap papers with a partner. Take turns to read his or her answers to the class.

► Pupil A *He's never ridden a camel.*

Pupil B *She's visited the Pyramids in Egypt.*



## 11

**a** How many times have you done these things in your life?

Use the present perfect.

▶ eat / frogs' legs *I've never eaten frogs' legs.* OR *I've eaten frogs' legs three times.*

1 make / a cake .....

2 see / a rainbow .....

3 walk / on the moon .....

4 play / on a beach .....

5 visit / a dentist .....

6 read / a comic .....

7 fall / off a bicycle .....

8 swim / with a dolphin .....

9 meet / a famous person .....

10 buy / bubblegum .....

**b** Work with a partner. Take turns to ask and answer the questions in 11a.

Use short answers.

▶ Partner A *How many times have you played on a beach?*

Partner B *I've played on a beach four times. How many times have you bought bubblegum?*

Partner A *I've never bought bubblegum. How many times ...*

## 12

**a** Work with a partner. Write five questions to ask some other pupils. You can ask anything you like. Use **ever** and the present perfect.

▶ *Have you ever been to New York?* .....

*Have you ever talked to an elephant?* .....

.....

.....

.....

.....

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.....

.....

**b** Take turns to ask and answer your questions with other pupils.

▶ Partner A *Have you ever been to New York?*

Partner B *Yes, I have.*

Partner B *Have you ever talked to an elephant?*

Partner A *No, I haven't.*

**13** Play a game of True or False.

Take turns to say a sentence each. Your friends must guess if you're telling the truth or not.

Play the game like this:

▶ Pupil A *I've never been to the cinema.*

Class *False.*

Pupil A *Yes, it's false.*

Pupil B *I've been to Canada.*

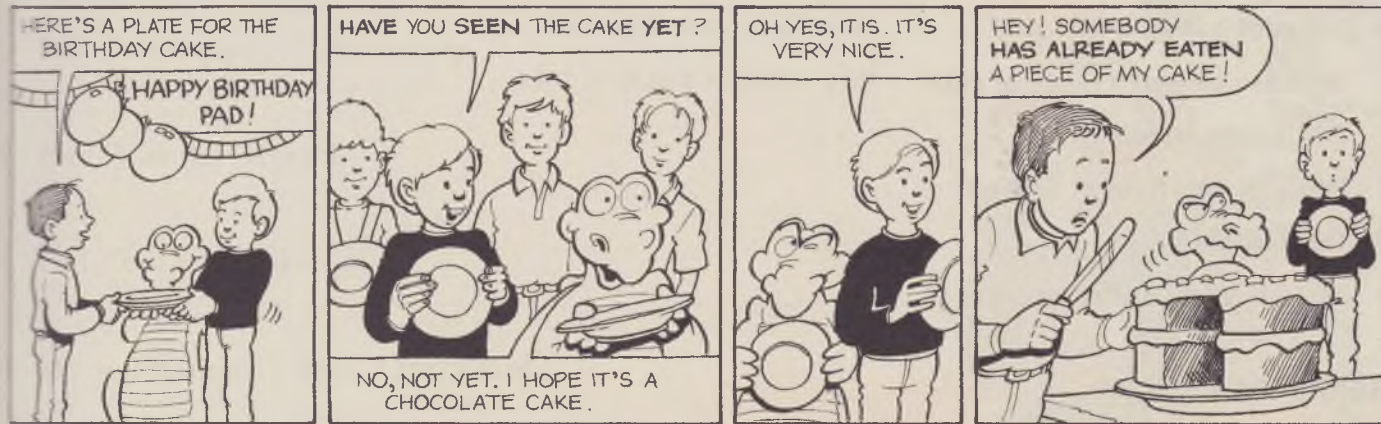
Class *True.*

Pupil B *No, it's false.*

Pupil C *I've eaten snails.*

Class *False.*

Pupil C *No, it's true!*



1 Tick (✓) the correct boxes.

- Has Snapper seen the cake? Yes  No
- Look at the last picture.  
Who do you think ate the piece of cake?  
Snapper  Mo  Pad

**REMEMBER!**

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

Base verb	Past simple	Past participle
work	worked	<b>worked</b>
smile	smiled	<b>smiled</b>

Be careful! Some past participles are not so easy.

eat	ate	<b>eaten</b>
sing	sang	<b>sung</b>

There's a list of past participles on page 186. Learn them now.

## GRAMMAR

**A**

The present perfect simple is to talk about things that happened a short time *before now* but that are still important *now*.

Somebody **has eaten** a piece of my cake.  
Pad **has sent** the invitations.

2 Circle the verbs that are in the present perfect.

Mo **has eaten** a piece of Pad's cake. Snapper has drunk all the orange juice. Billy and Sophie have broken the plates. Milly has put chewing gum on all the chairs, and Spike has unwrapped all Pad's presents!

3 Fill in the table.

	Base verb	Past simple	Past participle
▶	walk	walked	walked
1	invite	invited	
2	see	saw	
3	send	sent	
4	wrap	wrapped	
5	cut	cut	



**REMEMBER! 2**

**Positive +**

I've/we've/you've/they've worked  
he's/she's/it's worked

**Negative -**

I/we/you/they haven't worked  
he/she/it hasn't worked

See Chapter 17.

**4 Make the positive sentences negative, and the negative sentences positive.**

- ▶ Snapper has seen the cake. *He hasn't seen the cake.*
- Mo hasn't eaten a piece of cake. *He's eaten a piece of cake.*
- 1 Pad's party hasn't started. ....
- 2 Pad's friends haven't arrived. ....
- 3 Pad has cut the cake. ....
- 4 They've given Pad a present. ....

**REMEMBER! 3**

**Question**

**Have I/we/you/they worked?**

**Has he/she/it worked?**

**Short answer**

Yes, I/we/you/they **have**.  
No, I/we/you/they **haven't**.

Yes, he/she/it **has**.  
No, he/she/it **hasn't**.

See Chapter 17.

**5 Make questions and short answers.**

- ▶ *Has* ..... Mo *seen* ..... (see) Pad? Yes, *he has* .....
- 1 ..... Pad ..... (cut) the cake? No, .....
- 2 ..... Pad's friends ..... (arrive)? Yes, .....
- 3 ..... they ..... (eat) the biscuits? No, .....
- 4 ..... Mo ..... (talk) to Pad? Yes, .....

**B**

When you're talking about things that happened a short time before now, you can use the present perfect and these words: **just**, **already**, **not yet**.

*Mo has just eaten the cake.*  
= He ate the cake a minute or two ago.

*Mo has already eaten the cake.*  
= He ate the cake before I expected him to eat it.

*Mo hasn't eaten the cake yet.*  
= Up to now he hasn't eaten the cake.

**6 Tick the correct boxes.**

Snapper has just made a large milkshake.  
He made it ...  
last week.  a few minutes ago.

Mo has already done his homework.  
Is his homework finished now?  
Yes  No

Milly hasn't done her homework yet.  
Is her homework finished now?  
Yes  No

C

You can use yet in questions.

Has Mo eaten the cake yet? = Has Mo eaten the cake up to now?

7 Make questions. Use the present perfect and yet.

▶ Snapper / see / the cake

Has Snapper seen the cake yet? .....

1 Pad / unwrapped / his presents

.....

2 Pad's friends / arrived

.....

3 Pad / cut / the cake

.....

4 Mo and Snapper / write / Pad's card

.....



PRACTICE

8 Mo and Snapper are getting ready to go to Pad's party. Complete their conversation. Use the present perfect.

Snapper We're going to be late for the party.

You ▶ haven't finished ..... (not / finish) tidying up yet!

Mo Snapper, (1) ..... you ..... (wrap) Pad's present?

Snapper No, of course not. You (2) ..... (not / give) it to me. Where is it?

Mo I don't know! It might be on the kitchen table.

Snapper (3) ..... you ..... (buy) a birthday card for him yet?

Mo No, but I (4) ..... (draw) one. Here it is. It's good, isn't it?

Snapper Yes, very nice. (5) ..... you ..... (write) inside it?

Mo No. You can do that. (6) I ..... (not / change) into my clean clothes yet.

Snapper No, you haven't. And you (7) ..... (not / wash) your hands,

and you (8) ..... (not / comb) your hair, and you

(9) ..... (not / clean) your shoes.

Mo Snapper!

Snapper And you (10) ..... (not / find) Pad's present yet.

9 Look at all the things Pad's mum and dad have to do for the party. They've done some things but they haven't done everything.

a Write ten sentences. Use the present perfect and **already** or **yet**.

▶ They've already wrapped the presents. ....

They haven't hung the cards up yet. ....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Wrap the presents. ✓  
Hang the cards up.  
Send the invitations. ✓  
Make the chocolate cake. ✓  
Decorate the room. ✓  
Put the candles on the cake.  
Cut the sandwiches. ✓  
Choose the music.  
Bake the biscuits. ✓  
Buy the prizes. ✓  
Lay the table. ✓  
Hide the presents.

b Work with a partner. Take turns to ask and answer questions about the list in 9a. Use short answers.

- ▶ Partner A Have they sent the invitations yet?  
Partner B Yes, they have. Have they put the candles on the cake yet?  
Partner A No, they haven't.

10 What do you think Mo has just done? Read the list. Say ten sentences. Use the present perfect and **just**. There are some verbs below if you need help.

have / a bath    break ✓    turn on    miss    fall over  
wake up    hide    smash    eat    tell / a joke    drink

- ▶ The kitchen window is broken. *Mo has just broken the window.*
- 1 Mo's dad can't find his briefcase.
  - 2 Mo is sleepy. He's still wearing his pyjamas.
  - 3 There isn't any cake left.
  - 4 There isn't any lemonade, either.
  - 5 The school bus has left and Mo is still at home.
  - 6 Milly is laughing.
  - 7 The television is on.
  - 8 Mo's mum's favourite vase is broken.
  - 9 Mo is wet.
  - 10 Mo has got a bruise on his knee.

# Present perfect simple 3



## GRAMMAR

1 Tick (✓) the correct boxes.

- Lionel has had a car for ...  
 five years.   
 eleven years.
- Splodge is ...  
 eight years old.   
 eleven years old.

### A

The present perfect simple is to talk about things that started in the past and that are still happening now.

*How long have you had your car? I've had it for eleven years.*

= I bought the car eleven years ago, and I've still got it now.

*How long has Mabel had a car? She's had a car since 1996.*

= Mabel bought the car in 1996, and she's still got it now.

You can use **how long** to ask questions with the present perfect simple.

*How long has Splodge known Lionel?*

2 Read the sentences. Tick the correct boxes.

► Splodge has had his rabbit, Sticky, for six years.

Has he got Sticky now? Yes  No

1 Mabel has lived next door for a long time.

Does she live next door now? Yes  No

2 Mildred has had a parrot since 1997.

Has she got a parrot now? Yes  No

**REMEMBER! 1**

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

Base verb	Past simple	Past participle
work	worked	<b>worked</b>
live	lived	<b>lived</b>

Be careful! Some past participles aren't so easy.

know	knew	<b>known</b>
go	went	<b>been</b>

There's a list of these on page 186.  
Learn them now.

**3 Fill in the table.**

	Base verb	Past simple	Past participle
▶	have	had	<i>had</i>
1	live	lived	
2	study	studied	
3	be	was	
4	know	knew	
5	like	liked	

**REMEMBER! 2****Positive +**

I've/we've/you've/they've **worked**  
he's/she's/it's **worked**

**Negative -**

I/we/you/they **haven't worked**  
he/she/it **hasn't worked**

See Chapter 17.

**4 Fill in the gaps. Use the present perfect.**

- ▶ Splodge *hasn't seen* ..... (not / seen) Lionel for a week.
- 1 Ruff ..... (lived) in Wibble all his life.
- 2 Mabel ..... (had) a car since 1996.
- 3 Tumble ..... (not / written) a letter for a long time.
- 4 Splodge ..... (not / been) to school since last Monday.

**REMEMBER! 3****Question**

**Have** I/we/you/they **worked**?

**Has** he/she/it **worked**?

**Short answer**

Yes, I/we/you/they **have**.

No, I/we/you/they **haven't**.

Yes, he/she/it **has**.

No, he/she/it **hasn't**.

**5 Make questions and short answers.**

- ▶ *Has* ..... Splodge *seen* ..... (seen) Mabel since Friday? Yes, *he has* .....
- 1 ..... Ruff ..... (been) ill since last year? No, .....
- 2 ..... they ..... (lived) next door for years? Yes, .....
- 3 ..... Ruff ..... (known) Tumble for a long time? Yes, .....
- 4 ..... Ruff and Tumble ..... (been) on holiday? No, .....



**10** First, write the day, month and year it is now. Then write new sentences. Use the present perfect simple and **for**. Think carefully!

What day of the week is it now? It's .....

What month is it now? It's .....

What year is it now? It's .....



► Mildred has had a new motorbike since yesterday.  
She's had a new motorbike for a day .....

1 Ruff and Tumble have had a computer since Sunday.  
They .....

2 Splodge has been at school since 1998.  
He .....

3 Ruff has had an Eggbomb machine since last June.  
He .....

4 Tumble has had a headache since Tuesday.  
He .....

5 Mildred and Mabel have lived next door since 1995.  
They .....

6 Splodge is eleven. He's lived with Ruff and Tumble since he was born.  
He .....

7 Lionel has been at Wibble Zoo since January.  
He .....

8 Mabel has looked after her neighbour's mouse since 1998.  
She .....

9 Splodge has known Lionel since February.  
He .....

10 Mabel has had a car since 1996.  
She .....



11 Look at all the things Tumble hasn't done! Write negative sentences.  
Use **since** and the words below.

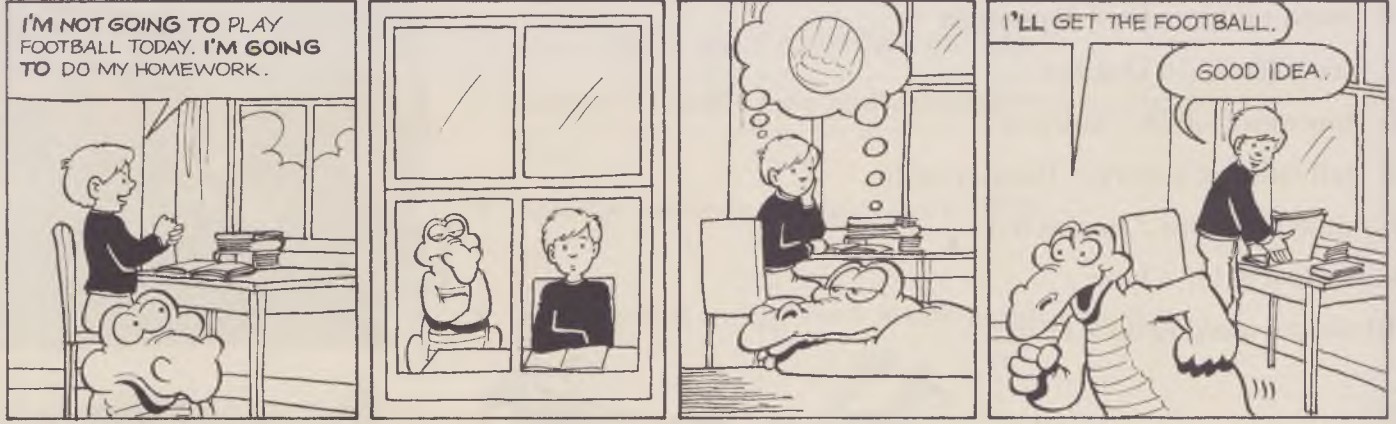
- ▶ read a book / last week *He hasn't read a book since last week.*
- 1 speak to Mildred / Thursday .....
- 2 go to the shops / Saturday .....
- 3 have a party / his last birthday .....
- 4 listen to the radio / September .....
- 5 see a film / 10 October .....
- 6 buy new clothes / last year .....
- 7 tell Splodge a story / Tuesday night .....
- 8 draw a picture / he was ten .....
- 9 write a letter / June .....
- 10 do the washing-up / Friday .....



12 Ask your teacher if you can play a class game. Team A, say a silly sentence in the negative with **for** or **since**. Team B, say Team A's sentence, but exaggerate. Then swap. Play the game like this:

- ▶ Team A *We haven't eaten anything since last week.*  
Team B *We haven't eaten anything for a year!*
- Team B *We haven't done any homework since February.*  
Team A *We haven't done any homework since we were eight!*
- Team A *We haven't written a letter for six months.*  
Team B *We haven't written a letter for six years!*





- 1 Tick (✓) the correct boxes.
- Look at the first picture.  
What has Mo decided to do?  
Do his homework   
Play football
  - Look at the last picture.  
What does Mo decide to do?  
Do his homework   
Play football



## GRAMMAR

### REMEMBER!

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

*Mo is **going to** do his homework.*

*I'm **going to** go to the cinema tonight.*

*They're **going to** have a party tomorrow.*

### 2 Complete the sentences. Use the correct form of **going to**.

- ▶ Mo's teacher **is going to** ..... go shopping tomorrow.
- 1 Milly ..... play tennis this evening.
- 2 Snapper ..... lie in the sun this afternoon.
- 3 Mo's parents ..... visit some friends tonight.
- 4 Mo ..... buy new football boots on Monday.

**REMEMBER! 2****Positive +**

I'm going to

he's/she's/it's going to

we're/you're/they're going to

**Negative -**

I'm not going to

he/she/it isn't going to

we/you/they aren't going to

**3 Rewrite the sentences. Use going to.**

- ▶ Mo has decided to go swimming.

*He's going to go swimming.* .....

Mo's parents have decided not to go on holiday.

*They aren't going to go on holiday.* .....

- 1 Mo's parents have decided to buy a new car.
- 
- .....

- 2 Milly has decided not to do her homework.
- 
- .....

- 3 Snapper has decided not to go to bed.
- 
- .....

- 4 Snapper and Mo have decided to write a book.
- 
- .....

**REMEMBER! 3****Question**

Am I going to?

Is he/she/it going to?

Are we/you/they going to?

**Short answer**

Yes, I am.

No, I'm not.

Yes, he/she/it is.

No, he/she/it isn't.

Yes, we/you/they are.

No, we/you/they aren't.

**4 Make questions and short answers.**

- ▶
- Is*
- ... Mo
- going to*
- ... play football? Yes,
- he is.*
- .....

- 1 ..... Snapper ..... get the football? Yes, .....

- 2 ..... Mo ..... do his homework? No, .....

- 3 ..... they ..... go to the park? Yes, .....

- 4 ..... Milly ..... go with them? No, .....

**A**

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

*The telephone's ringing.*

*OK, I'll answer it.*

*It's very hot in this room.*

*I'll open the window.*

*Snapper has got a headache.*

*I'll get him an aspirin.*

*Mo can't find his jacket.*

*We'll help him.*

**5 Match the sentences.**

- |                                     |                             |
|-------------------------------------|-----------------------------|
| ▶ Somebody is knocking at the door. | I'll telephone the vet.     |
| 1 I'm thirsty.                      | I'll mend it for you.       |
| 2 I can't do my homework.           | I'll go and see who it is.  |
| 3 The cat has hurt its leg.         | I'll get you a drink.       |
| 4 I've broken my skateboard.        | Don't worry, I'll help you. |

**B**

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

But be careful! Look at the difference:

*I'm going to make a milkshake. Do you want one?* (decided earlier)

*Yes, please. I'll have a chocolate milkshake.* (decides now)

*I'm going to paint my room tomorrow.* (decided earlier)

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

**6 Fill in the gaps. Use going to or will.**

- ▶ **Mo** I *am going to* ..... go to the sweet shop.
- Milly** I *'ll* ..... come with you.
- 1 **Mo** I ..... play football.
- Snapper** Great! I ..... get the football.
- 2 **Snapper** I ..... make a sandwich. Do you want one?
- Mo** Yes, please. I ..... have a cheese sandwich.



# PRACTICE

7 Read the sentences very carefully. Tick the correct boxes.

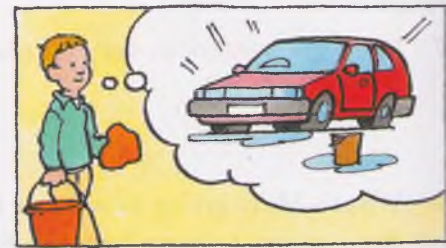
	Decided earlier	Decides now
▶ What's Milly going to wear at the party? She's going to wear her new red T-shirt.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I like your new computer game. Do you? I'll lend it to you.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 Where are you going on holiday? I'm going to visit a Greek island called Poros.	<input type="checkbox"/>	<input type="checkbox"/>
2 I can't find my Maths homework. I'll help you look for it.	<input type="checkbox"/>	<input type="checkbox"/>
3 I've got a bad headache. I'll get you an aspirin.	<input type="checkbox"/>	<input type="checkbox"/>
4 When are you going to do your homework? I'm going to do it after supper.	<input type="checkbox"/>	<input type="checkbox"/>
5 There's a new film on at the cinema. Yes, I know. I'm going to see it on Saturday.	<input type="checkbox"/>	<input type="checkbox"/>
6 Milly, the music is too loud! OK, I'll turn it down.	<input type="checkbox"/>	<input type="checkbox"/>
7 Snapper, are you tired? Yes, I am. I'm going to go to bed now.	<input type="checkbox"/>	<input type="checkbox"/>
8 Be careful. Snapper looks angry. Don't worry. I'll be very nice to him.	<input type="checkbox"/>	<input type="checkbox"/>
9 We haven't got any bread or any apples. It's all right. I'm going to go to the shop later.	<input type="checkbox"/>	<input type="checkbox"/>
10 Have you fed the dog yet? Oh, no! I forgot. I'll do it now.	<input type="checkbox"/>	<input type="checkbox"/>



a What are Mo and his friends going to do? Look at the pictures. Write a short answer and a question for each one.

► Is Pad going to do his homework? *No, he isn't.*  
*Is Pad going to wash the car?*

Yes, he is.



1 Is Mo going to watch television? .....

Yes, he is.



2 Is Snapper going to go shopping? .....

Yes, he is.



3 Is Milly going to play football? .....

Yes, she is.



4 Is Spike going to brush his teeth? .....

Yes, he is.



5 Are Mo's parents going to do the washing-up? .....

Yes, they are.



b Work with a partner. Take turns to ask and answer questions about Mo and his friends in 8a.

► Partner A *What's Pad going to do?*  
 Partner B *He's going to wash the car.*

Mo isn't happy. Everything is wrong! Snapper is helping him.  
 Read the sentences. Write Snapper's answers. Use **I'll** and the words below.

- shut / the window ✓      get / an aspirin  
 turn / the radio down      telephone / the dentist      feed / it  
 tidy / it      play / football with you      mend / it for you  
 find / them      make / some sandwiches      help / you

**Mo**

**Snapper**

- ▶ I'm cold. I'll shut the window.
- 1 The music is too loud. .....
- 2 I'm hungry. .....
- 3 I've got a headache. .....
- 4 I can't find my shoes. .....
- 5 The cat is hungry. .....
- 6 I can't do my homework. .....
- 7 My bedroom is untidy. .....
- 8 I want to play a game. .....
- 9 My skateboard is broken. .....
- 10 My tooth hurts. .....

**b** Work with a partner. Partner A, you're Mo. Read the first five sentences. Partner B, you're Snapper. Say the answers you wrote in **9a**. When you've finished, swap: Partner B, you're Mo and Partner A, you're Snapper.

- ▶ Partner A (Mo)      *I'm cold.*
- Partner B (Snapper)      *I'll shut the window.*

**10** Play this game in two teams. Your teacher will read the sentences below to you. Take turns to make a sentence with **will**. Score one point for every correct sentence.

