

# The Grammar Lab

————— Kenna Bourke —————

**Teacher's Book Two**



# Introduction

## The student's book

### Who is this series for?

Anybody who feels the need to supplement the grammar taught in coursebooks with either additional grammar examples and explanations, or exercises, or both. The books are flexible enough to serve a dual purpose as class books and as books to use at home. Some of you may not have used the first book in the series. If that is the case, please read the following which describes the characters and methodology of the books.

### Characters

For those of you who have not had the good fortune to meet a splodge before there are one or two things that are handy to know. Splodges are incapable of looking after themselves. They're innocent, vulnerable creatures who need constant attention from their elders and betters. A splodge left to his own devices will invariably get into trouble and make a mess of things. Splodges just can't help it. They mean well, but they're pretty hopeless really.

### Splodge

This particular Splodge is no exception. He relies entirely on Ruff and Tumble: for food, for shelter, for love, for pocket money, for education. He looks up to them, aspires to being just like them one day. Splodge is an intelligent little fellow, keen to learn new things, meet new people, and yet more than likely to 'forget' his homework. He has a natural curiosity which spurs him on to experiment with everything that crosses his path – everything from Strawberry Snow to the problem of the past simple. He doesn't know what an adjective is, he's never met an adverb and he thinks the plural of 'dog' is 'dog, dog', but he doesn't allow such things to hold him back. He learns and moves on to the next challenge.

The mud pie is just one of Splodge's great passions. Mud pies are edible, of course, and usually washed down with a large glass of Fizzy Ink. These slightly unconventional items of vocabulary are ones which you may like to teach your students at an early stage in the course.



One last word about Splodge: he's mischievous. He puts glue in people's shoes, and worms in their beds. Nice worms. And, perhaps best of all, he GETS AWAY with it!

### Ruff

Ruff is the green character. He's an inventor and quite impossible to live with. Imagine, if you will, the person you'd least like to go on holiday with: that's Ruff. He's highly enthusiastic but terribly impatient. He's like a squirrel: twitchy and

nervous, clever and alert, full of energy and zest for living. He rushes about from one room to another thinking up absurd machines and potions. You can't pin him down for a second. There are always Things To Do. His Dog-Walking Machine is legendary, his Amazing Shrinking Potion really works and his Raspberry Roses are savoured in restaurants the world over.

Ruff's lab is a cavern full of treasure.

Bottles, test tubes and phials stand on the shelves.

Octopuses sit in boxes on the floor.

A dinosaur's skeleton hangs from the ceiling as a reminder of how not to do things.