- |   |                          |
|---|--------------------------|
| My car doesn't work. ✓                  | I'm cold.                |
| The classroom is untidy.                | My car won't start.      |
| My dog is ill.                          | I can't find my glasses. |
| I've got a headache.                    | I haven't got a pen.     |
| My books are heavy. I can't carry them. | I'm very thirsty.        |
| The television is too loud.             |                          |

- ▶ Teacher      *My car doesn't work.*
- Team A      *I'll telephone the garage. OR I'll mend it for you.*

**11 Fill in the gaps. Choose going to or will.**



**Mo** Mum, I feel very ill. I've got a stomach ache.

**Mum** Have you? You poor boy. I ▶ **!!!**.....  
get you some medicine.



**Mum** Mo, I (7) ..... go to the  
chemist to get you some medicine. Do you  
want anything else?

**Mo** A comic, please!

**Mum** All right, I (8) ..... buy one at the  
newsagent's.



**Snapper** You aren't ill!

**Mo** I know. But there's a History test,  
so I (1) ..... not ..... go to  
school today.

**Snapper** I (2) ..... play with Billy later.  
Do you want to come?

**Mo** I can't. Mum (3) ..... stay at  
home all day and look after me.

**Snapper** Billy and I (4) ..... play on  
his computer. He's got some great games.

**Mo** OK. I (5) ..... come.  
I (6) ..... get my jacket.

**Snapper** But you're ill.



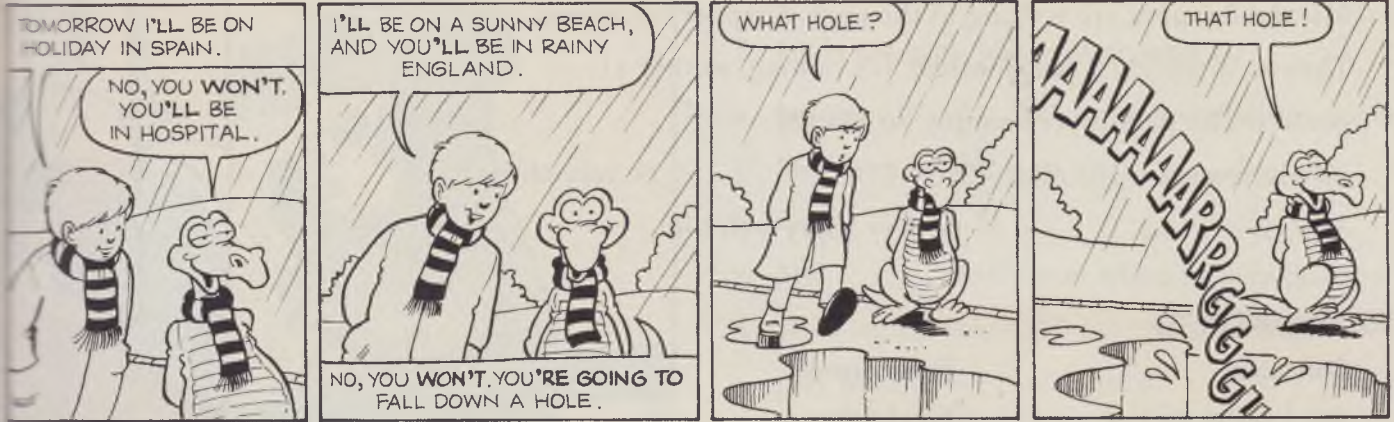
**Snapper** Bye, Mo. I have to go, too. I (9) .....  
..... go to the sweet shop.

I (10) ..... buy a big box  
of sweets to take to Billy's house.

**Mo** It isn't fair. I want to come with you.

**Snapper** You look very ill, Mo. I think I'll  
telephone the doctor.

## Going to and will 2



1 Tick (✓) the correct boxes.

- Where does Snapper think Mo will be tomorrow?  
In Spain  In hospital
- Look at the third picture. What's going to happen next?  
Mo's going to fall down a hole.   
Mo's going to fly to Spain.

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

- ▶ Mo is walking towards the hole.  
He's *going to* ..... fall down it.
- 1 Mo is riding his bicycle too fast.  
He's ..... fall off.
- 2 Milly hasn't done her homework.  
She's ..... get a bad mark.
- 3 Mo and Snapper are playing in the rain.  
They're ..... get wet.
- 4 Snapper has been awake all night.  
He's ..... be tired.

### G GRAMMAR

**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 fall down a hole.*  
(I can see that you're walking towards a hole.)

*It's going to be a hot day.*  
(I can see that the sun is shining.)



**REMEMBER! 2**

Positive +

I'm going to  
he's/she's/it's going to  
we're/you're/they're going to

Negative -

I'm not going to  
he/she/it isn't going to  
we/you/they aren't going to

**3 Complete the sentences. Use the positive or negative of going to.**

Mo and Snapper are walking to the park. Snapper is carrying a ball. They ▶ *'re going to* play football. It's raining, so they (1) ..... get wet. The park is very muddy, so Mo (2) ..... get mud on his new shirt. His mum (3) ..... be very pleased. She (4) ..... be very angry with him.

**REMEMBER! 3**

Question

Am I going to?

Is he/she/it going to?

Are we/you/they going to?

Short answer

Yes, I am.

No, I'm not.

Yes, he/she/it is.

No, he/she/it isn't.

Yes, we/you/they are.

No, we/you/they aren't.

**4 Write a question for each answer.**

▶ *Is it going to rain?* .....

Yes, it's going to rain.

1 .....

Yes, Mo is going to be late.

2 .....

No, he isn't going to pass the exam.

3 .....

No, they aren't going to win the match.

4 .....

Yes, she's going to be tired.



**A**

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

*I'll be in Spain tomorrow.*

*I won't be at school next week.*

*Mo will be eleven next week.*

*All Mo's friends will be at his party.*

**5 Circle will and won't.**

▶ We'll be in Madrid on Saturday.

1 You'll be in England on Saturday.

2 I won't do any homework next week.

3 I'll be on the beach next week.

4 I won't get up early next week.



## B

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

*I think Snapper will visit Mo in hospital.*

= I think he'll visit Mo but I'm not sure.

*Mo won't like the hospital.*

= I don't think Mo will like the hospital but I'm not sure.

### 6 Read the sentences. Tick the correct boxes.

**Snapper** *I think Mo will be rich one day.*

Does Snapper *know* that Mo will be rich?

Yes  No

**Mo** *I'm clever. I'm sure I'll pass my exams.*

Does Mo *know* that he'll pass his exams?

Yes  No

**Snapper** *Mo is lazy. He won't pass his exams.*

Does Snapper *know* that Mo won't pass his exams?

Yes  No

## C

**will** and **won't** are easy!

They're the same for everybody.

**Positive +**

I/you/he/she/it/we/you/they 'll (**will**)

**Negative -**

I/you/he/she/it/we/you/they **won't**

### 7 Fill in the gaps. Use **will** or **won't**.

► Snapper **will** ..... go to the hospital tomorrow.

1 Mo hates hospitals so he ..... be very happy.

2 Mo ..... feel better when he sees Snapper.

3 Mo's leg is broken. He ..... be able to play football for two months.

4 Mo ..... be in hospital for a week.

## D

**Question**

**Short answer**

**Will I?**

Yes, I **will**. OR  
No, I **won't**.

**Will he/she/it?**

Yes, he/she/it **will**. OR  
No, he/she/it **won't**.

**Will we/you/they?**

Yes, we/you/they **will**. OR  
No, we/you/they **won't**.

### 8 Answer the questions. Use a short answer.

► Will Mo be in Spain tomorrow?

No, **he won't**.....

1 Will Mo be in hospital tomorrow?

Yes, .....

2 Will Snapper visit Mo?

Yes, .....

3 Will Mo be able to play football tomorrow?

No, .....

4 Will Mo be in hospital for a month?

No, .....



9 Look at what's happening in the pictures. Write what's going to happen next. Use the words below to help you.

- paint ✓    fall    go fishing    do some homework    wash
- mow the lawn    make    miss    jump into the pool
- drop    call a friend

▶ She's going to paint a picture.

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....



**10** Where will you be at these times? Use **will** and the words below if you need help.

- tomorrow at half past eight ✓
- on Friday evening
- next Sunday at five o'clock
- on Saturday afternoon
- in the school holidays
- tomorrow at lunchtime
- at six o'clock tomorrow
- at half past eleven on Thursday
- next weekend
- after school on Wednesday
- on your birthday

▶ I'll be in the playground at school tomorrow at half past eight.

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....

**11** Read Mo and Snapper's conversation. They're guessing what will happen in the future.

**Mo** I think Pad will be a rock star when he's older. He's good at music.

**Snapper** No, he won't! He can't sing! I think he'll be a bus driver.

**Mo** What do you think I'll be?

**Snapper** You'll be a famous actor. You'll be rich. You'll live in America and you'll have a big house with a swimming-pool.

**Mo** Where will you be?

**Snapper** In America, of course. I'll be your manager.

**Now answer the questions.**

- ▶ What does Mo think Pad will be?
- 1 What does Snapper think Pad will be?
- 2 What does he think Mo will be?
- 3 Does he think Mo will be poor?
- 4 Where does he think Mo will live?
- 5 What does he think Mo's house will have?
- 6 What does Snapper think he'll be?

▶ Mo thinks Pad will be a rock star.

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....



1 Tick (✓) the correct boxes.

- What happens at Wibble Fair?  
People paint the streets.   
People decorate the streets.
- Does Ruff know who painted the house pink last year?  
Yes  No



## GRAMMAR

## A

There are two kinds of sentence: active sentences and passive sentences. Look at the difference:

People paint the houses for the fair every year. = Active

The houses are painted for the fair every year. = Passive

2 Underline the passive verbs.

Wibble Fair is good fun. Everyone enjoys it. The houses are painted yellow, and flowers are planted in the gardens. The children draw pictures and make cakes, and the cakes are eaten at the street party. People wear fancy dress clothes, and a prize is given to the person with the best clothes.

**B**

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

Ruff **decorates** the street every year. = Active  
(I know that Ruff decorates the street every year.)

The street **is decorated** every year. = Passive  
(I don't know who decorates the street, or it isn't important who does it.)

**3 Read the sentences. Answer the questions.**

- ▶ The Wibble song is sung at the start of the fair.  
Do I know who sings the song?  
Yes  No
- 1 Pineapple bushes are planted in the park.  
Do I know who plants the bushes?  
Yes  No
- 2 Balloons are hung from the trees.  
Do I know who hangs the balloons?  
Yes  No

**REMEMBER!**

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

Base verb	Past simple	Past participle
work	worked	<b>worked</b>
smile	smiled	<b>smiled</b>

Be careful! Some past participles are not so easy.

eat	ate	<b>eaten</b>
sing	sang	<b>sung</b>

There's a list of these on page 186.  
Learn the ones you don't know.

**4 Fill in the table.**

	Base verb	Past simple	Past participle
▶	walk	walked	walked
1	hang	hung	
2	make	made	
3	open		opened
4	fly	flew	
5	decorate	decorated	

**C**

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

People **organise** the fair every year. = Active  
↓  
The fair **is organised** every year. = Passive

**5 Complete the sentences. Use the present simple passive.**

- ▶ Lots of cakes **are made**..... (made) for the party.
- 1 The cakes ..... (eaten) at the street party.
- 2 At the start of the fair, the Wibble song ..... (sung).
- 3 On the first day, a racing competition ..... (organised).
- 4 Prizes ..... (given) to the fastest runners.

**D**

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

People **organised** a party last year. = Active

A party **was organised** last year. = Passive

**6** Make the sentences into past simple passive sentences.

- Usually the houses are painted yellow. Last year Splodge's house **was painted** ..... pink.
- 1 This year the fountain is decorated with flowers. Last year it ..... with ribbons.
  - 2 A competition is organised every year. Last year a car race .....
  - 3 Flowers are planted in the town every year. Last year some trees ....., too.
  - 4 Blue balloons are hung in the town every year. Last year some pink balloons ..... in the town.

**P** PRACTICE

**7**  
**a** Read what happens every year during Wibble Fair. Fill in the gaps.  
 Use the present simple passive of the verbs in brackets.

Wibble Fair starts on a Friday so the school ► **is closed** ..... (close) by the mayor on Thursday afternoon. The children (1) ..... (send) home to draw pictures and make cakes. At seven o'clock on Friday the Wibble song (2) ..... (sing) to start the fair. In the morning a big picnic (3) ..... (organise). Cherries and grapes (4) ..... (pick) to make an enormous fruit salad, and sandwiches (5) ..... (make). Then every street in the town (6) ..... (decorate) with flags and ribbons.

In the afternoon films (7) ..... (show) at the cinema and the children (8) ..... (give) presents. At six o'clock a big bonfire (9) ..... (light) in the town square. The mayor of Wibble tells jokes and Mildred and Mabel play their tambourines. When everybody is hungry, potatoes, burgers and baked apples (10) ..... (cook) for supper.



**b Answer the questions.**

► What happens to the school on Thursday afternoon?

*The school is closed by the mayor on Thursday afternoon.*

1 What happens to the children on Thursday afternoon?

2 What happens at seven o'clock on Friday?

3 What happens in the morning?

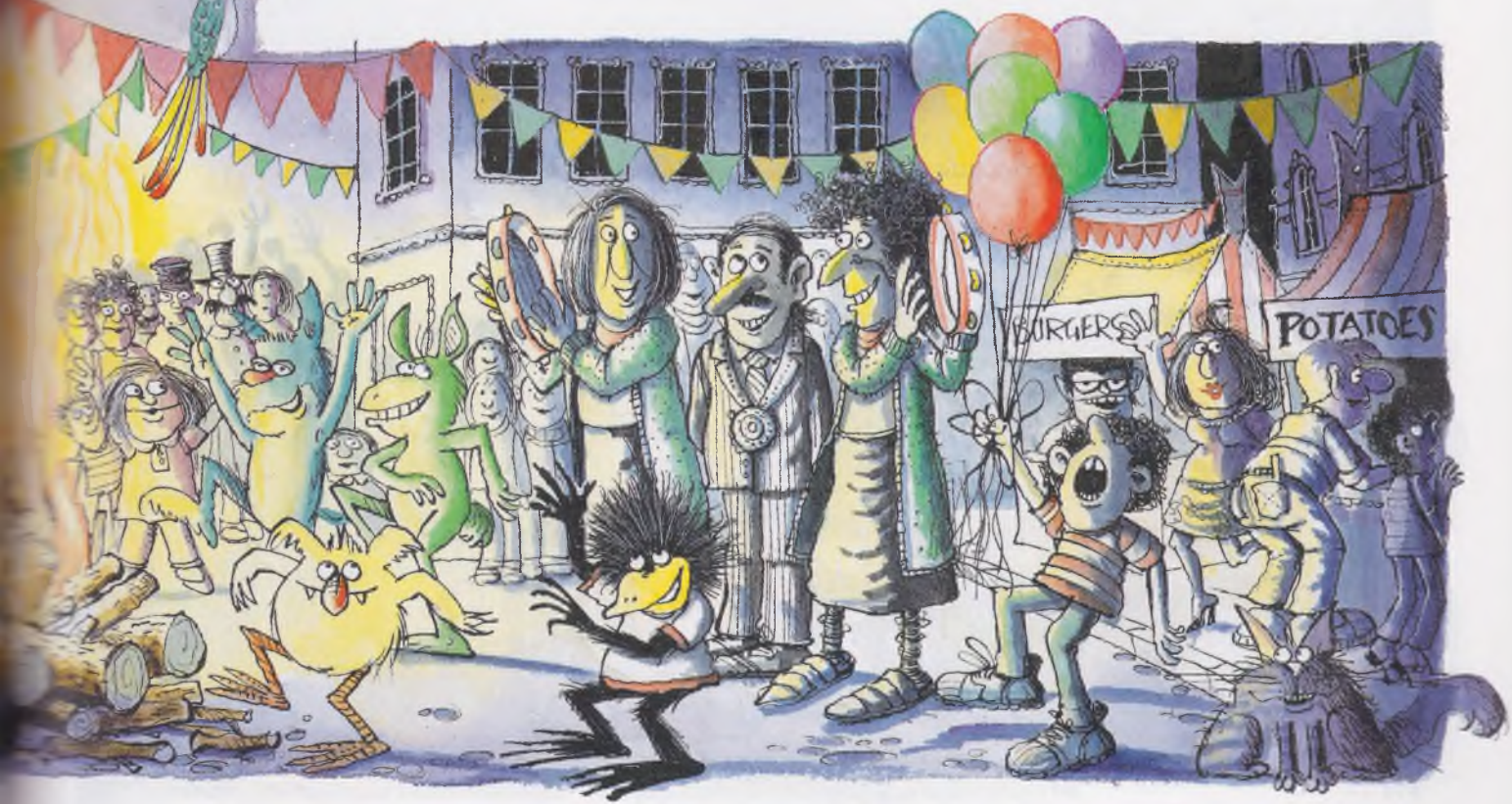
4 What is done to make a fruit salad?

5 What is done to every street in the town?

6 What happens in the afternoon?

7 What happens at six o'clock?

8 What happens when everybody is hungry?





8 What else happens during Wibble Fair? Rewrite the sentences.  
Use the present simple passive.

- ▶ People bring flowers to the town hall.

Flowers are brought to the town hall.

- 1 Somebody plants a pineapple bush.

A pineapple bush .....

- 2 People hide sweets for children to find.

Sweets .....

- 3 Somebody rings a bell every seventeen minutes.

A bell .....

- 4 People read poems in the town square.

Poems .....

- 5 People ride bicycles on the pavements.

Bicycles .....

- 6 Somebody chooses a winner in the fancy dress competition.

A winner .....

- 7 People tell funny stories.

Funny stories .....

- 8 People paint the fountain green with pink spots.

The fountain .....

- 9 Somebody sells candy floss.

Candy floss .....

- 10 People fly kites in the fields outside Wibble.

Kites .....



- 2 Splodge is writing notes for a test on the history of Wibble.  
Help him fill in the gaps in his History notebook. Use the past simple passive.

## Wibble 1571–1656: The Riddibugs, chocolate and battles

- Wibble *was built* ..... (build) in 1571.

Nobody knows who built it.

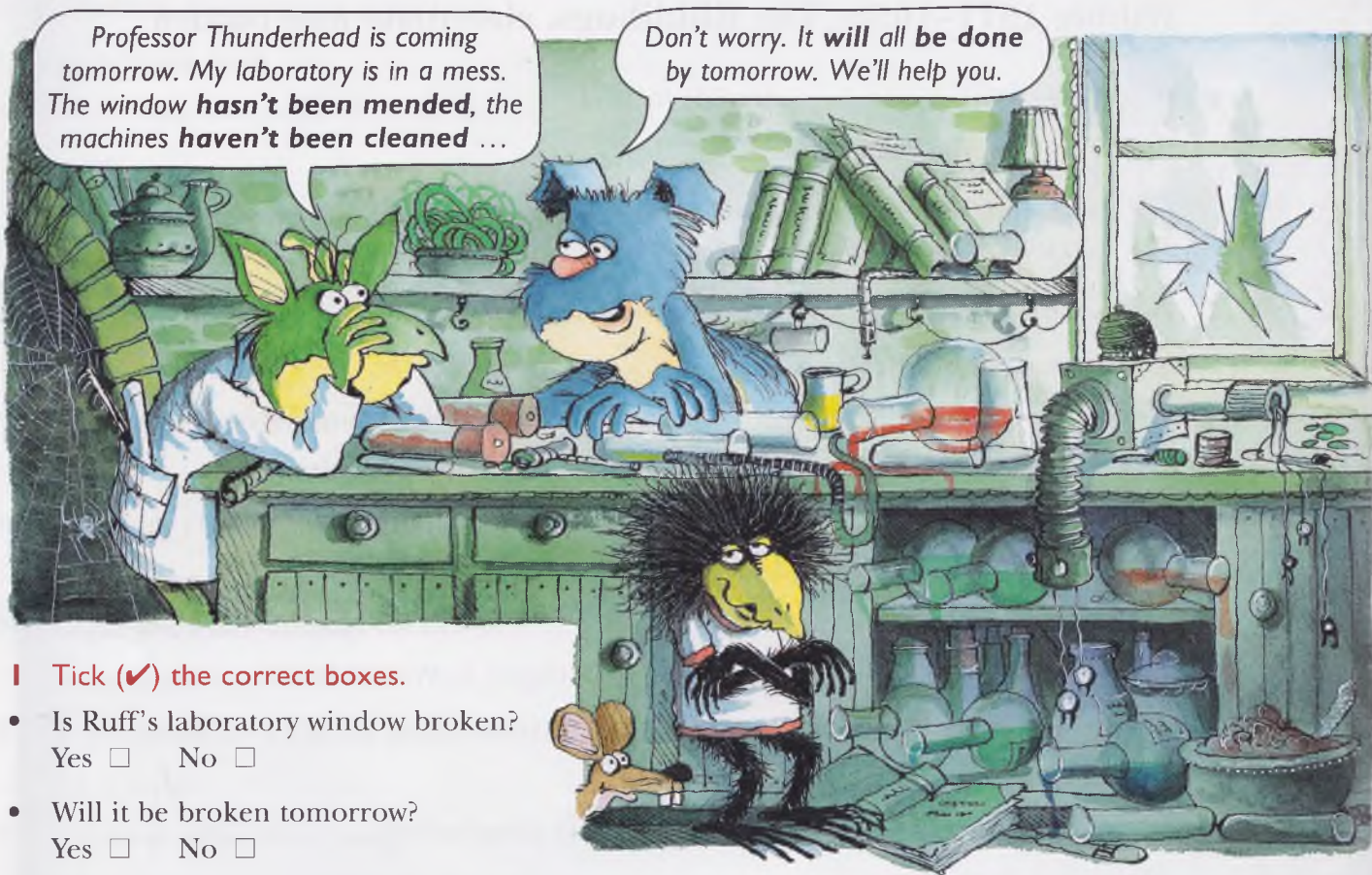
*In 1590 the Riddibugs came to live in the town.  
They were strange people with orange moustaches.*

- 1 The sweet factory ..... (open) in 1603.
- 2 For fifty years only toffee ..... (make) there.
- 3 In 1653 chocolate ..... (find) in the fields near Wibble.
- 4 Chocolate bars and drinks ..... (invent) soon after.
- 5 When chocolate ..... (discover), the Riddibugs sold it to their enemies for bars of gold.
- 6 In 1655 two bars of chocolate ..... (sell) for nine bars of gold!
- 7 A year later a big battle ..... (fight) in Wibble Woods: people were angry that the chocolate was so expensive.
- 8 A lot of people ..... (hurt).
- 9 The sweet factory ..... (burn) down in 1656.
- 10 All the chocolate recipes ..... (lose) in the fire.

*After that nobody made chocolate bars for two centuries because they didn't know how to.*

- b Work with a partner. Take turns to ask and answer the questions below. Use the past simple passive.

- |   |             |   |
|---|-------------|---|
| ► When was Wibble built?                    | ► Partner A | <i>When was Wibble built?</i>             |
| When was the sweet factory opened?          | Partner B   | <i>It was built in 1571.</i>              |
| How long was toffee made there?             | Partner B   | <i>When was the sweet factory opened?</i> |
| What was found in 1653?                     | Partner A   | <i>It was ...</i>                         |
| What was invented after 1653?               |             |   |
| What was sold for bars of gold?             |             |   |
| What happened in Wibble Woods?              |             |   |
| What happened to the sweet factory?         |             |   |
| What happened to all the chocolate recipes? |             |   |



1 Tick (✓) the correct boxes.

- Is Ruff's laboratory window broken?  
Yes  No
- Will it be broken tomorrow?  
Yes  No

## GRAMMAR

### REMEMBER!

There are two kinds of sentence: active sentences and passive sentences.

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

*Ruff cleans the machines once a year.* = Active  
(I know that Ruff cleans the machines once a year.)

*The machines are cleaned once a year.* = Passive  
(I don't know who cleans the machines, or it isn't important who does it.)

### 2 Underline the passive verbs.

Once a year Ruff cleans his laboratory.

Tumble usually helps him. First the machines are cleaned. Then the floor is swept.

Sometimes Ruff dusts the shelves. The books are tidied. The walls are painted and the test tubes are washed.

**REMEMBER!** 2

These are past participles. You need them to make the passive.

Base verb	Past simple	Past participle
wash	washed	washed
paint	painted	painted

Be careful! Some past participles are not so easy.

hang	hung	hung
hide	hid	hidden

There's a list of these on the back cover. Learn the ones you don't know.

3 Fill in the table.

	Base verb	Past simple	Past participle
▶	wash	washed	washed
1	painted	painted	
2	put	put	
3	dust		dusted
4	buy	bought	
5	make	made	

A

Make the future simple passive with **will + be + past participle**.

Somebody **will tidy** the laboratory. = Active

The laboratory **will be tidied**. = Passive

4 Complete the sentences.

Use the future simple passive.

- ▶ Professor Thunderhead **will be driven** (driven) to the house.
- 1 The Professor ..... (given) a drink and a meal.
- 2 The machines ..... (tested).
- 3 The test tubes ..... (washed).
- 4 Ruff's secret potions ..... (locked) in a cupboard.



**B**

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

Somebody **has organised** Professor Thunderhead's visit. = Active

Professor Thunderhead's visit **has been organised**. = Passive

**5 Rewrite the sentences in the present perfect simple passive.**

► Nobody has done the washing-up.

The washing-up *hasn't been done* ..... (not done).

1 Nobody has tidied the laboratory.

The laboratory ..... (not tidied).

2 Somebody has made some cakes.

Some cakes ..... (made).

3 Nobody has found the spell book.

The spell book ..... (not found).

4 Somebody has dusted the shelves.

The shelves ..... (dusted).



## PRACTICE

**6** Look at Ruff's list. What will be done before Professor Thunderhead comes to visit him? Write sentences in the future passive.