Dust-laden books of potions, plans of past

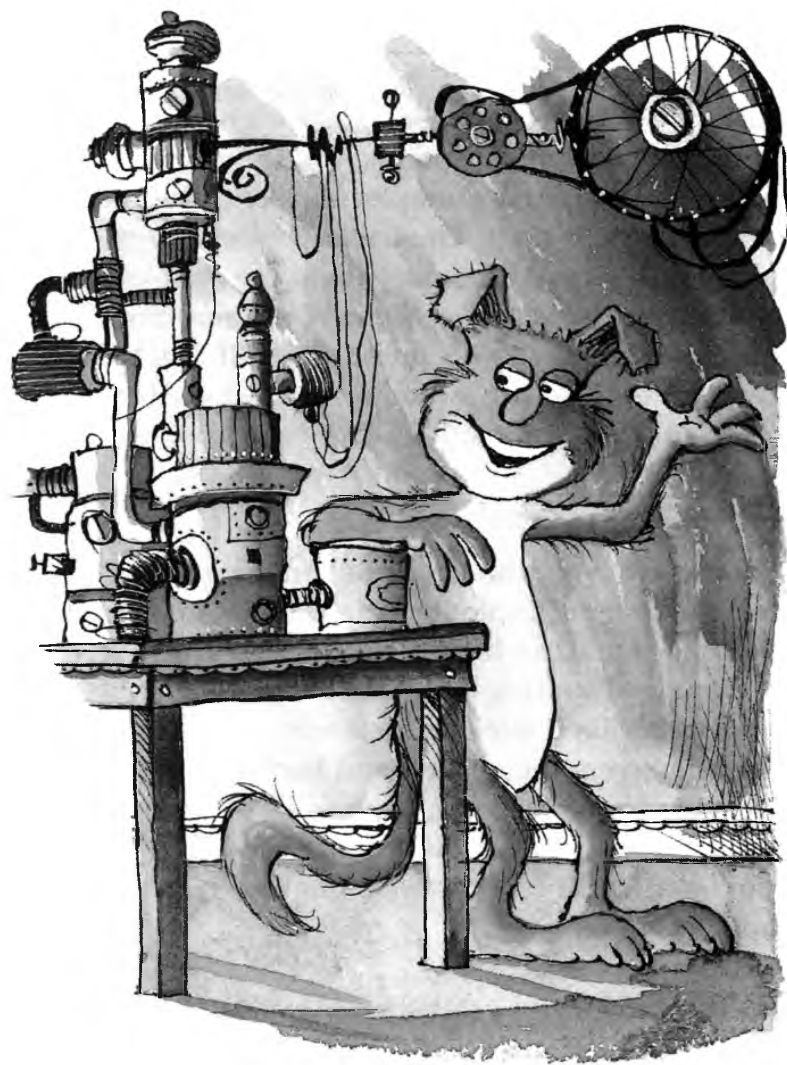
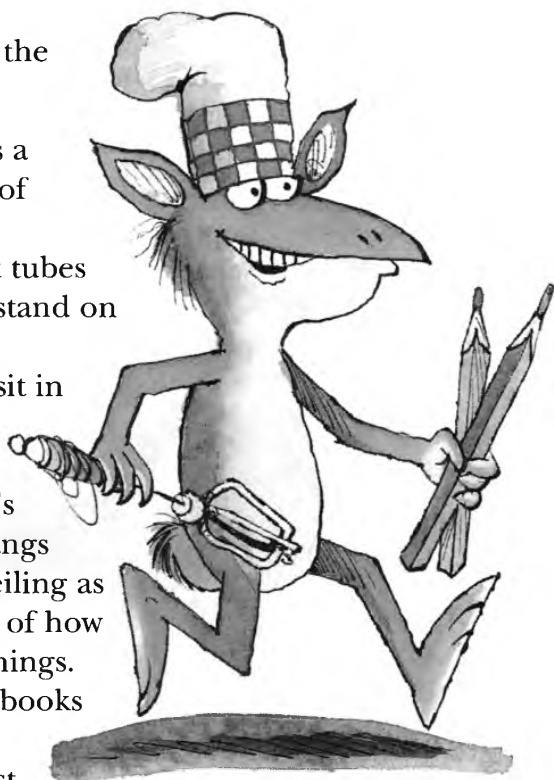
machines and scraps of paper fill every available space. It's a world of mystery, of experimentation, of excitement. There's a sense that anything could happen. This is the place where Splodge accidentally feeds Mildred with some fast-growing Beard Potion. It's also the place where fantastic things come to life – the Talking Teddy Bear for Lonely Children (see page 181) was developed here, so was the Electric Mouse-Catcher. But beware the Boomerang Biscuit that flies overhead and the scuttling spiders that crawl underfoot.

### **Tumble**

I feel sorry for Tumble. He's a sensitive soul. He has a lot to put up with. He's immensely kind and good-natured. He looks after Splodge, puts him right when he gets things wrong. Nothing is too much trouble.

Tumble is patient and long-suffering. His attitude to both Splodge and Ruff is almost fatherly. He

has long since given up trying to tame Ruff's enthusiasms or stop Splodge from giving Fizzy Ink to the neighbours' cat. He's resigned to the fact that he'll never read the newspaper in peace because there's bound to be an Eggbomb exploding in the lab or a Green Pea Milkshake overflowing in the kitchen.



When things become too much for him, Tumble simply flops into a chair, clutches his head between his paws, shuts his eyes, and waits for the storm to pass. He's quietly intellectual. Thoughtful. Sleepy. A tiny island of stability and common sense in an otherwise mad world.

### **Mildred and Mabel**

You only have to look at these two to know what they're like. They're a couple of delightful old ladies. Eccentric, perhaps, but supremely tolerant of their neighbours' activities. Mildred, the taller



and thinner of the two, has a pet parrot. Mabel has a tortoise. They live next door to Splodge in a tumble-down shambolic house full of cobwebs and broken furniture. Mabel drives a car, too fast usually. Both ladies are indulgent to Splodge. They hand out advice, give him sweets and look after his rabbit when he's on holiday.