### THINGS TO DO

► Mend the window

1 Add salt to Spell 22

2 Empty the test tubes

3 Turn off the Ruffbug machine

4 Dust the shelves

5 Brush Splodge's hair

6 Tidy the cupboard

7 Put the green powder away

8 Stir the Hot Rain

9 Hide Potion 103

10 Check the machines

11 Mix the chemicals

12 Buy biscuits

13 Write new spells

14 Find the Magic Potion Book

15 Make pink pancakes

▶ *The window will be mended.*

1 .....  
2 .....  
3 .....  
4 .....  
5 .....  
6 .....  
7 .....  
8 .....  
9 .....  
10 .....  
11 .....  
12 .....  
13 .....  
14 .....  
15 .....



**b** Work with a partner. Take turns to ask and answer questions about Ruff's list.

- ▶ Partner A    *What will happen to the window?*
- Partner B    *The window will be mended. What will happen to Spell 22?*
- Partner A    *Spell 22 ...*

**7** What has been done in the laboratory? Write ten sentences. Use the present perfect passive and the words below.

▶ water / the plants

*The plants have been watered.*

1 put away / the books

6 empty / the dustbin

2 wash / the curtains

7 clean / the sink

3 make / Fizzy Ink

8 sweep / the floor

4 mend / the window

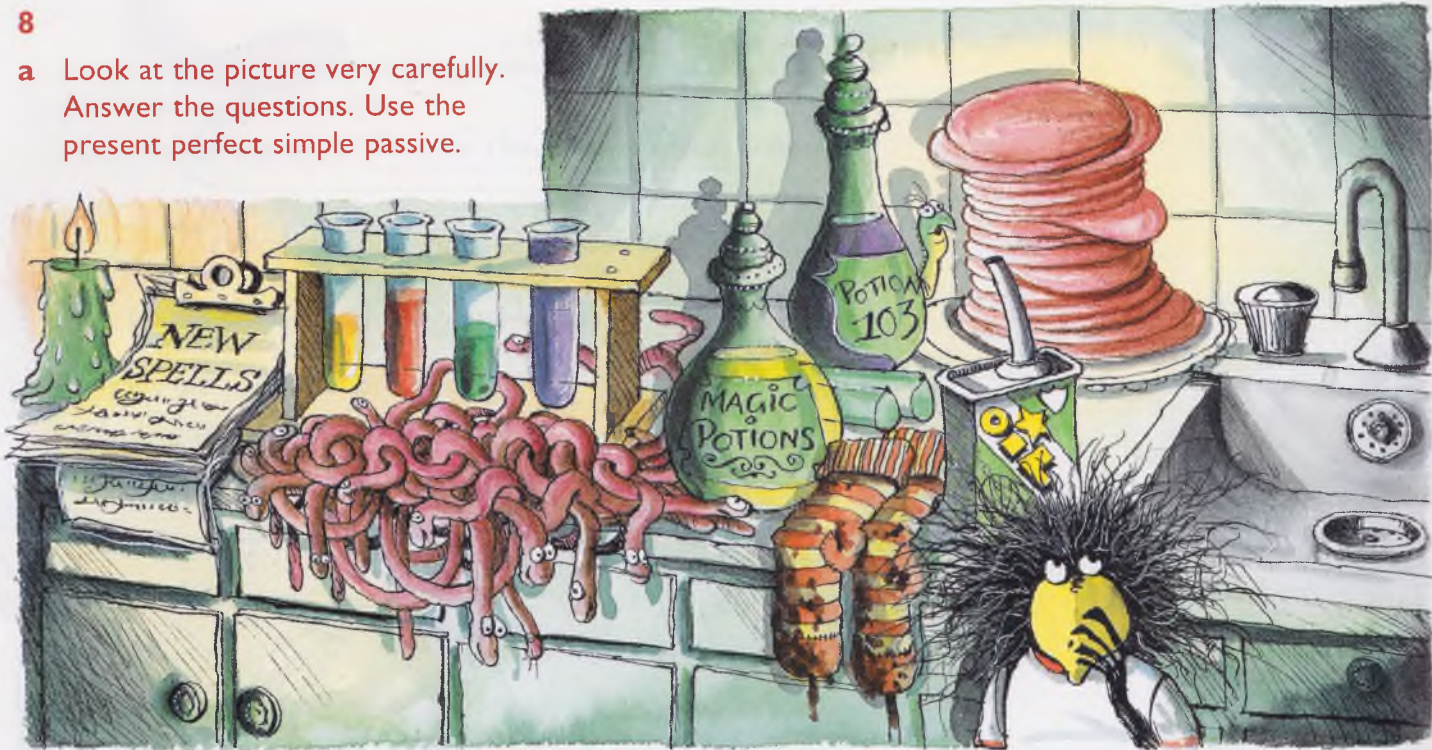
9 tidy / the bottles

5 buy / gold dust

10 paint / the walls

8

a Look at the picture very carefully. Answer the questions. Use the present perfect simple passive.



► Has Potion 103 been hidden?

No, Potion 103 hasn't been hidden.

1 Have all the test tubes been emptied?

2 Has the Magic Potion Book been found?

3 Do you think the shelves have been dusted?

4 Have the pink pancakes been made?

5 Have new spells been written?

6 Have the biscuits been bought?

7 Has Splodge's hair been brushed?

8 Has the green powder been put away?

9 Has the tap been turned off?

10 Have the worms been put away?

b Work with a partner. Look at the picture again. Take turns to ask and answer five questions each.

- Partner A *Has Potion 103 been hidden?*
- Partner B *No, it hasn't been hidden. I can see it.*
- Partner B *Have all the test tubes been emptied?*
- Partner A *No ...*



1 Tick (✓) the correct boxes.

- Mo wants Snapper to ...  
clean his shoes.   
tidy his bedroom.
- Mo gives Snapper ...  
a toy.   
some sweets.



## GRAMMAR

## A

First conditional sentences are to talk about the future.

They have two halves.

**if** half

*If you tidy my bedroom,*

= You tidy my bedroom. →

You don't tidy my bedroom. →

*If it rains tomorrow,*

= It rains. →

It doesn't rain. →

**will/won't** half

*I'll give you my sweets.*

I give you my sweets.

I don't give you my sweets.

*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 Snapper tidies Mo's bedroom, Mo will give him his sweets.

- 1 If Mo passes his French tests, he'll have a party.
- 2 If Snapper eats too many sweets, he'll get fat.
- 3 If Milly doesn't hurry up, she won't catch the school bus.
- 4 If it rains tomorrow, Mo and Snapper won't go fishing.



**B**

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 you tidy my bedroom, ...*  
= Perhaps you'll tidy my bedroom, perhaps you won't. I don't know.

*If it rains tomorrow, ...*  
= Perhaps it will rain, perhaps it won't.

**3 Read the sentences. Tick the correct boxes.**

► If it snows tomorrow, I'll stay at home.

Do I know if it will snow? Yes  No

1 If I see Mo tomorrow, I'll give him my sweets.

Do I know if I'll see Mo? Yes  No

2 If we win the match, I'll be happy.

Do I know if we'll win? Yes  No

**C**

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 tidy my bedroom, I'll give you my sweets.*  
(*I'll give you my sweets.* = I'll give you my sweets because you've tidied my bedroom.)

*If it rains tomorrow, I won't go out.*  
(*I won't go out.* = I won't go out because it's raining.)

**4 Answer the questions. What will they do?**

► If it rains tomorrow, Mo and Snapper will watch television. What will they do if it rains?

They 'll watch television.

1 If Snapper does Mo's homework, Mo will buy him a present. What will Mo do if Snapper does his homework?

He .....

2 If it's sunny tomorrow, they'll play football. What will they do if it's sunny tomorrow?

They .....

**D**

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

*I'll give you my sweets if you tidy my bedroom.*  
= If you tidy my bedroom, I'll give you my sweets.

*I won't go out if it rains tomorrow.*  
= If it rains tomorrow, I won't go out.

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, I'll watch television.

I'll watch television if it rains tomorrow.

1 If I fail my exams, I won't be happy.

.....  
.....

2 If I get my pocket money, I'll buy a comic.

.....  
.....

3 If you don't help me, I won't give you my comics.

.....  
.....

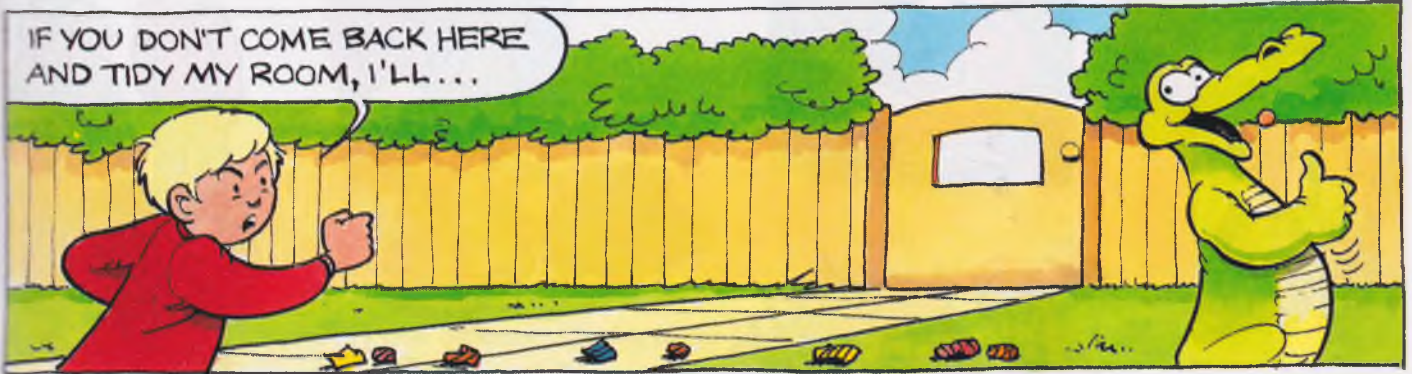
4 If I don't run, I'll be late.

.....  
.....



# PRACTICE

6 Mo's mum needs some help. She'll give Mo lots of things if he helps her. Write sentences.



▶ do the shopping / give you some extra pocket money

*If you do the shopping, I'll give you some extra pocket money.*

1 post my letter / make you some chocolate biscuits

.....

2 get my handbag / give you a sweet

.....

3 help me in the garden / take you to the cinema

.....

4 help Milly with her homework / buy you a football

.....

5 wash the car / give you a comic

.....

6 tidy the kitchen / take you to the zoo

.....

7 take the dog for a walk / get you a video

.....

8 write to your uncle / cook you your favourite meal

.....

9 pass your French test / buy you a new skateboard

.....

10 find my glasses / help you with your homework

.....

7

a Mo and Snapper are talking about what they'll do next week if it's sunny. Look at the pictures. Write the **will** part of the sentences. Use the words below if you need help.



go to the safari park ✓  
go camping  
have a picnic  
play hide and seek

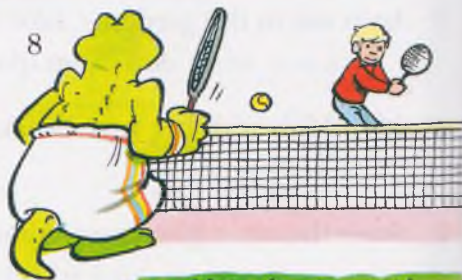
climb trees  
dig for treasure  
play tennis  
go fishing

ride Mo's bicycle  
look for elephants  
build a tree house

If it's sunny next week, ...

▶ they'll go to the safari park.

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



SEVEN, EIGHT, NINE...



b If it rains next week, what do you think Mo and Snapper will do?  
Write five sentences.

▶ If it rains next week, they'll go to Pad's house.  
If it rains next week, they'll play on Billy's computer.

c Work with a partner. Take turns to say what you'll do if it's sunny next weekend.

▶ Partner A *If it's sunny next weekend, I'll play in the park.*  
Partner B *If it's sunny next weekend, I'll go swimming.*

8

a Ask your teacher if you can play a chain game. First write your own chain, like this:

▶ *If we don't have a test tomorrow, I'll have a party. If I have a party, I'll invite all my friends. If I invite all my friends, they'll come to my house. If they come to my house, I'll make a cake. If I make a cake, I'll give everybody a piece.*

b Now one person in the class starts the game. 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 it's sunny on Saturday, I'll go to the beach.*  
Pupil B *If he goes to the beach, he'll meet some friends.*  
Pupil C *If he meets some friends, they'll build a sandcastle.*  
Pupil D *If they build a sandcastle, they'll get sandy.*  
Pupil E *If they get sandy, they'll go for a swim.*  
Pupil F *If they go for a swim, they'll see a shark ...*

## REVISION 3 – present and past simple; present and past continuous

- 1 Write the positive (+) forms of the verb **be** in the present and past simple.

Present	Past
I .....	I .....
you .....	you .....
he .....	he .....
she .....	she .....
it .....	it .....
we .....	we .....
you .....	you .....
they .....	they .....

- 2 Read the story and tick the correct boxes.

Ruff usually invents very good things but sometimes he makes mistakes. Splodge often watches him in the lab. Splodge never mixes the right potions together.

The present simple is to talk about ...  
things you're doing now.   
things you do again and again.

Adverbs of frequency tell you ...  
where things are.   
when something happens.

- 3 Read the examples. Cross out the wrong word in the rule below.

*Splodge likes Lionel.*

*He understands lots of languages.*

*He doesn't believe in monsters.*

*He knows they don't exist.*

Use the present **simple** / **continuous** with  
**like, love, hate, think, understand, believe,**  
**know, want.**

- 4 Write the negative (–) form of the verb **want** in the present simple.

I / you / we / they .....

he / she / it .....

- 5 Read the examples and complete the rule.

*Look! They're dancing.*

*Splodge is reading a comic.*

The present continuous is to talk about things ...

you did yesterday.

you're doing now.

- 6 Write the positive (+) form of the verb **drive** in the present continuous.

I .....

you / we / they .....

he / she / it .....

- 7 Write the positive (+) forms of these verbs in the past simple.

stop .....

sing .....

eat .....

go .....

walk .....

- 8 Read the sentences and answer the question.

*Splodge helped Ruff yesterday. At three o'clock they were building a machine.*

Which verb is in the past continuous?

.....

- 9 Read the examples. Answer the question.

*Splodge was having a bath when Sticky jumped on his head.*

What happened first?

Sticky jumped.

Splodge got into the bath.

# REVISION 4 – present perfect simple; passive

1 Write the positive (+) form of the verb **speak** in the present perfect.

I / you / we / they .....

he / she / it .....

2 Write the negative (-) form of the verb **work** in the present perfect.

I / you / we / they .....

he / she / it .....

3 Read the sentence and answer the question.

*Splodge has seen the pyramids.*

Do you know the date Splodge saw the pyramids? Yes  No

4 Read the examples and tick the correct boxes.

*Splodge has gone to Canada.*

Is Splodge in Canada now?

Yes  No

*Splodge has been to Canada.*

Is Splodge in Canada now?

Yes  No

5 Fill in the gaps. Use **just**, **already** and **yet**.

I haven't fed the rabbit .....

I'm wet! I've ..... had a bath.

He's lucky. He's ..... done his homework.

6 Which expressions can you use with **for**? Which can you use with **since**? Put them in the correct columns.

eight years    three o'clock    Saturday  
a month    two weeks    November

**For**

**Since**

.....  
.....  
.....

7 Fill in the gaps with **ever** or **never**.

I've ..... been to Paris.

Have you ..... been to Paris?

8 Look at the sentences. Some are active and some are passive. Tick the passive sentences.

Somebody has eaten Ruff's lunch.

The pink pancakes have been made.

Ruff's lab is cleaned every day.

People like Ruff's inventions.

The potions will be sold at ten.

His Eggbomb Machine was bought last year.

Mr Catmonger bought it.

9 Read the examples and cross out the wrong words in the rule.

*Splodge made a huge fruit salad.*

*A huge fruit salad was made.*

Use the passive when you **know** / **don't know**

who does the action or it **is** / **isn't** important

who does it.

10 Rewrite the sentences in the passive.

Somebody cleans Wibble Castle every day.

Wibble Castle .....

People built the sweet factory in 1602.

The sweet factory .....

Somebody has stolen the Ruffbug!

The Ruffbug .....

Somebody will find the thief.

The thief .....

## REVISION 5 – future; first conditional

### 1 Fill in the gaps. Use the present continuous.

I ..... (watch) a film tonight.

He ..... (not / play) football next Saturday.

They ..... (travel) to Spain next month.

### 2 Read the example and tick the correct box.

*I'm seeing my friend next Monday.*

You can use the present continuous to talk about things ...

you think will happen in the future.

you've arranged to do in the future.

### 3 Complete the sentences with the correct form of **going to**.

They ..... (going to) play tennis.

He ..... (not / going to) write to his uncle.

### 4 Read the conversation. Tick the correct boxes.

**Mo** I'm going to go fishing this afternoon.

**Snapper** Great! I'll come with you.

Who *suddenly* decides to go fishing?

Mo  Snapper

Who has *already* decided to go fishing?

Mo  Snapper

### 5 Read what Splodge says and tick the correct box.

*Mabel is driving too fast towards that tree.*

*She's going to crash the car.*

How does Splodge know she's going to crash the car?

Because he can see she's driving too fast.

Because he knows she hates trees.

### 6 Read the sentences. Tick the correct rule.

*Mo will be eleven next week.*

*I'll telephone you tomorrow at ten.*

*I won't be at school on Friday.*

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

**will** and **won't** are to talk about the past.

### 7 Read the sentence and answer the question.

*I think Mo's team will win the football match.*

Do I know Mo's team will win?

Yes  No

### 8 Look at the examples. Answer the question.

*If it rains, I'll stay at home.*

*If I stay at home, I'll read a book.*

What tense do you use in the **if** half of first conditional sentences?

.....

### 9 Read the examples and tick the correct box.

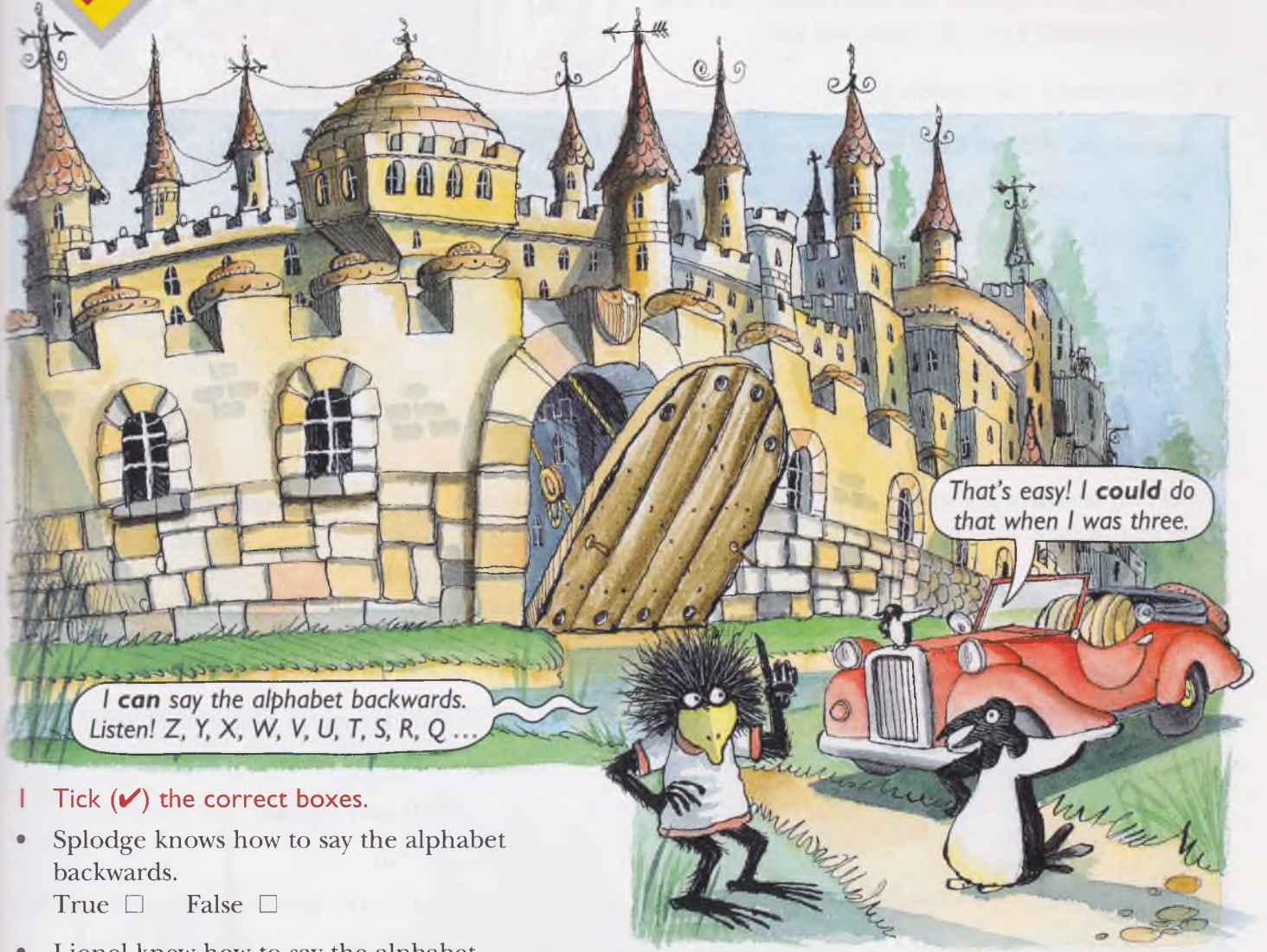
*If you do my homework for me, I'll give you my sweets.*

*If it snows, we'll build a snowman.*

First conditional sentences are ...

to talk about the past.

to talk about the future.



I **can** say the alphabet backwards. Listen! Z, Y, X, W, V, U, T, S, R, Q ...

That's easy! I **could** do that when I was three.

- 1 Tick (✓) the correct boxes.
- Splodge knows how to say the alphabet backwards.  
True  False
- Lionel knew how to say the alphabet backwards when he was three.  
True  False

## G GRAMMAR

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

*I can swim. You can run fast.*  
*I can't fly. You can't drive a car.*

2 What can and can't you do? Write two sentences with **can** and two sentences with **can't**. Use some of the verbs below if you need help.

- run swim speak Portuguese fly
- smile speak Greek draw drive

▶ I can read. ....  
 I can't cook. ....

1 .....  
 2 .....  
 3 .....  
 4 .....



**A**

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

*I could say the alphabet backwards when I was three.  
Splodge couldn't play the drums last year.*

**3 Circle could and couldn't.**

Lionel could drive a car when he was twenty.  
Splodge couldn't speak English very well two years ago. He couldn't swim underwater but he could run and jump. Lionel could read and write when he was three but Splodge couldn't. Splodge learnt to write English last year.

**B**

**could** and **couldn't** are easy. They're the same for everybody.

Positive +	Negative -
I could	I couldn't
you could	you couldn't
he could	he couldn't
she could	she couldn't
it could	it couldn't
we could	we couldn't
you could	you couldn't
they could	they couldn't

**4 Fill in the gaps. Use could or couldn't.**

Ruff is clever. He ► could ..... read when he was five. Tumble was good at cooking when he was younger. He (1) ..... make a pizza when he was nine. Mabel (2) ..... drive when she was twenty but she can now. Mildred was good at languages when she was at school. She (3) ..... read Spanish when she was ten. Splodge (4) ..... play the drums last year but he can now.

**C**

Question	Short answer
Could you read?	Yes, I <b>could</b> .
Could he cook?	No, he <b>couldn't</b> .
Could they swim?	Yes, they <b>could</b> .

**5 Complete the questions and answers.**

- Could ..... Splodge speak English last year?  
Yes, he could .....
- 1 ..... Ruff and Tumble talk when they were babies? No, .....
- 2 ..... Ruff make machines when he was ten?  
Yes, .....
- 3 ..... Mildred play the piano two years ago?  
Yes, .....
- 4 ..... Mabel drive when she was twenty?  
No, .....

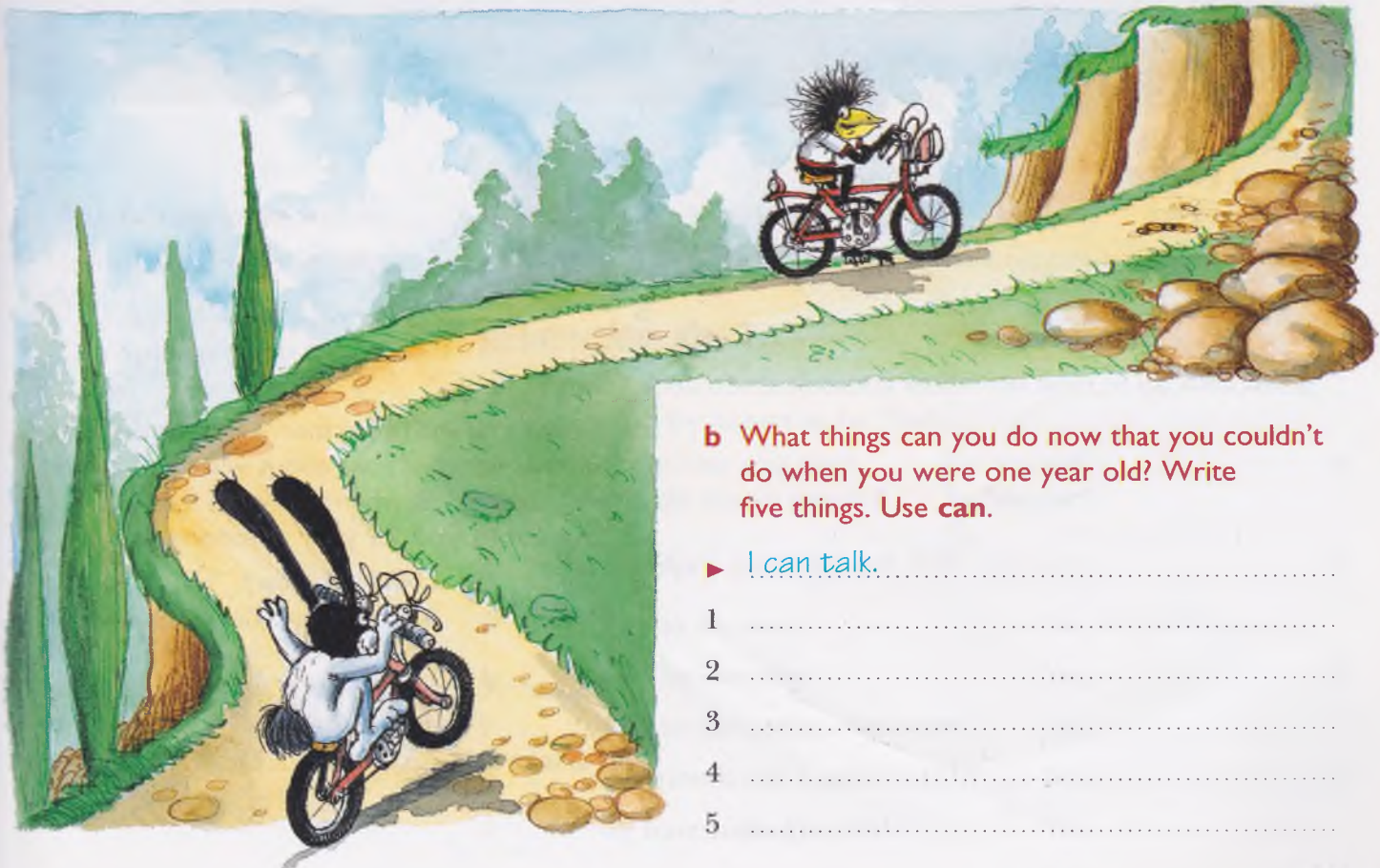


# PRACTICE

6

a Splodge can do lots of things now that he couldn't do when he was three. Write what he can do. Use **can**.

- ▶ say twenty French verbs *He can say twenty French verbs.* .....
- 1 write letters .....
- 2 make magic potions .....
- 3 stand on his head .....
- 4 play the violin .....
- 5 use the telephone .....
- 6 paint pictures .....
- 7 cook pink pancakes .....
- 8 spell 'rhinoceros' .....
- 9 run faster than Tumble .....
- 10 ride a bicycle .....



b What things can you do now that you couldn't do when you were one year old? Write five things. Use **can**.

- ▶ *I can talk.* .....
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

7

a What can't these animals do? Make your own sentences. Use **can't**.

- ▶ A rabbit *can't talk.* .....
- 1 A dog .....
- 2 A snail .....
- 3 A tiger .....
- 4 A tortoise .....
- 5 An elephant .....

b Ask your teacher if you can play a game. Think of all the things you can do that a hippopotamus can't do. Ask your teacher to write your ideas on the board. How many things can you think of?

- ▶ Pupil A *I can play the piano but a hippopotamus can't.*
- Pupil B *I can stand on one leg but a hippopotamus can't.*
- Pupil C *I can read a comic but a hippopotamus can't.*
- Pupil D *I can say the alphabet but a hippopotamus can't.*



8

a What could Splodge do when he was eight? What couldn't he do? Write sentences. Use **could** and **couldn't**.

<b>He could ...</b>	<b>but he couldn't ...</b>
---------------------	----------------------------

- |                  |                  |
|------------------|------------------|
| ▶ ride a bicycle | drive a car      |
| 1 make mud pies  | make an omelette |
| 2 swim           | dive             |
| 3 play football  | play tennis      |
| 4 speak English  | speak Japanese   |
| 5 count to ten   | add              |

▶ *He could ride a bicycle but he couldn't drive a car.* .....

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

b What could you do when you were five years old? What couldn't you do? Write three sentences. Use **could** and **couldn't**.

▶ *I could sing but I couldn't play a musical instrument.* .....

- 1 .....
- 2 .....
- 3 .....

c Now work with a partner. Take turns to ask and answer questions about what you could and couldn't do when you were five. Use **could you** for your questions.

- ▶ Partner A *Could you swim?*
- Partner B *No, I couldn't. Could you ride a bicycle?*
- Partner A *Yes, I could. Could you use a computer?*
- Partner B *No, I couldn't. Could you ...*



1 Tick (✓) the correct boxes.

- Is Ruff angry with Splodge?  
Yes  No
- Can Splodge go to the zoo today?  
Yes  No



## GRAMMAR

### REMEMBER! ↓

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

*Can we have some mud pies?* Yes, you **can**.  
*Can I go to the cinema tonight?* No, you **can't**.

2 Write Splodge's questions and Ruff's answers.

- ▶ *Can*... I go to the zoo? No, *you can't*.....
- 1 ..... we play outside? Yes, .....
- 2 ..... I go to the cinema tomorrow? No, .....
- 3 ..... my friends cut Tumble's hair? No, .....
- 4 ..... we have some Fizzy Ink? Yes, .....

**REMEMBER!** 2

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

*Could I watch television?*

*Yes, of course.*

*Could my friends come to stay tonight?*

*No, I'm afraid not.*

**3 Rewrite the sentences. Use could.**

► Can I go to bed late tonight?

*Could I go to bed late tonight?*

1 Can I drink Ruff's potions?

2 Can we watch television tonight?

3 Can I play with your computer?

4 Can we go to the funfair tomorrow?

**A**

**be allowed to** is another way to say that you can or can't do something.

*I'm allowed to watch television.*

= I can watch television.

*He isn't allowed to go to the cinema tomorrow.*

= He can't go ...

**4 Write new sentences that mean the same as the ones below.**

► I can go to see my friends tomorrow.

*I'm allowed to see my friends tomorrow.*

1 Splodge can't go to the cinema tomorrow.

He .....

2 We can visit our friends.

We .....

3 Splodge can't put glue in Mabel's shoes.

He .....

4 Splodge and his friend can buy a comic.

They .....

**B**

You can use **be allowed to** in the past. Look:

*Splodge was allowed to have an ice cream this morning.*

*They weren't allowed to play loud music last night.*

**5 Complete the sentences. Use the positive or negative of was/were allowed to.**

► Yesterday I *was allowed to* ..... stay up till ten o'clock. (allowed)

1 Last week I ..... play outside. (not / allowed)

2 Last night my friend ..... watch television. (allowed)

3 Yesterday I ..... eat sweets. (not / allowed)

4 Yesterday we ..... go to the cinema. (allowed)



# PRACTICE

6 Splodge wants to do lots of things. He's talking to Ruff. Work with a partner. Partner A, ask the questions in the left-hand column. Partner B, ask the questions in the right-hand column. Use **can**. You decide what Ruff's answers are!

Splodge wants to ...

tell Ruff a joke ✓

go to the shops

drive Mabel's car

sleep in Tumble's tent

play with Mildred's parrot

practise the violin

drink Ruff's magic potion ✓

cook some mud pies

take Sticky for a walk

build a racing car

paint the wall

cut Mildred's beard

▶ Partner A (Splodge) *Can I tell you a joke?*

Partner B (Ruff) *Yes, you can.*

Partner B (Splodge) *Can I drink your magic potion?*

Partner A (Ruff) *No, you can't.*

7  
a Which of the things below are you allowed to do at school?  
Write sentences. Use the present of **be allowed to**.

speak English ✓

shout ✓

talk in class

ask questions

read comics in class

cheat

use a dictionary

write on the board

fight with other pupils

play games in break time

use red pens

work with a partner

▶ *We're allowed to speak English.* .....

*We aren't allowed to shout.* .....

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....



b Think about the things that you are and aren't allowed to do at home. Work with a partner. Take turns to ask and answer questions.

- ▶ Partner A Are you allowed to watch television every night?
- Partner B No, I'm not. Are you allowed to eat sweets?
- Partner A Yes, I am. Are you allowed to ...

8 Splodge promises that he'll be nice to Mildred in future. Ruff and Tumble say there are some things Splodge can do next week but there are other things he can't do. Look at his list. Write sentences. Use **be allowed to**.

- ▶ He isn't allowed to ride a donkey.
- He's allowed to stay with Uncle Badpaw.

1 .....

2 .....

3 .....

4 .....

5 .....

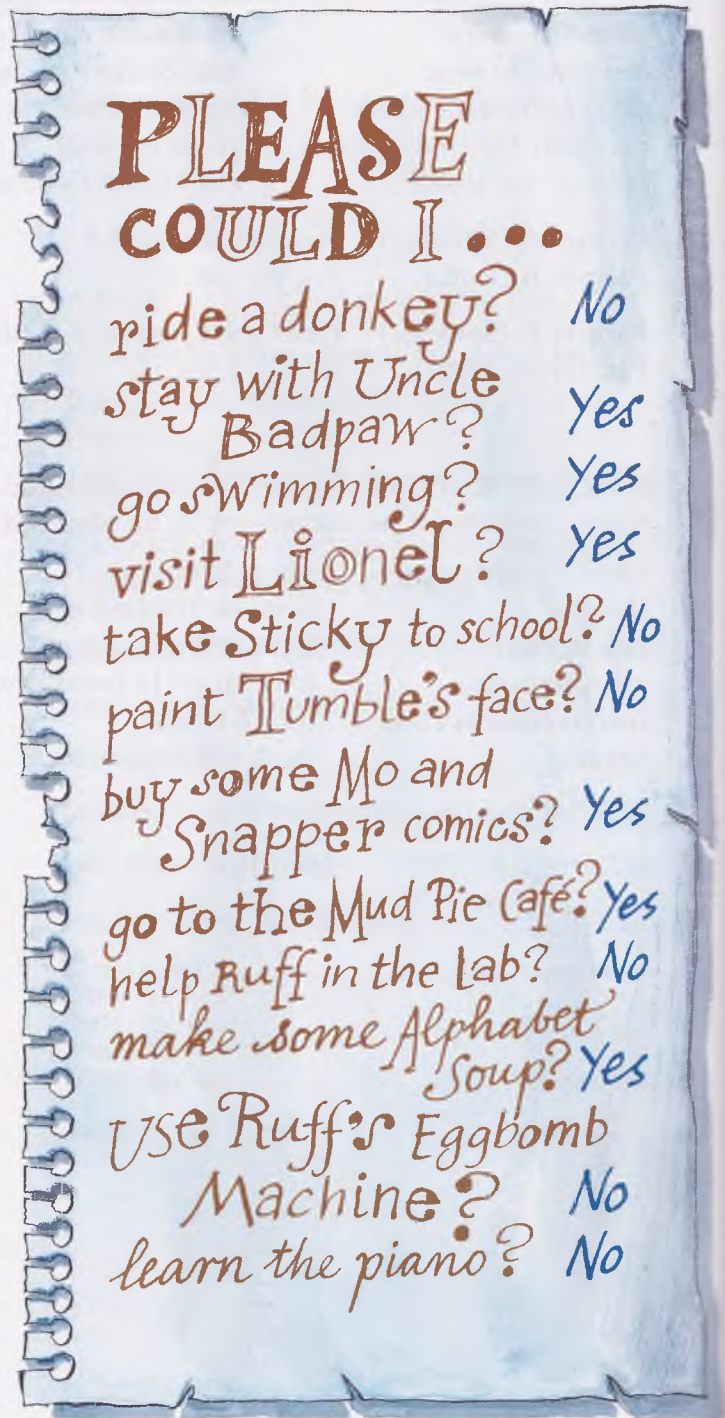
6 .....

7 .....

8 .....

9 .....

10 .....



- a Mabel and Mildred are talking about the things they were and weren't allowed to do when they were young. Fill in the gaps. Use the past of **be allowed to**.

**Mabel** I ► *wasn't allowed to* ..... (not / allowed) drink milkshakes until I was sixteen.

**Mildred** Weren't you? I (1) ..... (allowed) drink juice and milkshakes but I (2) ..... (not / allowed) stay up after dark. I went to bed at six o'clock every night.

I (3) ..... (not / allowed) eat chocolate, either.

**Mabel** You were lucky! I (4) ..... (not / allowed) talk to anyone and I (5) ..... (not / allowed) read books.

**Mildred** That's amazing! My best friend (6) ..... (allowed) read comics and go to the cinema but I (7) ..... (not / allowed) go with her. When I was thirteen I (8) ..... (allowed) have a pet spider. Did you have pets?

**Mabel** No, I didn't. You (9) ..... (not / allowed) tell jokes, were you?

**Mildred** No, I wasn't. And I (10) ..... (not / allowed) stay at a friend's house for the night. Splodge is very lucky. He can do almost everything!

- b **What were Mabel and Mildred allowed to do when they were young? Work with a partner. Take turns to ask and answer the questions.**

Was Mabel allowed to drink milkshakes?

Was Mildred allowed to drink orange juice?

Was Mildred allowed to stay up late?

Who wasn't allowed to eat chocolate?

Was Mabel allowed to read books?

Was Mildred's best friend allowed to go to the cinema?

When was Mildred allowed to have a pet spider?

Who wasn't allowed to have pets?

Was Mildred allowed to tell jokes?

► Partner A *Was Mabel allowed to drink milkshakes?*

Partner B *No, she wasn't. Was Mildred allowed to drink orange juice?*







**1 Tick (✓) the correct boxes.**

- Is Mo asking Snapper to help him? Yes  No
- Do you think Mo is telling the truth about his arm? Yes  No



## GRAMMAR

**REMEMBER!**

**can** and **could** are to ask someone to do something for you. **can** is polite but if you want to be *very* polite, use **could**.

*Can you help me? Can you open the door?  
Could you pass me that book?*

**2 Now it's Snapper's turn to ask for help. Fill in the gaps. Use can.**

- ▶ Mo, can.... you get me a glass of water?
- 1 ..... you make me a cheese sandwich?
- 2 ..... you buy me a comic?
- 3 ..... you pass me an apple?
- 4 ..... switch the television on for me?

**A**

**will** and **would** are also to ask someone to do something for you.

**would** is more polite than **will**.

*Will you close the window? It's cold in here!  
Would you do my homework, please?*

**3 Write questions. Use would and the words below.**

- open the window ✓ get me a jumper
- pass me the newspaper find my pencil case
- make me a cup of tea

- ▶ Would you open the window?.....
- 1 .....
- 2 .....
- 3 .....
- 4 .....



# PRACTICE

4

**a** Mo doesn't feel very well. He's asking Snapper to do things for him. Complete their conversation. Use **will** and the verbs below.

be    shut    turn off    open    make    find  
telephone    get ✓    bring    leave    draw

**Mo** Snapper, I don't feel very well. ► *Will you get* .....  
me some medicine, please? And (1) .....  
the doctor?

**Snapper** Do you think I'm stupid? You aren't ill.

**Mo** Yes, I am. (2) ..... a blanket for me and  
(3) ..... my book?  
And (4) ..... me a cup of tea, too?

**Snapper** No, I won't. You aren't ill.

**Mo** I look awful, so I must be ill. (5) .....  
the window? I need fresh air. And (6) .....  
the curtains, please? I want to go to sleep.

**Snapper** I don't believe you. You aren't ill.

**Mo** Snapper, (7) ..... quiet?  
And (8) ..... the light? I want to go to sleep.

**Snapper** Don't you want to watch television or read some comics?

**Mo** No, I don't. I'm ill. (9) ..... the room,  
please? And (10) ..... the door behind you?



NO COMICS, NO TELEVISION?  
MAYBE HE IS ILL.



**b** Work with a partner. Partner A, imagine you're ill. Ask Partner B to do things for you. Use **can**. When you've finished, swap.

► Partner A *Can you telephone the doctor, please?*  
Partner B *Yes, of course.*

Partner A *Can you make me a sandwich?*  
Partner B *Yes, OK.*

5

a Mo's dad is building a tree house for Mo. Mo is asking him to do lots of things for his tree house. Write Mo's questions. He's being very polite. Use **could** and the things below.

make a table ✓

make some chairs

make a shelf for my comics

buy me a television

hang a rope out of the window

write my name on the door

draw a picture on the door

put a lock on the door

give me the fridge

build a tree house for Snapper, too

paint the roof

► *Could you make a table, please?* .....

1 .....

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

9 .....

10 .....



b Work with a partner. Partner A, imagine you're Mo. Partner B, imagine you're Mo's dad. Partner A, ask Partner B to do things for you. Be polite: use **would**. Partner B, answer the questions. When you've finished, swap.

- Partner A (Mo) *Would you make me a tree house, please?*
- Partner B (Mo's dad) *Yes, of course.*
- Partner A (Mo) *Would you make a tree house for Snapper?*
- Partner B (Mo's dad) *No, don't be silly.*

# Obligation 1



1 Tick (✓) the correct boxes.

- Can Splodge make some Fizzy Ink tonight?  
Yes  No
- Splodge is going to bed because ...  
he wants to.  it's late.

## GRAMMAR

### REMEMBER!

**must** is to tell somebody what to do.

*You **must** go to bed, Splodge. It's late.*

= Tumble says Splodge can't stay up.

*You **must** go to school, Splodge.*

= Tumble says Splodge can't stay at home.

2 Complete what Tumble says to Splodge.  
Use **must**.

- ▶ You **must** ..... brush your teeth.
- 1 You ..... be nice to Mabel.
- 2 You ..... do your homework.
- 3 You ..... brush your hair.
- 4 You ..... hurry up. You're late.

### A

**must** is also to remind yourself to do things.

*I **must** feed Sticky.*

= I need to remember to feed Sticky.

*I **must** buy a card for Tumble. It's his birthday soon.*

= I need to remember to buy a card for Tumble.

3 Splodge has got a lot of things to do.  
Write what he's telling himself. Use **I must** and the words below.

- buy a card for Tumble ✓
- give Sticky an apple
- wash my T-shirt
- find my comic
- make some mud pies

- ▶ *I **must** buy a card for Tumble.* .....
- 1 .....
- 2 .....
- 3 .....
- 4 .....

**B**

**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.

*You look tired, Splodge. You **should** go to bed.*

= I think it's a good idea.

*You **should** brush your teeth twice a day.*

= I think it's the right thing to do.

See Chapter 31.

**4** What does Ruff think Splodge should do? Complete the sentences.

- ▶ You *should*..... learn a new word every day.
- 1 You ..... buy Mabel some flowers. She's ill.
- 2 You ..... wash your hands before supper.
- 3 You ..... go to bed before nine.
- 4 You ..... go to the hairdresser's once a month.



PRACTICE

**5**  
**a** Ruff and Tumble often tell Splodge to do things. Write what they say. Use **you must** and the words below to help you.

tidy your bedroom ✓

learn your French verbs

wash your hands

be polite to Mabel

write a letter to Mildred

find your yellow socks

stop eating banana sandwiches

go to school

mend your bicycle tyre

save your pocket money

make your bed

▶ *You must tidy your bedroom.* .....

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

b Work with a partner. Partner A, you're Ruff. Tell Splodge what to do. Use the answers you wrote in 5a if you need help. Partner B, you're Splodge. Tell Ruff why you don't need to do the things he tells you to do.

- ▶ Partner A (Ruff) *You must tidy your bedroom.*
- Partner B (Splodge) *But I like my bedroom when it's messy.*
- Partner A (Ruff) *You must learn your French verbs.*
- Partner B (Splodge) *But I learnt them yesterday.*

6 Splodge is telling Tumble that he has got a lot of things he wants to do. Write what he says. Use **I must** and the words in brackets.

▶ There are no mud pies. (make more mud pies)  
*I must make more mud pies.*

1 I haven't written to Uncle Badpaw.  
(write to him)

2 I don't know how to make toffee pencils.  
(ask Ruff)

3 There's a party on Wednesday.  
(invite my friends)

4 I don't like the posters in my room.  
(get new posters)

5 I don't know any French verbs.  
(learn some French verbs)

6 I haven't telephoned Alfred, the zoo-keeper.  
(telephone him)

7 Mabel reads my diary. (hide my diary)

8 I've lost the key to the toy box. (find the key)

9 I haven't got this week's Mo and Snapper comic. (buy it)

10 I want to go out in Lionel's car.  
(ask him to take me)



7 Ruff and Tumble are angry with Splodge. Splodge is worried. He's asking Mabel and Mildred what he should do to make Ruff and Tumble happy. Write what they say to Splodge. Use **you should**.



- > ALWAYS TELL THE TRUTH
- 1 GO TO BED WHEN THEY TELL YOU
- 2 BE NICE TO VERBS
- 3 SHARE YOUR MUDPIES
- 4 BE POLITE TO RUFF and TUMBLE
- 5 BRUSH YOUR TEETH TWICE A DAY

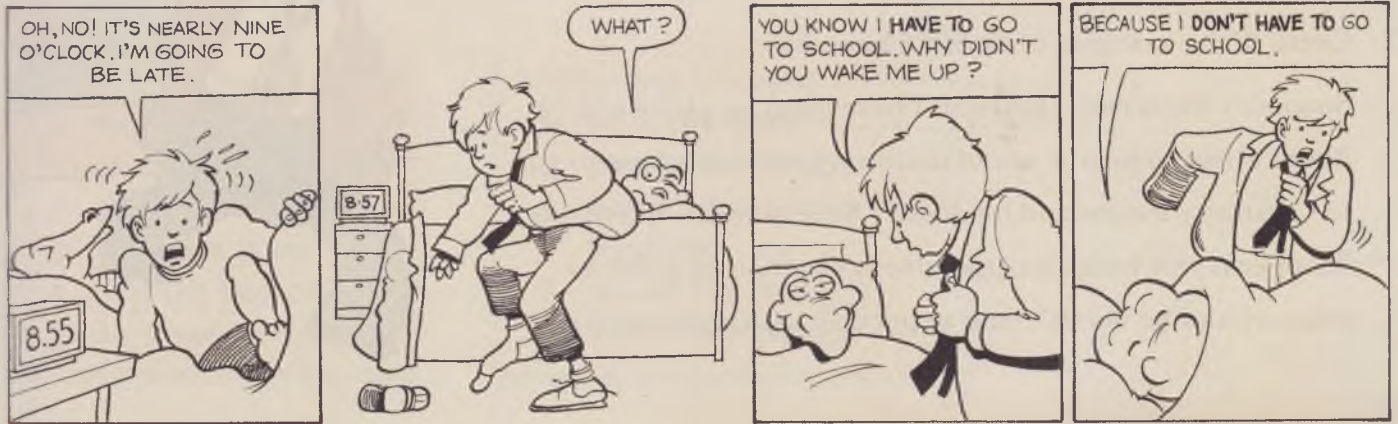
- > TIDY YOUR BEDROOM EVERY DAY
- 6 GET UP EARLIER
- 7 STOP PUTTING GLUE IN RUFF'S SHOES
- 8 LISTEN TO YOUR TEACHER
- 9 DO THE WASHING-UP ONCE A WEEK
- 10 BE KIND TO RUFF and TUMBLE

Mabel says ...

- ▶ You should always tell the truth. ....
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

Mildred says ...

- ▶ You should tidy your bedroom every day. ....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....



1 Tick (✓) the correct boxes.

- Who's going to school?  
Mo  Snapper
- Snapper can stay at home.  
True  False

## GRAMMAR

**A**  
You can use **have to** 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. Look:

*Mo has to get up early.*  
(He can't choose to stay in bed. If he stays in bed, he'll be late for school.)

*Mo has to go to school.*  
(Mo can't choose to stay at home. If he stays at home, his parents will be angry.)

**2** There are lots of things Mo has to do. Fill in the gaps. Use **has to**.

- ▶ He has to ..... go to school.
- 1 He ..... wear a uniform at school.
- 2 He ..... revise for tests.
- 3 He ..... do homework every day.
- 4 He ..... get up at half past seven.