### Mo and Snapper

Mo and Snapper are the heroes of Splodge's favourite comic. There's a new Mo and Snapper comic every week, and Splodge eagerly rushes down to Wibble Newsagent's to buy it. Other than the fact that he has a crocodile as a best friend, Mo is quite a normal little boy. He has a sister, Milly. He goes to school, reluctantly. He doesn't like grammar, or homework, or lettuce. He especially dislikes a boy at school called Spike.

The Mo and Snapper chapters in these books are designed to provide a change of context from the world of Splodge. The grammar point is presented by Mo and Snapper through the cartoon. Once out of the confines of the cartoon, Mo and Snapper become colour characters with all the enthusiasms, interests and anxieties of ordinary children.

## How the book is organised

If you look at the contents pages, you will see that grammatical topics are grouped according to the parts of speech to which they belong –

unlike a coursebook, in which grammar points are arranged in the order that they will be taught in. This is because this is a series to dip into at random, when the need arises, not to be worked through systematically from start to finish.

Each chapter deals with a separate piece of grammar. With the exception of contrastive chapters where two related grammar points are brought together, you will not find more than one grammar point being taught. The series should serve to support and extend whatever coursebook you use in class. Thus, if you find that your students are having difficulties with a particular bit of grammar in the coursebook, you should be able to find the corresponding chapter in the grammar book.

Some of the more difficult grammar points have been further sub-divided. Where a structure has more than one use, more than one chapter has been devoted to it. An example of this are the three chapters which deal with the present perfect. Chapter 17 only describes and practises the present perfect in its 'general experience' use (*I've swum with a shark*), while Chapter 18 treats the present perfect for recent past (*He's just eaten a biscuit*). Chapter 19 then deals with the present perfect with **for** and **since** in its use for 'past up to now' (*I've lived here since 1998*).

### Chapters

The chapters vary in length according to how demanding the grammar topic is.

There is no fixed teaching time for any particular chapter. You can use either only the parts of the chapter that you need, or you can start at the beginning and work through to the end.

### Revision sections

Revision sections follow every group of chapters. They differ from the main body of the text in that many of the questions are inductive. The revision pages test what the students can remember. They are comprised of very short exercises and can be done either in class or at home.

## Vocabulary

The vocabulary in the books has been selected by two methods. There is a core of vocabulary used in coursebooks at this level which has been used in this series too. Much of this will not pose any problems either to you or your students. It will be known. There is also a limited amount of vocabulary generated by the contexts. Fizzy Ink and Boomerang Biscuits are an occupational hazard in Splodge's life and have therefore had to be incorporated into the vocabulary load of the books. No language learning can be interesting or fun without a few extra words. There is a glossary of useful words on pages 185 and 186. The part of speech is indicated alongside each word and a space provided for the student to write in either a translation or a definition. Users of *The Grammar Champions* edition have a translation already provided.

## Verb paradigms

On the inside front and back covers, you will find tables of verbs. These include the present and past forms of verbs in their long and short forms. There is also a list of irregular verbs on page 186. In the series, the short form of verbs has been used throughout to minimise the risk of confusion, and to reflect the language as it is currently written and spoken.

## Description of a chapter

### Presenting the grammar in context

Grammar is an integral part of language and yet in books is so often divorced from it. This series seeks to provide contextualised grammar throughout each chapter. To achieve this, there are two discrete contexts: Splodge and his world, and the cartoon lives of Mo and Snapper. Whatever activity the characters are engaged in at the start of the chapter is sustained and exploited through the exercises. Every chapter starts with either a picture or a cartoon strip in which the target grammar is briefly presented. The target grammar may be recognised by the fact that it is printed or written in **bold**.

## Concept questions

The first exercise in each chapter is a very simple 'ticking the correct box' exercise. It is designed to get the students thinking about the grammar. Occasionally, in the Mo and Snapper chapters, I have included a question which helps to explain the cartoon. You may of course wish to supplement the concept questions with further questions of your own. In the Splodge chapters particularly there is considerable scope for asking the students questions about the picture itself.