**B**

You can use **don't have to** when you *can* choose what to do. Look:

*Snapper doesn't have to get up early.*

(Snapper can stay in bed or he can get up early. He can choose.)

*Snapper doesn't have to go to school.*

(Snapper can stay at home or he can go to school.

He can choose.)

**3 Circle all the examples of doesn't have to.**

Snapper's life is easy. He doesn't have to go to school and he doesn't have to wear a school uniform. He doesn't have to go to Chemistry lessons and he doesn't have to revise. Mo thinks Snapper is very lucky. Snapper doesn't have to be polite to teachers and he doesn't have to get up early every morning.

**C**

**Positive +**

**Negative –**

I **have to**

I **don't have to**

you **have to**

you **don't have to**

he **has to**

he **doesn't have to**

she **has to**

she **doesn't have to**

it **has to**

it **doesn't have to**

we **have to**

we **don't have to**

you **have to**

you **don't have to**

they **have to**

they **don't have to**

**4 Put in the correct form of have to or don't have to.**

► Mo *has to* ..... go to school,  
but Snapper *doesn't have to* ..... go to school.

1 Mo isn't allowed to wear a T-shirt at school.

He ..... wear a shirt.

2 There's no school today. Mo and Milly .....  
get up early.

3 There isn't a school bus. Milly and Mo .....  
walk to school.

4 It's Sunday evening. Mo ..... do any  
homework tonight.



# PRACTICE

5

a Mo's parents have gone out. What do Mo, Milly and Snapper have to do for them? Write sentences. Use the correct form of **have to**.

Mo

- ▶ wash the car
- 1 do the washing-up
- 2 clean the kitchen
- 3 mow the lawn
- 4 tidy the bedrooms
- 5 do some homework

Milly and Snapper

- ▶ walk the dog
- 6 post some letters
- 7 buy a newspaper
- 8 feed the dog
- 9 make the beds
- 10 water the plants

▶ Mo has to wash the car.

1 .....

2 .....

3 .....

4 .....

5 .....

▶ Milly and Snapper have to walk the dog.

6 .....

7 .....

8 .....

9 .....

10 .....



b Work with a partner. Take turns to say what you have to do at home and at school. Say five sentences each. There are some ideas below to help you.

- help parents    tidy bedroom    cook    read books
- answer questions    learn English    do exercises
- be polite to visitors

- ▶ Partner A    *What do you have to do at home?*
- Partner B    *I have to help my mum with the shopping.*
- Partner B    *What do you have to do at home?*
- Partner A    *I have to look after my dog.*

**6 Complete the sentences. Use the correct form of don't have to and the verbs in brackets.**

- Mo is on holiday, so he *doesn't have to go* ..... (go) to school this week.
- 1 Milly has passed her Maths test, so she ..... (revise) any more.
- 2 Mo and Milly have made a card for Mo's dad, so they ..... (buy) one for him.
- 3 Pad has got a new skateboard, so he ..... (borrow) Mo's.
- 4 Mo's mum has passed her driving test, so she ..... (take) any more lessons.
- 5 Mo and Milly have got bicycles, so they ..... (walk) to school.

**7 Read Mo and Snapper's conversation. Fill in the gaps with the correct form of have to or don't have to.**

**Mo** You're very lucky, Snapper. You ► *don't have to* ..... learn any school subjects. You (1) ..... wear a uniform and you (2) ..... pass exams. It's not fair. I (3) ..... do all those things! Why do I (4) ..... go to school? You (5) ..... go to school. You can lie in bed all day and read comics. But I (6) ..... listen to teachers and answer questions.

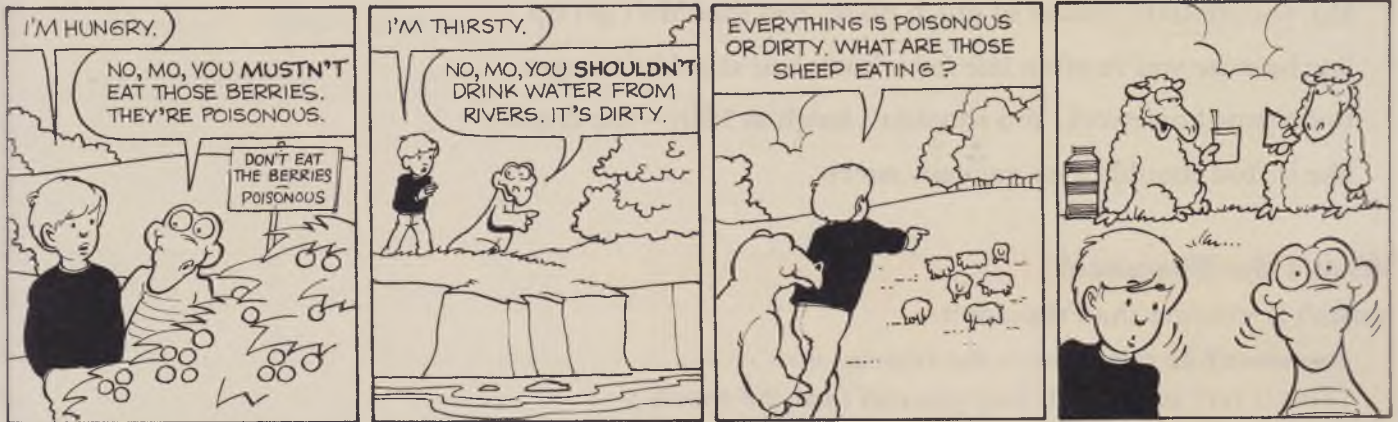
**Snapper** Because I'm a crocodile and you're a boy. Everybody knows that crocodiles (7) ..... go to school. My life isn't easy. Every day I (8) ..... tidy your bedroom. Then you come home from school and I (9) ..... do your homework because you're so lazy.

**Mo** That isn't true! You (10) ..... do my homework. You do my homework because you enjoy it.





# Prohibition



1 Tick (✓) the correct boxes.

- Snapper says Mo can eat the berries.  
True  False
- Snapper says Mo can't drink the water.  
True  False



## GRAMMAR

### REMEMBER!

**mustn't** is to tell somebody that they can't do something.

*You **mustn't** eat the berries.*

*You **mustn't** be late for school.*

2 Mo saw a lot of notices on his walk. What did they mean?  
Fill in the gaps. Use **you mustn't**.

- ▶ Don't eat the berries.      You mustn't ..... eat the berries.
- 1 Don't drink the water.      ..... drink the water.
- 2 Don't swim in the river.      ..... swim in the river.
- 3 Don't pick the flowers.      ..... pick the flowers.
- 4 Don't frighten the animals.      ..... frighten the animals.

**A**

**shouldn't** is to tell somebody that you think something is a bad idea.

*You shouldn't drink the water. It's dirty.*  
*You shouldn't be rude to people.*

**3** Mo's mum thinks that lots of things are a bad idea. Circle all the examples of **shouldn't**.

Mo, you shouldn't make so much noise. You shouldn't get up late because you're often late for school. You shouldn't forget to do your homework. You shouldn't laugh at Milly – she doesn't like it. You shouldn't eat so many sweets.

**What's the difference?**

**mustn't** is stronger than **shouldn't**.

*You mustn't eat these sweets – they're poisonous.*  
(This is very important. I say you can't eat the sweets.)  
*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.)



**PRACTICE**

**4**

**a** Mo is going to watch Milly in her school play. His mother is telling him what he **mustn't** do when he's at the play. Write sentences. Use **you mustn't** and the words below.

- ▶ be late *You mustn't be late.* .....
- 1 fall asleep .....
- 2 talk to Snapper .....
- 3 laugh at Milly .....
- 4 shout at the actors .....
- 5 throw paper planes .....
- 6 drink anything .....
- 7 cough .....
- 8 eat anything .....
- 9 be noisy .....
- 10 forget to clap .....

**b** Work with a partner. Partner A, you're Mo's mum. Partner B, you're Mo. Take turns to tell each other what to do. Play the game like this:

- ▶ Partner A *You mustn't be late.*
- Partner B *Of course I won't be late!*

5 Snapper is telling Mo what he shouldn't do in the country.  
Write what he says. Use **you shouldn't** and the words below.

- frighten animals ✓ break branches off trees
- leave gates open take eggs from birds' nests
- light fires pick wild flowers
- walk on plants write on trees
- leave rubbish make a lot of noise
- steal fruit

▶ *You shouldn't frighten animals.*

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



6 What do you think people shouldn't do? Write ten sentences. Make your own sentences. There are some ideas below if you need help.

- |                     |                          |       |
|---------------------|--------------------------|-------|
| drive too fast      | watch television all day | argue |
| waste paper         | learn English            | cheat |
| keep birds in cages | be lazy                  | shout |

► You shouldn't hit people. ....

You shouldn't lie. ....

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

7 What do these people say you mustn't do? Write three things for each person.

Your parents

► You mustn't go to bed late. ....

- .....
- .....
- .....

The librarian

- .....
- .....
- .....

Your teachers

► You mustn't be late for class. ....

- .....
- .....
- .....

The lifeguard at the beach or pool

- .....
- .....
- .....



Mabel is very angry with me. I gave her cat some Fizzy Ink. What **should** I do?

You **should** say sorry, Splodge.

OK. **Should** I give her a mud pie?

No, give her some flowers.

- I Tick (✓) the correct boxes.
- Splodge knows he's in trouble but does he know what to do? Yes  No
  - Does Ruff think it's a good idea to give Mabel a mud pie? Yes  No

**G** GRAMMAR

**A**  
**should** is to tell somebody that you think something is a good idea.  
*Mabel is angry. You **should** say sorry.*  
 = I think it's a good idea to say sorry.

- 2** Read what Tumble says. How many things does he think Splodge should do?
- Splodge should say sorry to Mabel. He should give her some flowers. He should send her a card. He should look after Mabel's cat. He should take the cat to the vet's.
- Splodge should do ..... things.

**B**  
**ought to** is another way of saying that something is a good idea.  
*Mabel is still angry. You **ought to** buy her a present.*  
 = I think it's a good idea to buy her a present.

- 3** Rewrite the sentences. Use **ought to**.
- ▶ Splodge should say sorry to Mabel.  
*Splodge ought to say sorry to Mabel.*.....
  - 1 He should be nice to Mabel.  
 .....
  - 2 He should clean her car for her.  
 .....
  - 3 He should send her a card.  
 .....
  - 4 He should buy her a present.  
 .....





# PRACTICE

4

a Splodge and his friends have got lots of problems. What do you think they should do? Use **should** and the words below to help you.

- |                        |                       |
|------------------------|-----------------------|
| eat less               | take it to the garage |
| put a plaster on it    | go to sleep           |
| go to the dentist's    | see a doctor ✓        |
| go to a travel agent's | water the plants      |
| send him a card        | ask Ruff and Tumble   |
| take him to the vet's  |                       |

► Splodge feels ill.  
*He should see a doctor.*

1 Mabel's car doesn't work.

2 Tumble is tired.

3 Ruff has cut his finger.

4 Mildred's plants are dying.

5 Splodge wants to invite his friends to lunch.

6 Ruff and Tumble want to go on holiday.

7 Splodge thinks Sticky has got earache.

8 Mabel and Mildred have got toothache.

9 Splodge has forgotten Uncle Badpaw's birthday.

10 Tumble thinks he's too fat.

b Work with a partner. Take turns to tell each other what you should do. Use **should** and the words in the right-hand column to help you with the answers.

Problem	Answer
► I've got a headache.	Lie down.
1 I'm hungry.	Eat a sandwich.
2 My pen is broken.	Use a pencil.
3 It's my teacher's birthday.	Buy a present.
4 I'm bored.	Read a book.
5 I'm cold.	Put a jacket on.
6 My teeth hurt.	Go to the dentist's.
7 I'm going to be late.	Hurry up.
8 I'm thirsty.	Have a drink.
9 I can't do my homework.	Ask the teacher for help.
10 My hair is too long.	Go to the hairdresser's.
► Partner A <i>I've got a headache. What should I do?</i>	Partner B <i>You should lie down.</i>
Partner B <i>I'm hungry. What should I do?</i>	Partner A <i>You should ...</i>



5 Write sentences. Use **ought to**.

► Tumble is too fat. → Go on a diet.

*He ought to go on a diet.* .....

1 Mabel and Mildred drink too much coffee. → Drink less coffee.

.....

2 Tumble isn't very fit. → Take some exercise.

.....

3 Ruff and Mildred are often tired. → Go to bed earlier.

.....

4 Tumble has got a terrible cold. → See the doctor.

.....

5 Mabel drives very fast. → Be careful.

.....

6 Splodge and Sticky have found a dog. → Take it to the police station.

.....

7 Splodge has got a test on Friday. → Revise.

.....

8 Ruff always forgets Tumble's birthday. → Buy a diary.

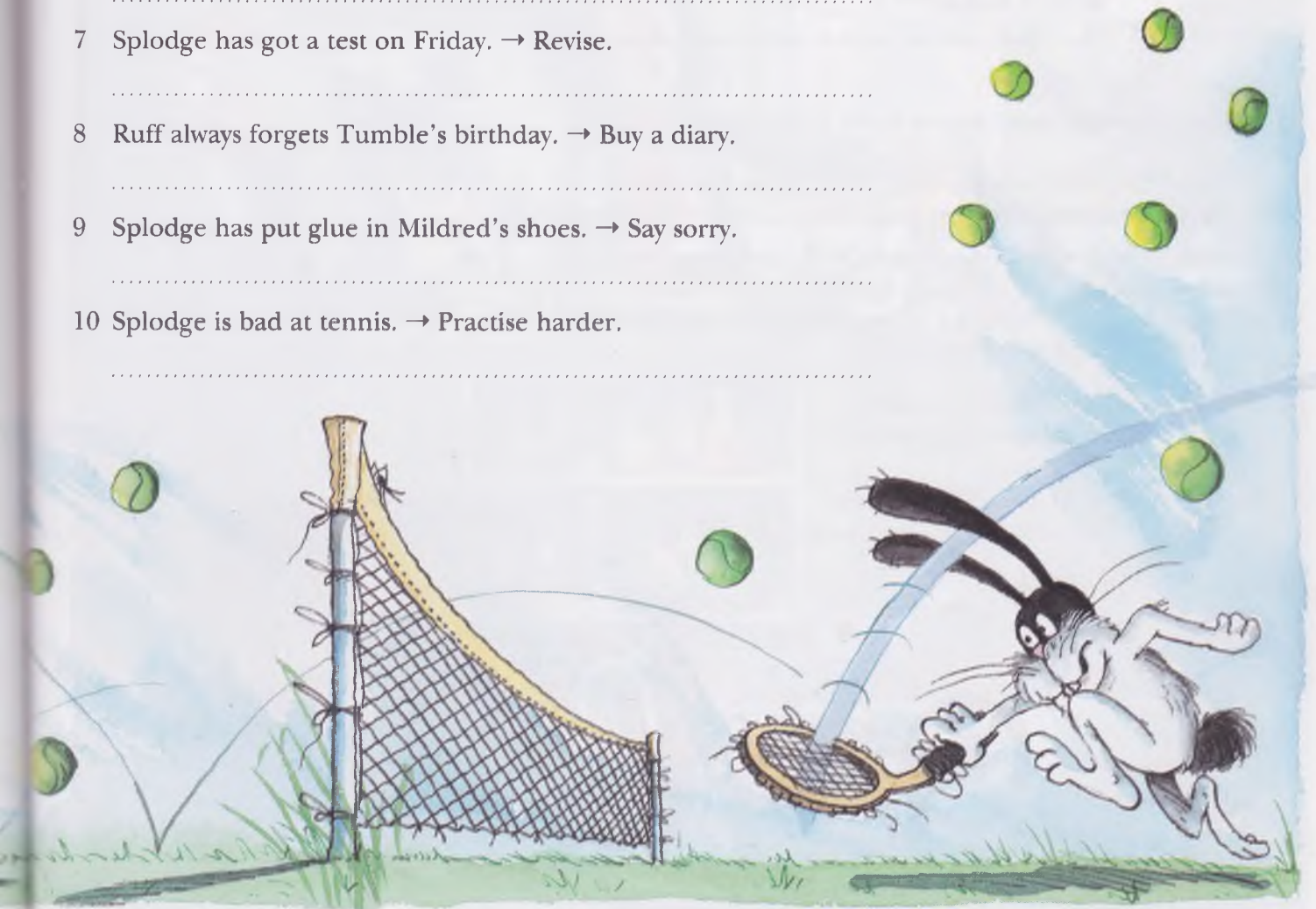
.....

9 Splodge has put glue in Mildred's shoes. → Say sorry.

.....

10 Splodge is bad at tennis. → Practise harder.

.....



6

a Write five problems. Use ideas of your own. There are some ideas below if you need help.

- Your leg is broken.      You've lost your cat.
- You feel ill.              You're too hot.
- Your head hurts.        You're hungry.
- You're thirsty.          You're tired.

► My leg is broken. ....  
 I'm lost. ....

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

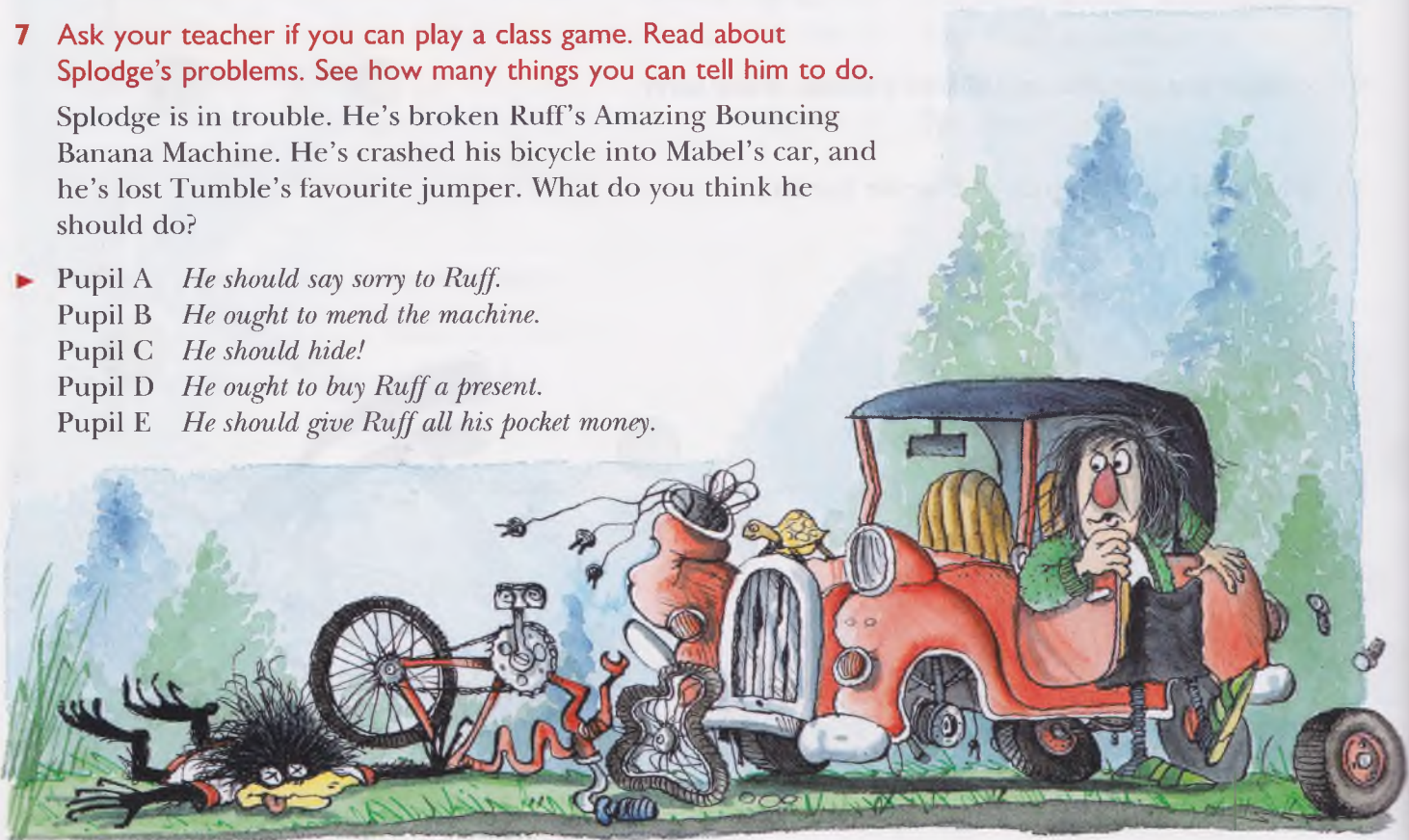
b Now work with a partner. Take turns to read each other your problems and say what you should do. Use **should** or **ought to**.

- Partner A *My leg is broken.*
- Partner B *You should call OR ought to call an ambulance.*
  
- Partner B *I'm lost.*
- Partner A *You should buy OR ought to buy a map.*

7 Ask your teacher if you can play a class game. Read about Splodge's problems. See how many things you can tell him to do.

Splodge is in trouble. He's broken Ruff's Amazing Bouncing Banana Machine. He's crashed his bicycle into Mabel's car, and he's lost Tumble's favourite jumper. What do you think he should do?

- Pupil A *He should say sorry to Ruff.*
- Pupil B *He ought to mend the machine.*
- Pupil C *He should hide!*
- Pupil D *He ought to buy Ruff a present.*
- Pupil E *He should give Ruff all his pocket money.*





! Tick (✓) the correct boxes.

- Tumble thinks the thing is an animal because ...  
it's got ears.  it's got four legs.
- Mabel says it isn't a rabbit because ...  
it hasn't got long ears.  it's got red eyes.



# GRAMMAR



# PRACTICE

## A

**must** is to say that you're sure something is true. You're sure because of what you know.

*It's got four legs. It **must** be an animal.*  
(I know animals have got four legs.)

*Mabel is smiling. She **must** be happy.*  
(I know people who are smiling are happy.)

### 2 Complete the sentences. Use **must**.

► It's got long ears and a white tail.

It **must** ... be a rabbit.

1 Splodge is still eating mud pies.

He ..... be hungry.

2 Mildred's nose is growing longer.

She ..... be very angry.

3 Tumble didn't sleep last night.

He ..... be tired.

4 It looks like an animal. It comes from Ruff's machine. It ..... be a Ruffbug!

## B

**can't** is to say that you're sure something is impossible. You're sure because of what you know.

*It hasn't got long ears. It **can't** be a rabbit.*  
(I know rabbits have long ears.)

### 3 Read. Tick the correct boxes.

1 This animal is very small. Can it be an elephant?

Yes, it can.  No, it can't.

2 This animal can't swim. Can it be a fish?

Yes, it can.  No, it can't.

### 4 Decide what the people's jobs are. Use **must**.

vet    waitress    baker    dentist  
secretary    pilot ✓    taxi driver  
weatherman    inventor    actress  
teacher

► She flies an aeroplane. She works for an airline.  
*She **must** be a pilot.*

1 He bakes bread. He sells it in his shop.

2 She types letters. She works in an office.

3 She works in the theatre. She acts in plays.

4 He looks after people's teeth.

5 She gives medicine to animals that are ill.

6 He's very clever. He invents machines.

7 She drives people to places. She's got a taxi.

8 He teaches children English and French.

9 She works in a restaurant. She serves food.

10 He's on television. He talks about the weather.

- 5 Work with a partner. Take turns to read the descriptions. Say what you think the people **must** be.

English ✓ Spanish Turkish Italian  
Greek French Egyptian

- ▶ They live in London. Their names are Louise and Tom. His name is Philippe. He lives in Paris. She goes to school in Athens. She speaks Greek. Their names are Mario and Andrea. They live in Rome. She lives in Cairo. She speaks Arabic. Her name is Fatma. They go to school in Istanbul. They speak Turkish. His name is José Maria. He lives in Madrid. He speaks Spanish.
- ▶ Partner A *They live in London. Their names are Louise and Tom.*  
Partner B *They must be English.*

- 6 Last night somebody stole the Ruffbug! Mabel saw the thief. Read what Mabel told the policeman. Help the policeman decide which man took the Ruffbug. Write in his notebook. Use **must** or **can't**.



Mr A



Mr B



Mr C



Mr D



Mr E



Mr F

<p>Mabel says:</p> <ul style="list-style-type: none"> <li>▶ He didn't have glasses.</li> <li>1 He had short hair.</li> <li>2 He didn't have a beard.</li> <li>3 He had a big nose.</li> <li>4 He had dark hair.</li> <li>5 Who stole the Ruffbug?</li> </ul>	<p>It can't be Mr. F. It must be Mr A, Mr B, Mr C, Mr D or Mr E.</p>
--	--

**7** Read these three conversations. Fill in the gaps. Use **must** or **can't**.

**Splodge** Somebody is ringing the doorbell.

Is it Mabel?

**Tumble** No, Mabel is in the kitchen.

It ► can't be her.

**Splodge** Mildred is in bed asleep,  
so it (1) ..... be her, either.

**Tumble** I know! It (2) ..... be the man from  
the petshop. Ruff asked for some Ruffbug  
food.

**Splodge** The Ruffbug doesn't need food! It ate  
all my mud pies, three packets of chocolate  
biscuits and ten bananas yesterday.

It (3) ..... be hungry!



**Splodge** What's that? It hasn't got wings or  
a beak, so it (4) ..... be a bird.

**Ruff** I don't know. It's got six legs, so it  
(5) ..... be an animal. Insects have six legs,  
so I think it (6) ..... be an insect.

**Splodge** You know a lot about wildlife, Ruff.  
You (7) ..... read a lot of books.



**Splodge** You're smiling, Mildred.

You (8) ..... be happy today.

**Mildred** Yes, I am. I'm going to buy a car.

**Splodge** Cars cost a lot of money. You  
(9) ..... be very rich. I'm going to buy  
a car one day, too.

**Mildred** But you can't drive, Splodge.

**Splodge** I can learn! Mabel can drive and she  
isn't very clever, so it (10) ..... be very  
difficult, can it?



**8** Play a class game. Take turns to think of  
somebody in your class. Don't tell your friends  
who it is. Write three sentences about him or  
her. Read your sentences. Ask the class to  
guess who you're talking about.

► Pupil A *She's tall. She's wearing a red T-shirt.  
She's got glasses.*

Class *It must be ...*

Pupil B *He's got brown hair. He's good at  
English. He's got a blue school bag.*

Class *It must be ...*

## REVISION 6 – ability; permission; requests; deduction

### 1 Read the sentences and tick the correct boxes.

*Splodge can use a computer but he can't cook spaghetti.*

*Splodge couldn't read when he was two but he could stand on his head.*

Does Splodge know how to cook spaghetti?

Yes  No

Did Splodge know how to read when he was two? Yes  No

Did he know how to stand on his head when he was two? Yes  No

### 2 Look at the sentences and answer the question.

*Could I give you my homework tomorrow?*

*Could I go home early today?*

Who do you think Splodge is talking to?

Sticky  His teacher

### 3 Read the sentences. Which is more polite?

*Can I stay up late tonight?*

*Could I stay up late tonight?*

### 4 Read the sentences. Tick the correct boxes.

*I'm not allowed to eat any more chocolate.*

*I wasn't allowed to watch television last night.*

Can Splodge eat more chocolate?

Yes  No

Did Splodge watch television last night?

Yes  No

### 5 Make the questions more polite.

Use **could** and **would**.

Can you pass me a cup, please?

.....

Will you shut the window, please?

.....

### 6 Read the sentences. Answer the question.

*That animal hasn't got stripes. It can't be a zebra. She's just gone outside so she can't be upstairs.*

What word can you use to say that you think something is impossible?

.....

### 7 Read and answer the questions.

This animal is very big. Can it be a mouse?

Yes, it can.  No, it can't.

I know Splodge is at the cinema.

Can he be in his bedroom?

Yes, he can.  No, he can't.

### 8 Read the examples. Answer the question.

*Mabel is getting into her car. She must be going for a drive.*

*Splodge is drinking all the milk in the fridge.*

*He must be thirsty.*

What word can you use to say that you're sure something is true?

.....

### 9 Write **must** or **can't**.

Mildred is smiling.

She ..... be happy today.

This animal has got six legs.

It ..... be a spider.



## REVISION 7 – obligation; prohibition; advice

- 1 Read what Mo's mum says to Mo and tick the correct boxes.

*You must tidy your room today.*

*You must go to bed now.*

Can Mo tidy his room tomorrow?

Yes  No

Can Mo go to bed later?

Yes  No

- 2 Read what Splodge is saying and cross out the wrong word in the rule.

*I must buy some ink.*

*I must say sorry to Mabel.*

Splodge is telling somebody / himself to do things.

- 3 Read what Mabel says to Splodge. Tick the correct box.

*You should go to the dentist's.*

Mabel thinks it's ...

a good idea to go to the dentist's.

a bad idea to go to the dentist's.

- 4 Now look at what Mildred says to Splodge. Cross out the wrong word in the rule below.

*You should always tell the truth.*

You can use **should** to say that you think something is the right / wrong thing to do.

- 5 Fill in the gaps with the positive (+) form of **have to**.

I ..... go to school.

He ..... wear a uniform.

- 6 Read and answer the questions.

*Mo has to get up early.*

*He has to go to school every weekday.*

Can Mo choose to get up late?

.....

Can Mo stay at home on week days?

.....

- 7 Write the negative (-) form of **don't have to** in the gaps.

Snapper ..... go to school.

Crocodiles ..... wear uniforms either.

- 8 Read the example and cross out the wrong word in the rule.

*Splodge is on holiday. He doesn't have to do any homework.*

You can use **don't have to** when you

can / can't choose what to do.

- 9 Read the examples and cross out the wrong words in the rules.

*You mustn't be noisy in the library.*

*You mustn't cheat in tests.*

*You shouldn't eat caterpillars.*

*You shouldn't be rude to people.*

**mustn't** is to tell somebody that they

can / can't do something.

**shouldn't** is to say that you think something is a good / bad idea.

- 10 Look at these two sentences.

*You should buy Mabel a present.*

*You ought to buy Mabel a present.*

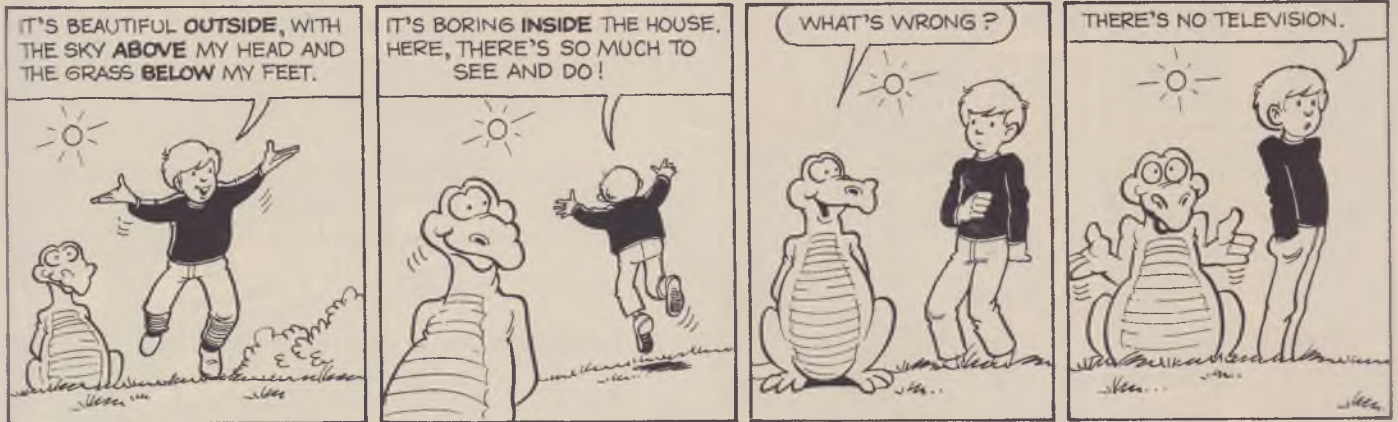
Do the sentences ...

mean the same thing?

mean different things?



# Phrases of place



## 1 Tick (✓) the correct boxes.

- Mo thinks it's beautiful ...  
outside.  inside.
- He says it's boring ...  
outside.  inside.



## GRAMMAR

### REMEMBER! ↓

Prepositions of place tell you *where* things are.

*Mo is hiding **in** the cupboard.  
Snapper is standing **on** a chair.  
Milly's bedroom is **next to** Mo's bedroom.*

## 2 Circle the prepositions of place.

► Mo thinks it's fun to be outside

- 1 Mo and Snapper are in the woods.
- 2 Mo is standing under a tree.
- 3 There are lots of birds in the trees.
- 4 Snapper is standing next to Mo.

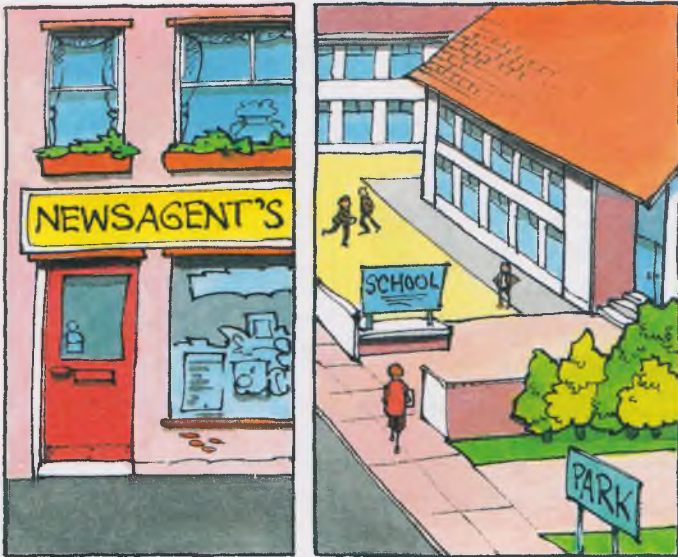
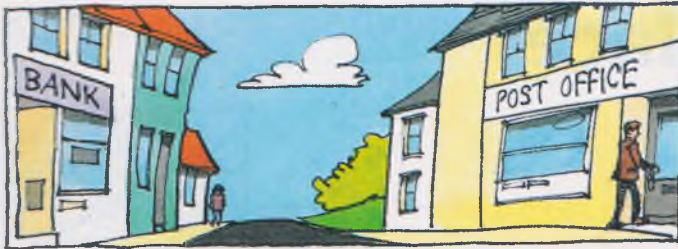
### REMEMBER! 2

These are prepositions of place: **in, on, next to, between, behind, in front of, under.**

*Mo and Snapper are **in** the house.  
Snapper is standing **between** Mo and Milly.  
Now he's hiding **under** the bed.*

## 3 Choose the correct preposition.

- Mo's friend Pad is **in** ..... the garden.  
in  on
- 1 Mo's bedroom is ..... Milly's  
bedroom and the bathroom.  
under  between
- 2 Snapper is hiding ..... the door.  
behind  in
- 3 Mo is standing ..... Snapper.  
between  in front of
- 4 Mo's schoolbag is ..... the television.  
in  next to



## A

Here are some more words you can use to talk about where things are: **below**, **above**, **near**, **far from**, **opposite**, **inside**, **outside**.

*The post office is **opposite** the bank.*

*The newsagent's is **below** a flat.*

*The flat is **above** the newsagent's.*

*The school is **near** the park.*

*Mo's house isn't **far from** his school.*

*It's raining. Mo and Snapper are staying **inside**.*

*Let's go **outside** and play football.*

## 4 Look at the picture and answer the questions.

► Is the newsagent's above a shop?

Yes  No

1 Is the bank opposite the post office?

Yes  No

2 Is there a shop above the bank?

Yes  No



## PRACTICE

### 5

**a** Look at the picture of Mo and Snapper's town on page 157. Fill in the gaps. Use **above**, **below**, **next to**, **opposite** and **between**.

► There's a house with a red roof **next to** ..... the bakery.

1 The chemist's is ..... the supermarket and the town hall.

2 There's a toy shop ..... the post office.

3 The school is ..... the town hall and the park.

4 There's a flag flying ..... the town hall.

5 There's a post box ..... the bakery.

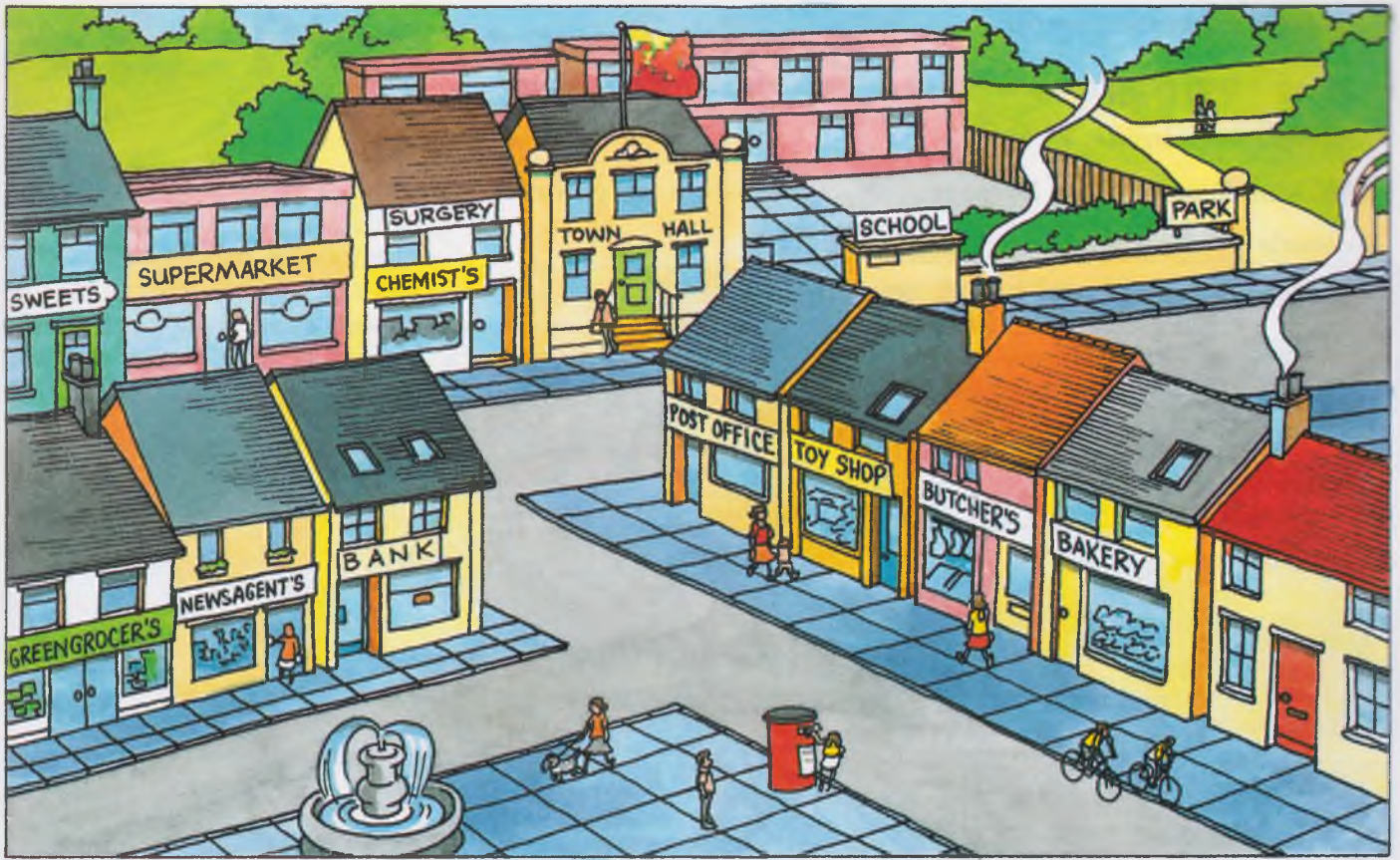
6 The sweet shop is ..... the supermarket.

7 There are offices ..... the greengrocer's.

8 The newsagent's is ..... the greengrocer's and the bank.

9 Mo's dad works in the office ..... the post office.

10 The chemist's is ..... the surgery.



**b Answer the questions.**

► Is the school next to the bank?  
*No, it's next to the town hall.*

1 Is there a fountain opposite the post office?

2 What is there above the town hall?

3 Is there a shop below the surgery?

4 What's between the post office and the butcher's?

5 What is there above the chemist's?

6 Is the greengrocer's next to the bank?

7 Is the newsagent's between two shops?

8 What's next to the park?

**c Work with a partner. Take turns to ask and answer questions about the picture.**

► Partner A *Where's the town hall?*  
 Partner B *It's between the school and the chemist's.*

Partner B *What's next to the school?*  
 Partner A *The park is next to the school.*

**6 Choose the correct words.**

- Mo and Snapper often play *inside*..... the house when it's raining.  
next to  inside
- 1 Mo and Snapper's tree house is ..... in the garden.  
outside  on
- 2 Mo's schoolbag is ..... his desk.  
above  under
- 3 Mo's bedroom is ..... the kitchen.  
between  above
- 4 At school, Mo sits ..... Pad and Billy.  
between  under
- 5 Mo and Snapper love playing football ..... the park.  
below  in
- 6 Mo is hiding ..... the door. Spike can't see him.  
in front of  behind
- 7 Mo's dad's office isn't ..... the house.  
under  far from
- 8 Mo's mum often parks her car ..... Mo's school.  
near  on
- 9 Milly's friend Sophie lives ..... the doctor's surgery.  
outside  opposite
- 10 Snapper likes going ..... in summer.  
opposite  outside

**7 Work with a partner. Write about your town. Write where the most important places are.**

- *Our school is next to a supermarket. Above the supermarket, there are some offices. The town hall is opposite a bank. There is a statue in front of the town hall.*
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

From Saturday to Monday we're sailing across the Pink Sea. And on Tuesday we arrive in Banahop.

And tomorrow there's water-skiing and then at one o'clock there's lunch at the Captain's table. I'm going to wear this. Look!



1 Tick (✓) the correct boxes.

- The ship arrives in Banahop ...  
in Tuesday.   
on Tuesday.
- Lunch at the Captain's table is ...  
at one o'clock.   
on one o'clock.



## GRAMMAR

### REMEMBER! ⚠

Prepositions of time (**in**, **on**, **at**) tell you *when* something happens.

*There's water-skiing **in** the morning.*

***On** Tuesday the ship arrives in Banahop.*

*At one o'clock there's lunch at the Captain's table.*

### 2 Circle the prepositions of time.

The ship left on Saturday at six o'clock. Ruff and Tumble had breakfast outside at eight o'clock but Splodge was asleep.

He had breakfast at ten o'clock. In the afternoon Splodge went swimming. Ruff and Tumble watched him. In the evening they went to the disco. On Thursday they're going to see a volcano.

**REMEMBER!** 2

<b>in</b>	<b>on</b>	<b>at</b>
<i>in June</i>	<i>on Monday</i>	<i>at four o'clock</i>
<i>in 1999</i>	<i>on the fourth of October</i>	<i>at night</i>
<i>in the afternoon</i>		<i>at the weekend</i>

**3 Choose in, on or at.**

- The ship left **on**..... Saturday.
- 1 It arrives **in** Candaroon ..... the fifth of July.
  - 2 There's a disco tonight ..... nine o'clock.
  - 3 ..... Tuesday Splodge is going to meet the Captain.
  - 4 Splodge is going water-skiing ..... the morning.

**A**

Be careful! You need to learn this:

<b>on</b> Monday, <b>in</b> the morning	<b>BUT</b>	<i>on Monday morning</i>
<b>on</b> Thursday, <b>in</b> the afternoon	<b>BUT</b>	<i>on Thursday afternoon</i>
<b>on</b> Wednesday, <b>in</b> the evening	<b>BUT</b>	<i>on Wednesday evening</i>

**4 Fill in the gaps. Use on.**

- **On**..... Tuesday morning they'll arrive in Banahop.
- 1 ..... Wednesday afternoon Splodge is going water-skiing.
  - 2 ..... Thursday evening there's a disco.
  - 3 ..... Saturday afternoon they went shopping.
  - 4 ..... Monday morning they visited the ancient city of Crashabad.

**B**

You *don't* need a preposition of time with these expressions:

**yesterday, tomorrow,**  
**this morning/afternoon, last week/year,**  
**next week/month, every day/week,**  
**from ... to**

*The ship left **yesterday**.*

***Tomorrow** there's water-skiing.*

*I'm going swimming **this morning**.*

***Last week** they were in Jallamar.*

*They're going back to Wibble **next month**.*

***Every day** there's a disco.*

*They're sailing **from Saturday to Monday**.*

**4 Complete the sentences. Choose an answer from the list below.**

last ✓ from ... to next every this

- Splodge packed his suitcase **last**..... month.
- 1 There's a swimming lesson ..... day.
  - 2 Dinner is ..... seven o'clock  
..... ten o'clock.
  - 3 They'll be in Candaroon ..... week.
  - 4 ..... evening Ruff and Tumble are going to the disco.





# PRACTICE

5

a It's Monday. Ruff and Tumble are talking about the rest of their cruise. Read the ship's programme and fill in the gaps. Use **this, in, on, at, tomorrow** or **next**.

PLACE	DAY	TIME	ACTIVITY
<b>Sea of Gunk</b>	Monday	6 am afternoon 8 pm	Sail to Dragon Island Go to the Castle of the Lions Barbecue on the beach
<b>Banahop</b>	Tuesday	morning evening	Volcano trip Disco: 'Pirates'
<b>Timini, Candaroon</b>	Wednesday	9 am 11 am evening	Arrive in Timini Visit the ruins Disco
<b>Costa del Proof</b>	Thursday	8 am lunchtime evening	Fishing Diving for treasure Disco: Children only
<b>Cassafane</b>	Friday	1 pm afternoon 6 pm evening	Barbecue See the Monkey Rock Feed the monkeys Disco: 'Fancy dress'



- ▶ **This** ..... morning we're going to Malta.
- 1 ..... afternoon we're visiting the Castle of the Lions.
- 2 ..... eight o'clock there's a barbecue on the beach.
- 3 We're going to see a volcano ..... morning.
- 4 Splodge is going to the Pirate Disco ..... the evening.
- 5 ..... eleven o'clock on Wednesday we're visiting the river.
- 6 On Thursday we're going fishing ..... the morning.
- 7 We're going to dive for treasure ..... lunchtime on Thursday.
- 8 ..... Friday we'll be in Cassafane.
- 9 On Friday ..... six we can feed the monkeys on the Rock.
- 10 ..... week we'll be back at home in Wibble.

b Work in two teams. Take turns to ask each other questions about the cruise. Use a preposition of time for your answers. Play the game like this:

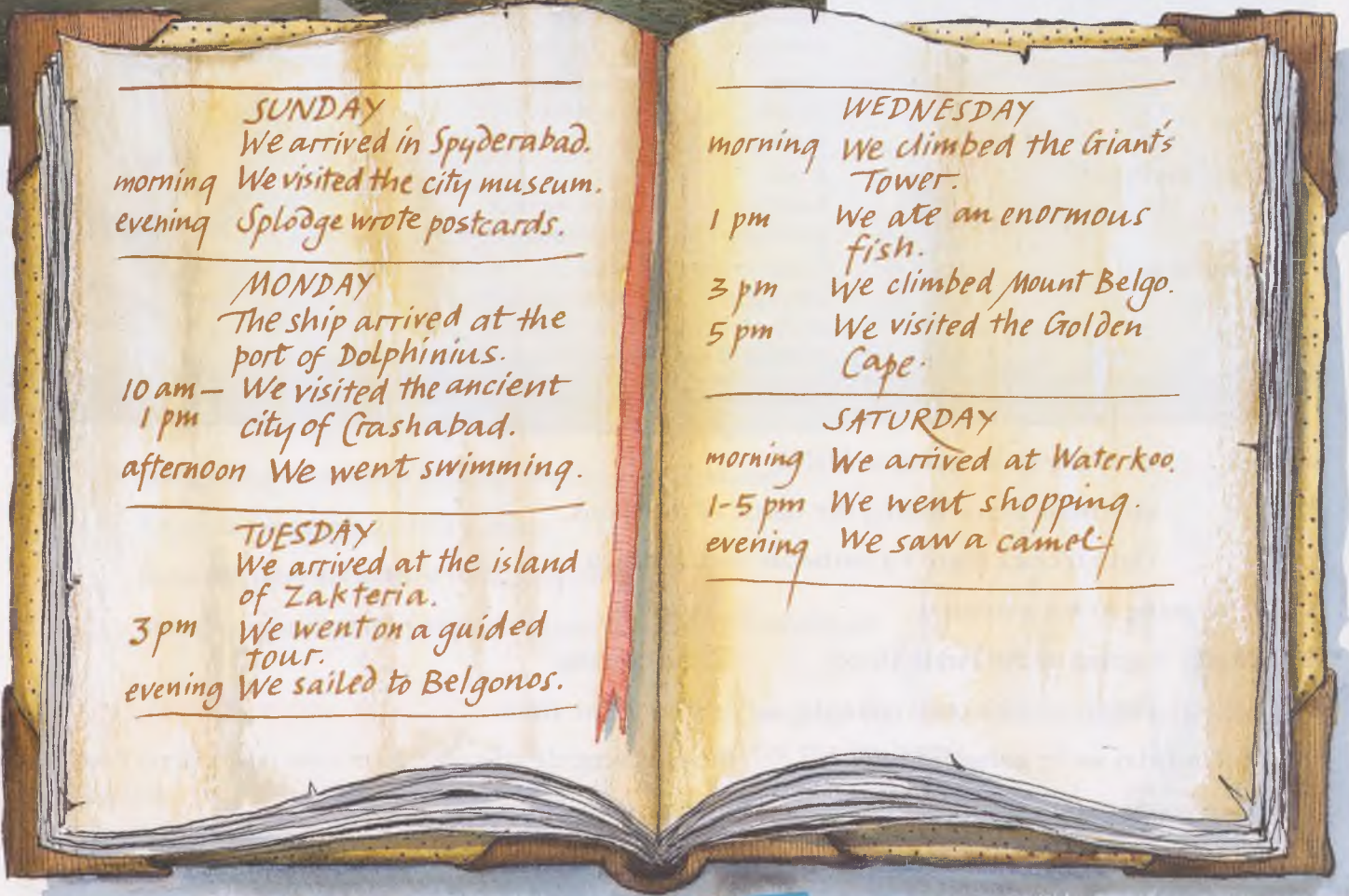
Team A *When is the Fancy Dress disco?*  
 Team B *It's on Friday evening.*

Team B *When are they going to arrive in Timini?*  
 Team A *They're going to arrive in Timini at nine o'clock on Wednesday.*



6

- a Look at Tumble's photographs of the cruise last week.  
Read the diary. Then answer the questions on page 163.