## Remember! boxes

There are two kinds of remember box. The first refers the student to Chapter 39 of the book where he will find a summary of the parts of speech and other basic points of grammar. These remember boxes are a safeguard against the possibility that a student may have forgotten something which is about to be discussed in the grammar box that follows. Look at this example from Chapter 7:

### 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.

### 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>

Here the student is reminded what syllables are so as to avoid any confusion or difficulty when he reaches box B in which this term appears.

The second type of remember box is one which refers the student back to another chapter in the book. This is a kind of warning. Take, for example, Chapter 16 which deals with past simple actions interrupting past continuous actions. I would suggest that this chapter should not be used until students are confident about the past continuous. I have therefore inserted a remember box reminding them what it is used for, and giving a reference to Chapter 15.

### 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.

### 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.*

### 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.*

## Grammar boxes

### Division of grammar boxes

As you will see, the grammar within each chapter has been split into bite-size chunks. Each chunk is labelled with a letter: A, B, C etc. Depending on what your requirements are, you may use all of these or only those which deal with the area of difficulty your students face.

### Rules in grammar boxes

All the grammar boxes give a rule followed by examples (in *italic* type). The rule is addressed to the student rather than the teacher. The reason for this is to make the language as simple as possible and to facilitate learning and revising at home. Wherever possible, grammatical terminology has been avoided altogether and the 'rule' presented more as an *explanation* of the grammar than a conventional rule.

Here is an example taken from Chapter 29 (**have to** for obligation):

### 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.)

Compare this with the more usual rule given for **have to**:

*We use have to to express obligation or necessity, usually from an outside authority.*

This may be fine if it is aimed at adults or learners who already benefit from a thorough knowledge of English, or if it is subsequently translated into the mother tongue, but to my mind less than satisfactory to a child trying to grapple with the language. You will see that throughout the series I have adopted a more child-friendly tone.

Inevitably some grammatical terms do feature from time to time, but they are usually prepared for by a Remember box (see the example of syllables above).

Users of *The Grammar Champions* edition will notice that the grammar rules have been translated for the student.

### **Use and form**

Children need to know *why* they're learning a particular structure. In every chapter the use of grammar comes before the form. With luck, this will help to give children a reason for learning.

### **Exercises after grammar boxes**

Both remember boxes and grammar boxes are followed by a short exercise. These exercises consist of an example followed by four questions, with the exception of a few easier exercises in which you will find six or eight questions. The exercise aims to consolidate the material learnt in the grammar box and acts as a test of understanding before you go on to the next grammar box. The exercise practises only the rule taught in the grammar box. Throughout the series these are written exercises but they can, in most cases, also be done orally.

### **Exercises**

The main exercises (which you will find in the practice section in every chapter) bring together all the grammar points taught in the chapter.

The emphasis throughout the series is on written exercises. These can be done as homework or in class if time allows. Most exercises require ten written answers, though sometimes there may be fifteen or twenty. Each exercise starts with an example or model (indicated by a triangle) for the pupil to follow. Wherever possible, there is space for the pupil to write the answers in the

book itself. Only very occasionally you will find that the instruction calls for paper or a notebook.

There are several different types of exercise in the books. These range from fairly mechanical drill-type exercises designed to build confidence to exercises which require the pupil to *think* and produce language of his own based on the grammar he has learnt in the chapter. There are also puzzles, crosswords, reading comprehensions, cloze tests, writing activities, personalisation exercises and exercises providing for interaction with other members of the class. You will notice that there is frequently a **b** section to exercises. More often than not these provide an opportunity for oral work, pairwork or groupwork. Some chapters also end with a more light-hearted exercise which can be done in teams or as a class.

Since the grammar book is used as a supplement to the main coursebook you may find that there are more exercises than you or your students have either the time or need for. Because each child's linguistic competence is different we have quite deliberately squashed in as many exercises as we can. This gives you the flexibility to 'pick and choose' – the exercises have been written to allow you to select the ones you think will be most valuable to your particular students' needs. While it is written within the context set by the chapter, each exercise is independent of those that precede and follow it. There is no reason to feel that you cannot, say, do Exercise 8 if you haven't done Exercise 7. You will not be at a disadvantage if you use only the exercises you have time for. Additionally, any unused exercises may be set for the purposes of revision or for holiday and remedial work.