SUNDAY  
We arrived in Spyderabad.  
morning We visited the city museum.  
evening Splodge wrote postcards.

MONDAY  
The ship arrived at the port of Dolphinius.  
10 am — We visited the ancient city of Crashabad.  
1 pm  
afternoon We went swimming.

TUESDAY  
We arrived at the island of Zakteria.  
3 pm We went on a guided tour.  
evening We sailed to Belgonos.

WEDNESDAY  
morning We climbed the Giant's Tower.  
1 pm We ate an enormous fish.  
3 pm We climbed Mount Belgo.  
5 pm We visited the Golden Cape.

SATURDAY  
morning We arrived at Waterkoo.  
1-5 pm We went shopping.  
evening We saw a camel.



► When did they arrive in Spyderabad?

*They arrived on Sunday.*

1 When on Sunday did they visit the city museum?

2 When on Sunday did Splodge write postcards?

3 When did the ship arrive at Dolphinius?

4 When on Monday were they at Crashabad?

5 When on Monday did they go swimming?

6 When did they arrive at the island of Zakteria?

7 When did they go on a tour of Zakteria?

8 When did they arrive at Waterkoo?

9 When on Saturday did they go shopping?

10 When on Saturday did they see a camel?

**b** Now write five questions about last week's cruise to ask a friend.

► *When did they sail to Belgonos?*

**c** Work with a partner. Take turns to ask and answer your questions.

► Partner A *When did they sail to Belgonos?*

Partner B *They sailed to Belgonos on Tuesday evening.*

Partner B *When did they climb the Giant's Tower?*

Partner A *They climbed the Giant's Tower ...*

# Phrases of movement



1 Tick (✓) the correct boxes.

- Splodge went ...  
up the stairs.  down the stairs.
- He walked ...  
out of the garden.  into the garden.



## GRAMMAR

### REMEMBER! ⚠

Prepositions of movement tell you *how* things move and *where* they move to.

*Splodge went **through** the kitchen.*

*He walked **out of** the back door and **into** the garden.*

2 Circle the prepositions of movement.

Splodge went from the bathroom to his bedroom. He came out of his bedroom and ran down the stairs. Then he went back up the stairs. He went into his bedroom again, jumped over his bed and looked out of the window.

**REMEMBER!** 2

These are prepositions of movement:

**from, to, in, into, out of, up, down, over, round**

*Splodge ran **from** the flowerbed **to** the pond.  
He fell **into** the pond and then he climbed **out of** it.  
He walked **round** the corner into Moon Street.*

**3** Fill in the gaps. Use a preposition.

Splodge walked **▶ from**..... the house  
(1) ..... the school. He opened the door and went (2) ..... the school. He saw his teacher. She was teaching French (3) ..... a classroom. Splodge hadn't done his French homework, so he ran (4) ..... the school very quickly.

**A**

Here are some more prepositions of movement:

**through, along, across, past, onto, on, off**



*Splodge walked **through** the park.*



*He walked **along** Sunny Street.*



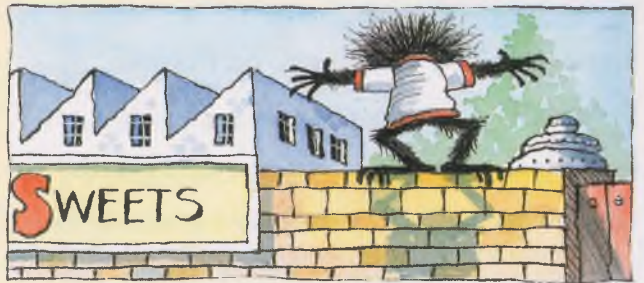
*He ran **across** the street.*



*He went **past** the sweet factory.*



*He climbed **onto** the wall.*



*He stood **on** the wall.*



*He jumped **off** the wall.*

**4** Circle the prepositions of movement.

Splodge went through the school gates and walked along Sunny Street. He walked past Wibble Castle and the sweet factory. He ran across the main street and jumped onto the pavement.



# PRACTICE

## 5 Answer the questions. Tick the correct boxes.

- ▶ Which of these can you walk into?      a house     a pencil     a room
- 1 What can you get out of?                  a bicycle     a car     a bed
- 2 Which things can you go up?              stairs     ladders     parks
- 3 What can you run around?                a lamp post     a staircase     a pond
- 4 What can you jump over?                  a house     a cat     a wall
- 5 Which things can you walk down?        the street     the kitchen     the corridor
- 6 What can you go into?                      a castle     a room     a wall
- 7 What can you climb onto?                 a telephone     a wall     a table
- 8 Which things can you walk through?    a park     a television     a town
- 9 What can you walk along?                 a corner     a road     a pavement
- 10 What can you jump off?                    a bus     a skateboard     a river

## 6 Cross out the wrong prepositions.

Splodge walked ▶ through/~~on~~ the gate.  
 He ran (1) off/across Sunny Street. He saw a friend going (2) into/onto the sweet shop.  
 He ran (3) across/off the street to talk to her.  
 Splodge and his friend came (4) down/out of the sweet shop and walked (5) along/off Castle Street. They went (6) through/past the cinema and the theatre and went (7) into/over the playground. They climbed (8) onto/up the swings and talked. They jumped (9) in/off the swings and went to play on the slide. Splodge climbed up the slide, then he came (10) through/down it very fast.



# REVISION 8 – phrases of place, time and movement

## 1 Read the examples and tick the correct box.

*Splodge is behind the television.*

*His rabbit is under the table.*

*His books are on the chair.*

Prepositions of place tell you ...

where things are.

when things are.

## 2 Look at the pictures. Where's the bird?

Write the correct phrase of place in the gaps.

behind outside on inside



It's ..... the box.



It's ..... the box.



It's ..... the box.



It's ..... the box.

## 3 Fill in the correct prepositions of time.

It's my birthday ..... Friday.

I was born ..... seven o'clock.

I was born ..... 1988.

The party is ..... 4 October.

We're going shopping ..... the weekend.

Does it usually rain ..... June?

Most people sleep ..... night.

I'm going to Wibble ..... the morning.

## 4 Fill in the correct preposition of time in the rules.

..... + month, year, **the morning** etc.

..... + day and date

..... + clock time, **weekend, night** etc.

## 5 Look at the examples. Answer the question.

*I saw my friend yesterday.*

*Tomorrow I'm going to Rome.*

*Last week I went to the cinema.*

*I've got an exam next month.*

*I talk to my friend every day.*

Do you need a preposition of time with these expressions: **tomorrow, last week, next month, yesterday** etc.?

Yes  No

## 6 Read the examples and tick the correct rule.

*Splodge walked through the park.*

*He ran down the street.*

*He climbed over the castle wall.*

Prepositions of movement tell you ...

when things happen.

how things move and where they move to.

## 7 Cross out the wrong words.

I walked **between** / **past** the castle.

I ran **along** / **under** the street.

I jumped **in** / **off the** park bench.

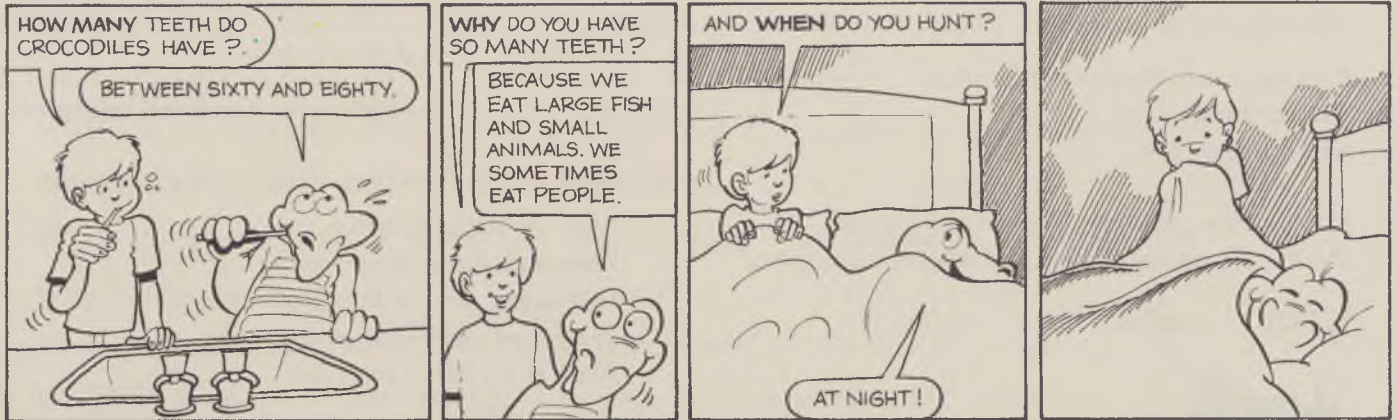
I went **into** / **onto** the shop.

I climbed **onto** / **opposite** the wall.

I ran **between** / **across** Sunny Street.

I got **from** / **into** Lionel's car.

We drove **through** / **off** the town.



1 Tick (✓) the correct boxes.

- Crocodiles have got a lot of ... teeth.  ears.
- Crocodiles hunt ... in the day.  at night.



## GRAMMAR

### REMEMBER!

Question words are to ask questions.

- |  |                                |
|--|--------------------------------|
| <b>who</b> is to ask about people.                   | → <i>Who's Snapper?</i>        |
| <b>whose</b> is to ask who owns something.           | → <i>Whose is this book?</i>   |
| <b>where</b> is to ask about places.                 | → <i>Where's your school?</i>  |
| <b>when</b> is to ask about time.                    | → <i>When's Mo coming?</i>     |
| <b>why</b> is to ask for a reason.                   | → <i>Why is Mo late?</i>       |
| <b>how</b> is to ask about the way you do something. | → <i>How do you make soup?</i> |

2 Write the correct question word.

- ▶ **Why** ..... is Mo frightened? Because crocodiles eat people.
- 1 ..... are they? They're Mo's friends.
- 2 ..... is this football? It's Mo's.
- 3 ..... are my boots? They're here, next to the bed.
- 4 ..... do crocodiles hunt? At night.

**REMEMBER! 2**

**what** is to find out more about people and things when there are many possible answers.

*What's your name?* (There are lots of names.)

**which** is to ask the difference between two or more people or things when there aren't many possible answers.

*Which is your book?* (There are two on the table.)

**3 Choose what or which.**

► **What** ..... 's your address?

1 ..... colour is the sky?

2 ..... dog is yours?

The white dog or the brown dog?

3 ..... 's the time?

4 ..... do you prefer? Apple juice or milk?

**REMEMBER! 3**

Question	be/do/ can/have	Subject	Verb
<i>Who</i>	<i>does</i>	<i>Snapper</i>	<i>like?</i>
<i>Whose</i>	<i>is</i>	<i>this book?</i>	
<i>Where</i>	<i>has</i>	<i>he</i>	<i>gone?</i>
<i>When</i>	<i>can</i>	<i>you</i>	<i>come?</i>
<i>Why</i>	<i>is</i>	<i>he</i>	<i>smiling?</i>
<i>How</i>	<i>does</i>	<i>Mo</i>	<i>study?</i>
<i>What</i>	<i>are</i>	<i>these?</i>	
<i>Which</i>	<i>do</i>	<i>you</i>	<i>prefer?</i>

**4 Put the words in the correct order.**

► Snapper eat? What does

*What does Snapper eat?* .....

1 When is coming? Mo

2 can he do? What

3 are they Why laughing?

4 Snapper and Mo? Where are

**REMEMBER! 4**

**what, which, whose** + noun

*What job* do you want to do when you grow up?

*Which bicycle* is yours – the big one or the small one?

*Whose comic* is this – yours or mine?

**5 Put the words in the correct order.**

► What Mo's dad car does drive?

*What car does Mo's dad drive?* .....

1 size are your feet? What

2 pen is this? Whose

3 yours? bicycle Which is

4 you like? programmes do What

**REMEMBER! 5**

**how** + adjective

*How tall* are you?

**how** + adverb

*How well* can he read?

**how many** + nouns you can count

*How many comics* has he got?

**how much** + nouns you can't count

*How much milk* is there?

**6 Put the words below in the correct places.**

much ✓ quickly much old many

► How **much** ..... lemonade is there? A little.

1 How ..... sweets can Mo eat? Hundreds.

2 How ..... is Snapper? Fifteen.

3 How ..... water do you want? A glass.

4 How ..... can he run? Very fast.





# PRACTICE

7

**a** Cross out the wrong question words.

- ▶ Who / Which likes crocodiles? → Mo.
- 1 What / Whose is this skateboard? → Billy's.
- 2 Whose / Who bedroom is this? → Milly's.
- 3 What / How does Snapper catch fish? → With a fishing rod.
- 4 How much / How many water can Snapper drink? → Not very much.
- 5 Whose / Which do crocodiles prefer to eat – fish or turtles? → I don't know. Ask Snapper.
- 6 How / What do you make a cheese sandwich? → With bread and cheese.
- 7 Why / Whose toys are these? → Milly's.
- 8 What / Who has got blue eyes? → Pad.
- 9 What / Which colour is Snapper? → Green.
- 10 How many / How much lemonade is there? → Not very much.
- 11 How / Which do crocodiles see underwater? → I'm not sure. Ask Snapper.
- 12 Which / What comics does Mo like? → Adventure comics.
- 13 Why / Which house is yours: this one or that one? → That one.
- 14 Which / Who lives in this house? → Pad.
- 15 How / Whose does Snapper laugh? → Loudly.

**b** Write five sentences of your own to ask a friend.  
Use **who, which, how, how much** and **what**.

- ▶ Who is your best friend? .....
- Which do you like best – apple juice or orange juice? .....
- How fast can you run? .....
- .....
- .....
- .....
- .....
- .....

**c** Work with a partner. Take turns to ask and answer your questions.

- ▶ Partner A *Who's your best friend?* Partner B *Who makes your breakfast?*
- Partner B *Billy is my best friend.* Partner A *I make my breakfast.*

- 8 Mo is learning about crocodiles.  
Complete the questions with the correct question word.



### Question

- **What**... do crocodiles eat?
- 1 ..... is the biggest kind of crocodile?
  - 2 ..... big is a baby crocodile?
  - 3 ..... fast can crocodiles run?
  - 4 ..... do people hunt crocodiles?
  - 5 ..... long does a crocodile live?
  - 6 ..... is the smallest crocodile?
  - 7 ..... do crocodiles live?
  - 8 ..... long can they stay underwater?
  - 9 ..... do they come out of the water?
  - 10 ..... do they sometimes bite people?

### Answer

- Fish, turtles and small animals.
- The Australian saltwater crocodile.
- About 30 cm long.
- 14 km an hour for a short time.
- Because they want their skin.
- Between 60 and 100 years.
- The African dwarf crocodile.
- America, Australia, Asia and Africa.
- They can stay underwater for two hours.
- Very early in the morning.
- Because people sometimes frighten them.



**a Make questions.**

- A green sea turtle can stay underwater for nearly five hours.

How *long can a green sea turtle stay underwater?* .....

- 1 There are at least 80 different kinds of whale.

How .....

- 2 The smallest penguin on earth is called the fairy penguin.

What .....

- 3 A killer whale can swim at 48 km an hour.

How .....

- 4 Whales have been on earth for nearly 60 million years.

How .....

- 5 There are about 350 kinds of shark.

How .....

- 6 The great white shark has got the biggest teeth.

What shark .....

- 7 Its teeth are 7.6 centimetres long.

How .....

- 8 Killer whales eat almost anything – even dolphins.

What .....

- 9 A shark can live for forty years.

How .....

- 10 The biggest penguin on earth is the emperor penguin.

What .....

**b Now work with a partner. Take turns to ask and answer the questions you wrote in 9a.**

- Partner A *How long can a green sea turtle stay underwater?*

Partner B *It can stay underwater for nearly five hours.*

Partner B *How many kinds of whale are there?*

Partner A *There are at least eighty kinds of whale.*



1 Tick (✓) the correct boxes.

- Has Snapper got the football?  
Yes, he has.   
No, he hasn't.
- Is Mo busy?  
No, he isn't.   
Yes, he is.



## GRAMMAR

### REMEMBER! ⚠

Short answers are easier and quicker than long answers. Look:

Question	Long answer	Short answer
Have you got the ball?	Yes, I've got the ball.	<i>Yes, I have.</i>
Are we going to play?	Yes, we're going to play.	<i>Yes, we are.</i>
Can I go outside?	No, you can't go outside.	<i>No, you can't.</i>

2 Read the conversation. Circle the short answers.

**Mo** Have you got my red pen?

**Snapper** No, I haven't.

**Mo** Are you sure?

**Snapper** Yes, I am.

**Mo** Can you find it for me?

**Snapper** No, I can't. I'm busy.

**Mo** Are you angry with me?

**Snapper** No, I'm not.

**REMEMBER! 2**

Make short answers with **be** like this:

Question	Short answer
Are you coming?	<i>Yes, I am.</i> OR <i>No, I'm not.</i>
Is Mo reading?	<i>Yes, he is.</i> OR <i>No, he isn't.</i>
Are they playing?	<i>Yes, they are.</i> OR <i>No, they aren't.</i>

**3 Fill in the gaps. Use a short answer with be.**

- Is Mo doing his homework?

Yes, *he is* .....

- 1 Are you in bed?

Yes, .....

- 2 Is it raining?

No, .....

- 3 Are we going to play outside?

Yes, .....

- 4 Are Mo and Milly eating biscuits?

No, .....

**REMEMBER! 3**

Make short answers with **do** like this:

Question	Short answer
Do you want a biscuit?	<i>Yes, I do.</i> OR <i>No, I don't.</i>
Does Mo like chocolate?	<i>Yes, he does.</i> OR <i>No, he doesn't.</i>
Did they play football?	<i>Yes, they did.</i> OR <i>No, they didn't.</i>

**4 Answer the questions. Use a short answer with do.**

- Do you like ice cream? *Yes, I do.* .....

- 1 Does Mo like Snapper? .....

- 2 Did you wake up early? .....

- 3 Does your teacher like cats? .....

- 4 Do cats like dogs? .....

**REMEMBER! 4**

Make short answers with **have** like this:

Question	Short answer
Have you got my bicycle?	<i>Yes, I have.</i> OR <i>No, I haven't.</i>
Has Mo done his work?	<i>Yes, he has.</i> OR <i>No, he hasn't.</i>
Have they seen Pad?	<i>Yes, they have.</i> OR <i>No, they haven't.</i>

**5 Answer the questions.**

Use a short answer with **have**.

- Have you got blue eyes?

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

- 1 Have you ever eaten a frog?

.....

- 2 Has your best friend got a pet?

.....

- 3 Have you ever been to London?

.....

- 4 Has your teacher got a bicycle?

.....

**A**

You can make short answers with **can** and **will**.

Question	Short answer
Can I help you?	<i>Yes, you can.</i> OR <i>No, you can't.</i>
Can we go outside?	<i>Yes, we can.</i> OR <i>No, we can't.</i>
Will Snapper come?	<i>Yes, he will.</i> OR <i>No, he won't.</i>
Will they go to the cinema?	<i>Yes, they will.</i> OR <i>No, they won't.</i>

**6 Write short answers.**

- Can Snapper swim? *Yes, he can.* .....

- 1 Can you speak English? .....

- 2 Will you be twenty next year? .....

- 3 Can dogs run quickly? .....

- 4 Will you be at school tomorrow? .....



# PRACTICE

7

a Mo is talking to a new girl in his class. Write her answers. Use a short answer with **be, do or have**.

- ▶ Do you like the school? Yes, *I do*.....
- 1 Have you met Spike? No, .....
- 2 Are you good at French? Yes, .....
- 3 Do you like doing homework? No, .....
- 4 Have you got a dog? Yes, .....
- 5 Do you like crocodiles? No, .....
- 6 Are you frightened of Snapper? No, .....
- 7 Have you seen the playground? Yes, .....
- 8 Are you going to play football on Saturday? Yes, .....
- 9 Do you like ice cream and sweets? Yes, .....
- 10 Have you got any sweets? No, .....



b Imagine that a new person has joined your class. In the 'questions' column, write five questions to ask him or her. Ask about his or her home, family, pets, age, toys etc. Use **be, do or have**. Don't write the answers yet.

### Questions

- ▶ *Have you got a bicycle?* .....
- Are you eleven?* .....
- Do you like going to the cinema?* .....
- .....
- .....
- .....
- .....
- .....

### Answers

- Yes, I have.* .....
- No, I'm not.* .....
- Yes, I do.* .....
- .....
- .....
- .....
- .....
- .....

c Now work with a partner. Take turns to ask and answer the questions you wrote in 7b. Write his or her answers in the 'answers' column above.

- ▶ Partner A *Have you got a bicycle?*
- Partner B *Yes, I have.*
- Partner B *Do you like our school?*
- Partner A *Yes, I do.*

8 Mo is asking Snapper lots of questions. Look at the pictures.  
Write Snapper's answers. Use a short answer with **can** or **will**.

WILL I BE FAMOUS ONE DAY?



► Yes, *you will*.

CAN SHE SEE ME?



► No, *she can't*.

WILL I PASS MY TEST?



1 No, .....

WILL YOU PASS ME THE SUGAR?



2 No, .....

CAN CROCODILES DRIVE?



3 No, .....

WILL MUM BE ANGRY?



4 Yes, .....

CAN WE GO NOW?



5 Yes, .....

WILL WE EVER GO TO THE MOON?



6 Yes, .....

CAN I HAVE YOUR CHOCOLATE?



7 No, .....

CAN HE TALK?



8 Yes, .....

CAN SPIDERS SWIM?



9 No, .....

WILL THEY GROW INTO A MONEY TREE?



10 Yes, .....



I Tick (✓) the correct boxes.

- What does Ruff's machine do?  
It makes chocolate.  It makes edible forks.
- An edible fork is ...  
a fork that you can wash.  a fork that you can eat.





**A**

In some sentences there are things called relative clauses. Relative clauses tell you more about nouns. Look:

*Ruff is an inventor.*

*Ruff is an inventor **who makes silly machines.***

*(who makes silly machines = relative clause.*

*Now I know more about the inventor.)*

*This is a machine.*

*This is a machine **that makes edible forks.***

*(that makes edible forks = relative clause.*

*Now I know more about the machine.)*

**2 Underline the relative clauses.**

► Ruff knows somebody who likes mud pies.

1 Splodge knows somebody who invents machines.

2 This is a machine that makes hot rain.

3 Mabel knows somebody who likes parrots.

4 This is a machine that does the washing-up.

**REMEMBER!**

Pronouns replace nouns.

*Splodge likes mud pies. **He** eats a lot of **them.***

*(**He** = Splodge; **them** = mud pies)*

**3 Circle the pronouns that replace nouns.**

► Ruff is looking at the machine. He likes it.

1 Ruff loves machines. He makes a lot of them.

2 Splodge is eating an edible fork.

He says it tastes very nice.

3 Ruff and Tumble like Mabel.

They see her a lot.

4 Mabel likes Splodge.

She often gives him sweets.

**B**

**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 edible forks.*

*This is a machine **that/which** makes edible forks.*

*(**that/which** = it)*

**4 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 invents machines. They do strange things.

Ruff invents machines that do strange things.

What does **that** replace? .....