# Answers



## Articles

- 1
- Playing the violin
  - No

- 2
- (1) a book
  - (2) an apple
  - (3) a violin
  - (4) an elephant

- 3
- 1 an elephant.
  - 2 a dentist.
  - 3 a house.
  - 4 a teacher.

4 *Possible answers:*

- 1 I play the piano. OR I don't play the piano.
- 2 I play the guitar. OR I don't play the guitar.
- 3 I play the flute. OR I don't play the flute.
- 4 I play the violin. OR I don't play the violin.

- 5
- 1 lunch.
  - 2 Japan.
  - 3 Art.
  - 4 ice hockey.

6 *Pupils' own answers.*

7 *Here are twenty possible answers:*

- |            |               |
|------------|---------------|
| a curtain, | an egg,       |
| a coat,    | a bed,        |
| a clock,   | a skateboard, |
| a picture, | an elephant,  |
| a trumpet, | a football,   |
| a spider,  | an aeroplane, |
| a cat,     | a sock,       |
| a chair,   | an umbrella,  |
| an orange, | a shoe,       |
| an apple,  | a book.       |

- 8a
- 1 a nurse.
  - 2 an author.
  - 3 a taxi driver.
  - 4 an artist.
  - 5 a vet.
  - 6 a pilot.
  - 7 a postman.
  - 8 a shop assistant.
  - 9 an actor.
  - 10 a waitress.

- 8b
- 1 A secretary types letters.
  - 2 A mechanic repairs cars.
  - 3 A policeman catches thieves.
  - 4 A photographer takes photos.
  - 5 A hairdresser cuts hair.

- 9a
- 1 I play the saxophone.
  - 2 They play the trumpet.
  - 3 You play the guitar.
  - 4 We play the flute.
  - 5 She plays the violin.

9b *Pupils' own answers.*

- 10
- |       |          |
|-------|----------|
| (1) - | (9) -    |
| (2) - | (10) -   |
| (3) a | (11) -   |
| (4) - | (12) -   |
| (5) - | (13) -   |
| (6) a | (14) the |
| (7) a | (15) -   |
| (8) - | (16) the |

11a *Possible answers:*

- 1 He has a shower twice a day.
- 2 He practises the violin once a week.
- 3 He does the washing-up every day.
- 4 He eats mud pies ten times a day.
- 5 He has breakfast once a day.
- 6 He puts worms in Mabel's shoes once a month.
- 7 He stands on his head ten times a day.
- 8 He reads a book twice a month.
- 9 He buys a Mo and Snapper comic once a week.
- 10 He does his homework three times a week.

11b *Possible answers:*

- 1 How often do you go shopping?
- 2 How often do you listen to music?
- 3 How often do you go to the dentist?
- 4 How often do you use the telephone?
- 5 How often do you say 'hello'?

11c *Pupils' own answers.*





# Quantifiers 1

- 1 • No   
• Yes

- 2 (1) a (3) a  
(2) an (4) an

- 3 some tomatoes.  
some olives.  
some onions.  
some lettuce leaves.

- 4 There's some apple juice.  
There's some cheese.  
There's some meat.  
There's some butter.

- 5 There are a few cakes.  
There are a few bananas.  
There are a few sweets.  
There are a few oranges.

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

- 7 **Nouns you can count**  
There are a lot of bones.  
There are a lot of eggs.

**Nouns you can't count**  
There's a lot of meat.  
There's a lot of butter.

- 8 (1) ~~two~~/some salt.  
(2) ~~a~~/some water.  
(3) a/~~a~~ sauce.  
(4) three/~~a~~ tomatoes  
(5) some/~~a~~ honey.  
(6) ~~a~~/some sugar.  
(7) a/~~a~~ plate.  
(8) some/~~a~~ cheese.  
(9) a/~~a~~ banana milkshake.  
(10) some/~~a~~ orange juice.