2 Mildred and Mabel are ladies. They live next door.

Mildred and Mabel are the ladies who live next door.

What does **who** replace? .....



# PRACTICE

5 Splodge is talking about people who live in Wibble. Write sentences about them.  
Use a relative clause.

► This is Mr Catmonger. He invented unbreakable windows.

Mr Catmonger is the person *who invented unbreakable windows*.

1 This is Mrs Fuss. She works in the sweet factory.

Mrs Fuss is the lady .....

2 This is Mr Gooble. He owns the newsagent's.

Mr Gooble is the man .....

3 This is Fred. He cleans the swimming-pool.

Fred is the person .....

4 This is Professor Wild. He built the railway.

Professor Wild is the man .....

5 This is Mrs Flite. She looks after Wibble Park.

Mrs Flite is the woman .....

6 This is Mr and Mrs Rafbat. They work in Wibble cinema.

Mr and Mrs Rafbat are the people .....

7 This is Daisy. She teaches Splodge French.

Daisy is the lady .....

8 This is Jan and Pat. They work in the Mud Pie Café.

Jan and Pat are the people .....

9 This is Mrs Sweetfix. She sells ice cream.

Mrs Sweetfix is the woman .....

10 This is Dr Bertie. He looks after people when they're ill.

Dr Bertie is the person .....



- a Ruff is selling some of his inventions. Look at his advertisement.  
Describe his inventions. Use a relative clause and the words in brackets.



- ▶ The Good Dream Potion
- ▶ The Jam-Spreading Machine
- 1 Raspberry Roses
- 2 Chicken-and-Chips Bubble Gum
- 3 The Dog-Walking Machine (for lazy people)
- 4 The Bigger Brain Potion (for stupid people)
- 5 The Shoelace-Tying Machine
- 6 Hot Rain (for cold days)
- 7 The Story-Telling Machine (for bored children)
- 8 Toffee Pencils
- 9 The Bath-Filling Machine
- 10 The Pronoun-Catching Machine

**SPECIAL OFFER** (very cheap)  
☆ Pea and Pronoun Soup ☆

- ▶ It's a potion *that gives you good dreams.* ..... (give / you)  
 It's a machine *that spreads jam.* ..... (spread)
- 1 They're roses ..... (taste of)
- 2 It's bubble gum ..... (made of)
- 3 It's a machine ..... (walk / dogs)
- 4 It's a potion ..... (give / you)
- 5 It's a machine ..... (tie / shoelaces)
- 6 It's rain ..... (be)
- 7 It's a machine ..... (tell / stories)
- 8 They're pencils ..... (made of)
- 9 It's a machine ..... (fill)
- 10 It's a machine ..... (catch / pronouns)

- b Work with a partner. Partner A, you're Ruff. Partner B, you're a customer.  
 Partner A, explain inventions 1 to 5 to your customer. Then swap roles.  
 Partner B, you're Ruff. Explain inventions 6 to 10 to your customer.

Partner B (customer) *What's the Good Dream Potion?*  
 Partner A (Ruff) *It's a potion that gives you good dreams.*

Partner B (customer) *What's a Jam-Spreading Machine?*  
 Partner A (Ruff) *It's a machine that spreads jam.*

**7 Fill in the gaps. Choose who or that.**

**Mildred** How many inventions did you sell, Ruff?

**Ruff** Lots! It was great. I sold the machine ► *that* ..... fills the bath to Mrs Sweetfix. She's the lady (1) ..... bought my Glued Shoe machine last year.

**Mildred** I don't remember that machine. What does it do?

**Ruff** It's a machine (2) ..... unsticks your shoes when people put glue in them. It's very useful.

**Mildred** Who puts glue in shoes? What a strange thing to do!

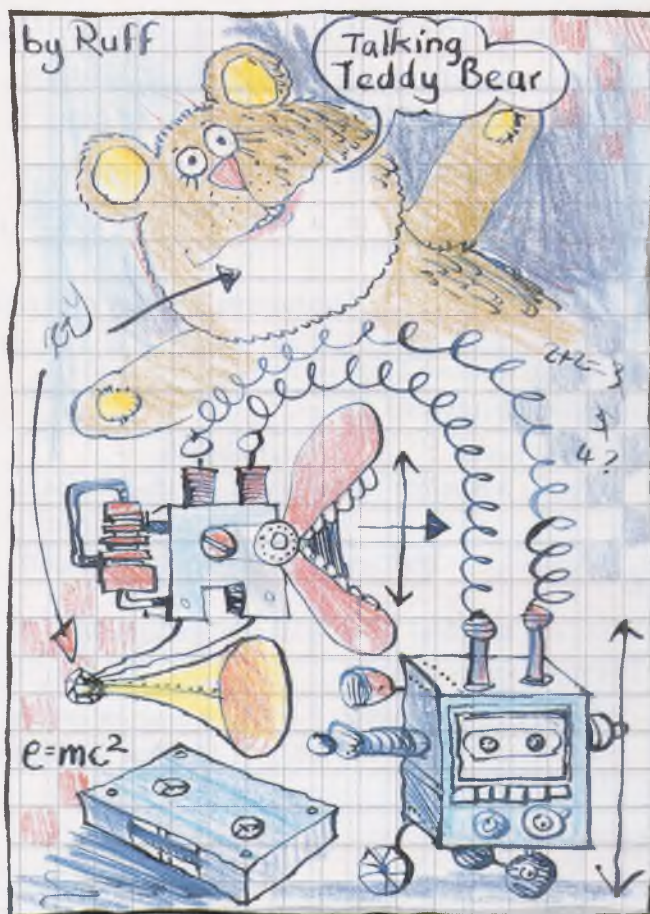
**Ruff** I only know one person (3) ..... puts glue in shoes, and that's Splodge. He thinks it's funny. I also sold the Bubbly Bread machine to Mrs Tubtick – she's the nice lady (4) ..... owns the bakery. She's got lots of customers (5) ..... want to buy interesting bread.

**Mildred** Did anyone buy the Pea and Pronoun Soup?

**Ruff** No. There aren't many people (6) ..... like pronouns in their soup. I don't know why. But there was someone (7) ..... wanted some Toffee Flavoured Roses. Unfortunately, I've only got roses (8) ..... taste of raspberries.

**Mildred** Why don't you make some roses (9) ..... taste of toffee?

**Ruff** Yes, I will one day. But first I'm going to see Professor Thunderhead. He's the man (10) ..... can help me with my next invention. I'm going to make Talking Teddy Bears for lonely children.



**8 Ask your teacher if you can play a class game. Play in two teams.**

**Team A**, describe a person or a machine. Use a relative clause.

**Team B**, guess what the person or thing is. Then swap.

► **Team A** *He's the person who cleans the school.*

**Team B** *The cleaner.*

**Team B** *It's a machine that washes clothes.*

**Team A** *A washing-machine.*



# Reference

These are important things you need to know.

## A

What are **vowels**? They're these letters:

**a, e, i, o, u**

What are **consonants**? They're these letters:

**b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z**

## B

What are **nouns**? They're names for people, animals, things and places.

*Mo is funny. I like **crocodiles**.*  
*This is a **comic**. We're going to **Italy**.*

## C

What are **articles**? **A, an** and **the** are articles. They go before nouns.

*Snapper is **a** crocodile. He's eating **an** orange.*  
*The machine is in **the** lab. He plays **the** violin.*

## D

What are **adjectives**? They're words that tell you more about nouns.

*It's a cat. → It's a **big** cat.*  
*This is a flower. → This is a **beautiful** flower.*  
*Splodge likes dogs. → He likes **small** dogs.*

## E

What are **pronouns**? They're words that replace nouns.

*Ruff invents things. → **He** invents things.*  
*Splodge likes **biscuits**. → Splodge likes **them**.*  
*Mabel likes **animals**. → **She** likes **them**.*  
*This is **my** comic. → This is **mine**.*

## F

What are **verbs**? They're words to talk about things you do.

*Splodge and Sticky **live** in Wibble.*  
*Snapper is **watching** television.*  
*They're **going** on holiday next week.*  
*Mo **can** ride a bicycle.*  
*Splodge **saw** some friends yesterday.*  
*Mo **has eaten** a lot of cake.*

## G

What are **adverbs of manner**? They're words that tell you more about verbs.

*Splodge eats. → Splodge eats **quickly**.*  
*Lionel swims. → Lionel swims **well**.*

What are **adverbs of frequency**? They're words that tell you when something happens.

*We read books. → We **often** read books.*  
*Ruff is busy. → Ruff is **always** busy.*

## H

What are **prepositions**? They're words that do three things. They tell you:

1 where things are.

*Splodge is **on** the bed.*  
*Ruff is **in** the kitchen.*

2 how things move.

*Splodge is running **down** the stairs.*  
*He walked **into** the park and **over** the bridge.*

3 when things happen.

*It's Tumble's birthday **on** Tuesday.*  
*We go to school **at** eight o'clock.*  
***In** winter I play in the snow.*

What are **active** and **passive** sentences?

In an active sentence, the subject does the action.

Look:

Subject	Verb	Object
<i>Splodge</i>	<b>telephoned</b>	<i>Lionel</i>
<i>Ruff</i>	<b>ate</b>	<i>the sandwiches.</i>

(*Splodge* is the person who telephoned *Lionel*.  
*Ruff* is the person who ate the sandwiches.)

You can use passive sentences when you don't know who does the action or it isn't important who does it.

*Lionel was telephoned.*  
*The sandwiches were eaten.*

(You don't know who telephoned *Lionel*, and you don't know or it isn't important who ate the sandwiches.)

What are **relative clauses**?

Relative clauses tell you more about nouns. Look:

*Professor Thunderhead is a man.*  
(You don't know very much about the man.)

*Professor Thunderhead is the man **who** invented the Flying Mouse.*  
(Now you know more about the man.)

What are **relative pronouns**?

They're these words: **who**, **that** and **which**.

*She's the lady **who**'s got a red car.*  
**who** replaces a person.

*Look! It's the machine **that/which** makes Unbreakable Eggs.*  
**that** and **which** replace animals and things.

## K

Nouns are often the **subject** or **object** of a sentence.

Read the sentences. Then answer the questions.

### Subject noun

<i>Splodge</i>	<i>cooks a lot.</i>	Who cooks?	.....
<i>Ruff</i>	<i>invents.</i>	Who invents?	.....
<i>Foxes</i>	<i>eat at night.</i>	What eats?	.....

### Subject noun

### Object noun

<i>Splodge</i>	<i>cooks</i>	<i>mud pies.</i>	What does he cook?	.....
<i>Ruff</i>	<i>invents</i>	<i>machines.</i>	What does he invent?	.....
<i>Foxes</i>	<i>eat</i>	<i>mice.</i>	What do they eat?	.....

## L

All words are made of **syllables**. Words can have one, two, three or more syllables.

You can count the syllables if you say the word. Read and say these words.

### One syllable

### Two syllables

### Three syllables

<i>cat</i>	cat	<i>baby</i>	ba-by	<i>enormous</i>	e-nor-mous
<i>dog</i>	dog	<i>trumpet</i>	trum-pet	<i>difficult</i>	dif-fi-cult

# REVISION 9 – questions; short answers; relative clauses

## 1 Circle the question words.

When are you going to see him?  
Whose comic is this?  
Where is my paintbox?  
Why are you laughing?  
How did you get here?  
Who is the cleverer – Splodge or Ruff?

## 2 Answer these questions.

What word is to ask who owns something?

.....

What word is to talk about time?

.....

What word is to ask for a reason?

.....

## 3 Fill in the gaps with **what** or **which**.

..... do you prefer – apple or strawberry?

..... colour is your bicycle?

## 4 Read the examples. Finish the rule.

*Who is that?*

*Why do you like Ruff?*

*When can I see the machine?*

*Where have my friends gone?*

Question word + **be** / ..... / ..... /

..... + subject + verb.

## 5 Rewrite the answers. Use a short answer.

'Are you going out?'

'Yes, I'm going out.'

.....

'Are they your parents?'

'No, they aren't my parents.'

.....

## 6 Look at the examples. Finish the rule.

'Are you ready?' 'Yes, I am.'

'Does he like dogs?' 'No, he doesn't.'

'Have you met Ruff?' 'Yes, I have.'

'Can they read?' 'No, they can't.'

'Will she help me?' 'Yes, she will.'

You can make short answers with **be**, .....,

....., ..... and .....

## 7 Write short answers.

Are you happy? .....

Do you like cabbage? .....

Have you got a pet lion? .....

Can you draw? .....

Will you talk to me? .....

## 8 Read the examples. Tick the correct rule.

*This is a machine that makes hot rain.*

*Daisy is the lady who teaches Splodge.*

*This is a potion which makes you grow.*

Relative clauses tell you more about ...

verbs.  nouns.

## 9 Answer the questions.

*Mr Crax is a scientist. He knows Ruff.*

*Mr Crax is a scientist who knows Ruff.*

What does **who** replace? .....

*This is a machine. It makes edible forks.*

*This is a machine that makes edible forks.*

What does **that** replace? .....

## 10 Complete the rule.

..... replaces people.

..... and ..... replace

animals and things.

# Useful words

## Aa

adventure [noun] .....  
advertisement [noun] .....  
alligator [noun] .....  
always [adverb] .....  
argue [verb] .....  
aspirin [noun] .....

## Bb

babysit [verb] .....  
babysitter [noun] .....  
banjo [noun] .....  
battle [noun] .....  
beach [noun] .....  
beard [noun] .....  
believe [verb] .....  
bell [noun] .....  
blanket [noun] .....  
briefcase [noun] .....  
brain [noun] .....

## Cc

camel [noun] .....  
canary [noun] .....  
candy floss [noun] .....  
cello [noun] .....  
century [noun] .....  
cheat [verb] .....  
clap [verb] .....  
comb [verb] .....  
competition [noun] .....  
cost [verb] .....  
cough [verb] .....  
curry [noun] .....  
curtain [noun] .....  
cymbal [noun] .....

## Dd

decorate [verb] .....  
deliver [verb] .....  
discover [verb] .....  
dive [verb] .....

draw [verb] .....  
drum [noun] .....  
dust [verb] .....

## Ee

edible [adjective] .....  
enormous [adjective] .....  
expensive [adjective] .....

## Ff

fairy [noun] .....  
favourite [adjective] .....  
feather [noun] .....  
fit [adjective] .....  
fizzy [adjective] .....  
flute [noun] .....  
fork [noun] .....

## Gg

ghost [noun] .....  
goose [noun] .....  
greedy [adjective] .....

## Hh

handbag [noun] .....  
handsome [adjective] .....  
harmonica [noun] .....  
harp [noun] .....  
healthy [adjective] .....  
hole [noun] .....  
huge [adjective] .....  
hunt [verb] .....

## Ii

insect [noun] .....  
impossible [adjective] .....

## Jj

joke [noun] .....

## Kk

kite [noun] .....  
knife [noun] .....  
koala [noun] .....

## Ll

lay [verb] .....

lonely [adjective] .....

lose [verb] .....

lucky [adjective] .....

## Mm

medicine [noun] .....

mend [verb] .....

mirror [noun] .....

moustache [noun] .....

mow [verb] .....

muddy [adjective] .....

## Nn

naughty [adjective] .....

never [adverb] .....

## Oo

octopus [noun] .....

often [adverb] .....

## Pp

panda [noun] .....

parcel [noun] .....

pavement [noun] .....

piano [noun] .....

pick [verb] .....

pillow [noun] .....

poem [noun] .....

powder [noun] .....

practise [verb] .....

prize [noun] .....

promise [verb] .....

## Rr

rainbow [noun] .....

rarely [adverb] .....

recipe [noun] .....

repair [verb] .....

revise [verb] .....

ribbon [noun] .....

rocket [noun] .....

roof [noun] .....

rope [noun] .....



**Ss**

sardine [noun] .....  
 sauce [noun] .....  
 save [verb] .....  
 saxophone [noun] .....  
 shell [noun] .....  
 shoelace [noun] .....  
 skating [noun] .....  
 slide [noun] .....  
 snail [noun] .....  
 soldier [noun] .....  
 sometimes [adverb] .....  
 space [noun] .....  
 spoon [noun] .....  
 spread [verb] .....

stir [verb] .....  
 stomach [noun] .....  
 surgery [noun] .....  
 swing [noun] .....

**Tt**

tambourine [noun] .....  
 tap [noun] .....  
 taste [verb] .....  
 tent [noun] .....  
 thief [noun] .....  
 travel [verb] .....  
 trick [verb] .....  
 trouble [noun] .....  
 trumpet [noun] .....  
 tunnel [noun] .....

**Uu**

unbreakable [adjective] .....  
 unwrap [verb] .....  
 usually [adverb] .....

**Vv**

violin [noun] .....

**Ww**

waste [verb] .....  
 wheel [noun] .....  
 wildlife [noun] .....  
 wing [noun] .....  
 witch [noun] .....  
 wolf [noun] .....  
 wool [noun] .....

**Xx**

xylophone [noun] .....

# Irregular verbs (see Chapters 14, 17, 18, 19, 22 and 23)

Base verb	Past simple	Past participle
be	→ was/were	→ been
buy	→ bought	→ bought
come	→ came	→ come
dig	→ dug	→ dug
do	→ did	→ did
draw	→ drew	→ drawn
drink	→ drank	→ drunk
drive	→ drove	→ driven
eat	→ ate	→ eaten
fall	→ fell	→ fallen
feed	→ fed	→ fed
find	→ found	→ found
fly	→ flew	→ flown
forget	→ forgot	→ forgotten
get	→ got	→ got
give	→ gave	→ given
go	→ went	→ gone/been
hang	→ hung	→ hung
have	→ had	→ had
hear	→ heard	→ heard
hide	→ hid	→ hidden
hit	→ hit	→ hit
keep	→ kept	→ kept
know	→ knew	→ known
lay	→ laid	→ laid
leave	→ left	→ left
lend	→ lent	→ lent
lose	→ lost	→ lost

Base verb	Past simple	Past participle
make	→ made	→ made
meet	→ met	→ met
pay	→ paid	→ paid
put	→ put	→ put
read	→ read	→ read
ride	→ rode	→ ridden
ring	→ rang	→ rung
run	→ ran	→ run
say	→ said	→ said
see	→ saw	→ seen
sell	→ sold	→ sold
send	→ sent	→ sent
shut	→ shut	→ shut
sit	→ sat	→ sat
sleep	→ slept	→ slept
speak	→ spoke	→ spoken
stand	→ stood	→ stood
steal	→ stole	→ stolen
sweep	→ swept	→ swept
swim	→ swam	→ swum
take	→ took	→ taken
teach	→ taught	→ taught
tell	→ told	→ told
think	→ thought	→ thought
understand	→ understood	→ understood
wake	→ woke	→ woken
win	→ won	→ won
write	→ wrote	→ written

# Past forms of verbs

## Long forms

## Short forms

## Questions

### Past simple of be (see Chapter 9)

I was	I was not	I wasn't	Was I?
you were	you were not	you weren't	Were you?
he was	he was not	he wasn't	Was he?
she was	she was not	she wasn't	Was she?
it was	it was not	it wasn't	Was it?
we were	we were not	we weren't	Were we?
you were	you were not	you weren't	Were you?
they were	they were not	they weren't	Were they?

### Past simple of regular verbs (see Chapters 14 and 16)

I helped	I did not help	I didn't help	Did I help?
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### Past simple of irregular verbs (see Chapter 14)

I went	I did not go	I didn't go	Did I go?
--------	--------------	-------------	-----------

## Long forms

## Short forms

## Questions

### Present perfect simple (see Chapters 17 and 18)

I have worked	I have not worked	I've worked	I haven't worked	Have I worked?
you have worked	you have not worked	you've worked	you haven't worked	Have you worked?
he has worked	he has not worked	he's worked	he hasn't worked	Has he worked?
she has worked	she has not worked	she's worked	she hasn't worked	Has she worked?
it has worked	it has not worked	it's worked	it hasn't worked	Has it worked?
we have worked	we have not worked	we've worked	we haven't worked	Have we worked?
you have worked	you have not worked	you've worked	you haven't worked	Have you worked?
they have worked	they have not worked	they've worked	they haven't worked	Have they worked?

### Past continuous (see Chapters 15 and 16)

I was working	I was not working	I wasn't working	Was I working?
you were working	you were not working	you weren't working	Were you working?
he was working	he was not working	he wasn't working	Was he working?
she was working	she was not working	she wasn't working	Was she working?
it was working	it was not working	it wasn't working	Was it working?
we were working	we were not working	we weren't working	Were we working?
you were working	you were not working	you weren't working	Were you working?
they were working	they were not working	they weren't working	Were they working?

WE'RE STARTING BOOK TWO OF THE GRAMMAR LAB.



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MO! HELLO? HOW MANY FINGERS CAN YOU SEE?

**WAKE UP!**



WHAT? WHERE AM I? WHAT TIME IS IT? WHAT'S HAPPENING?

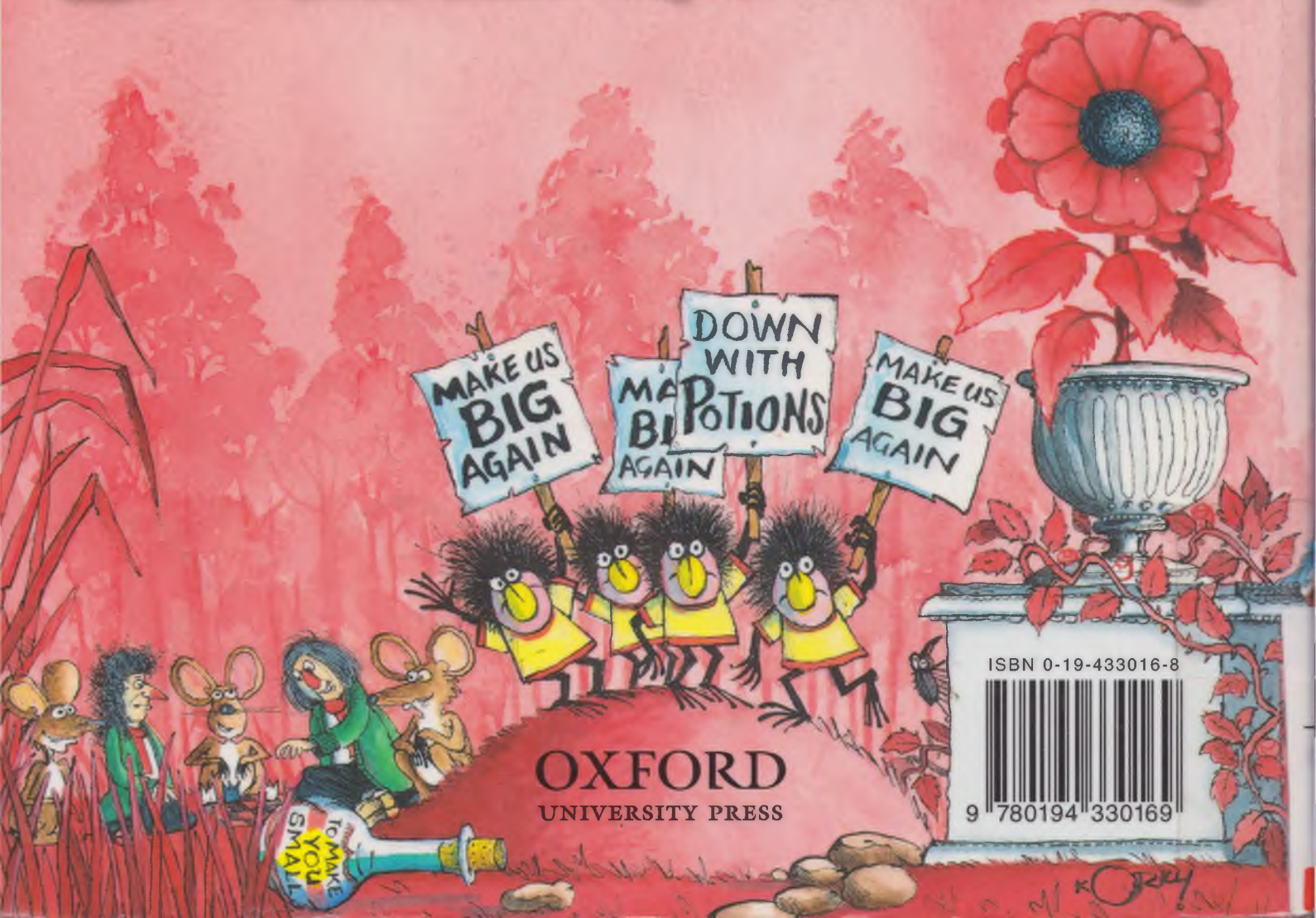


YOU WERE TALKING IN YOUR SLEEP AGAIN.

I THINK YOU WERE DREAMING THAT YOU LOVED GRAMMAR.



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