- 9 **Singular**                      **Plural**  
bread                              biscuits  
carrot                              boys  
cheese                              cats  
coffee                              cherries  
knife                                flowers  
lemon                                forks  
meat                                 grapes  
rabbit                                peanuts  
spoon                                sweets  
tea

10 *Pupils' own answers.*

- 11 1 There's a bit of cheese.  
2 There are a few peanuts.  
3 There are a lot of sandwiches.  
4 There is a lot of milk.  
5 There's a bit of honey.  
6 There's a bit of coffee.  
7 There are a few biscuits.  
8 There's a lot of sugar.  
9 There are a few lemons.  
10 There are a lot of oranges.



## Quantifiers 2

- 1 • No   
• Yes
- 2 Have you got any milk?  
Have you got any biscuits?  
Have you got any cheese?  
Have you got any oranges?
- 3 I have some grapes?  
I have some water?  
you like some crisps?  
you like some bread?
- 4 1 How much      3 How much  
2 How many      4 How many
- 5 1 There isn't any juice.  
2 There aren't any biscuits.  
3 There isn't any cheese.  
4 There aren't any eggs.
- 6 **not many**      **not much**  
sweets            cheese  
tomatoes        bread  
bananas         butter
- 7a 1 Is there any bread?  
2 Are there any apples?  
3 Is there any orange juice?  
4 Are there any biscuits?  
5 Are there any sweets?  
6 Is there any sugar?  
7 Is there any cheese?  
8 Are there any bananas?  
9 Is there any peanut butter?  
10 Are there any grapes?
- 7b *Pupils' own answers.*
- 8a 1 How much sugar is there?  
2 How many sandwiches are there?  
3 How much butter is there?  
4 How many bananas are there?  
5 How many carrots are there?  
6 How much coffee is there?  
7 How much meat is there?  
8 How many cakes are there?  
9 How much cheese is there?  
10 How many tomatoes are there?
- 8b *Pupils' own answers.*
- 9 (1) any            (6) any            (11) some  
(2) much          (7) any            (12) any  
(3) any            (8) much          (13) some  
(4) any            (9) much          (14) any  
(5) many          (10) some        (15) some



## Nouns

- 1 • Water   
• A glass of water
- 2 *Pupils' own answers.*
- 3 1 have got  
2 chase  
3 lives  
4 eat
- 4 1 grows  
2 cleans  
3 tastes  
4 has got
- 5 (1) loaf  
(2) bags  
(3) bottle  
(4) cartons
- 6 **is**                      **are**  
sugar                    sweets  
rice                      onions  
milk                      melons  
a biscuit                milkshakes  
honey                    olives  
soup                      crisps  
a burger                sandwiches  
an orange                tomatoes
- 7a 1 It's a piece of cheese.  
2 It's a bowl of soup.  
3 It's a slice of bread.  
4 It's a cup of tea.  
5 It's a loaf of bread.  
6 It's a carton of milk.  
7 It's a glass of water.  
8 It's a carton of apple juice.  
9 It's a bag of rice.  
10 It's a bottle of tomato ketchup.
- 7b *Pupils' own answers.*
- 8 (1) a bottle of  
(2) a piece of  
(3) tins of  
(4) a carton of  
(5) a bag of  
(6) a bag of  
(7) a carton of  
(8) a slice of  
(9) a cup of  
(10) a loaf of



# Plurals

1 Yes

2 Possible answers:

- 1 Splodge has got two watches.
- 2 Mabel has got four new dresses.
- 3 Can I have six tomatoes?
- 4 I can see three girls in the garden/gardens.

- 3
- 1 stories
  - 2 fairies
  - 3 babies
  - 4 ladies

- 4
- 1 Sheep
  - 2 fish
  - 3 Children
  - 4 mice.

- 5
- 1 wolves
  - 2 lives
  - 3 loaves of bread
  - 4 thieves

- 6a
- (1) ladies
  - (2) noises
  - (3) animals
  - (4) canaries
  - (5) geese
  - (6) mice
  - (7) dogs
  - (8) babies
  - (9) foxes
  - (10) wolves
  - (11) owls
  - (12) leaves
  - (13) people
  - (14) children
  - (15) teeth
  - (16) feet
  - (17) thieves
  - (18) potatoes
  - (19) tomatoes
  - (20) witches

- 6b
- 1 strange noises.
  - 2 three geese.
  - 3 The canaries
  - 4 foxes, wolves and owls.
  - 5 the leaves.
  - 6 teeth.
  - 7 potatoes and tomatoes.
  - 8 witches.

- 7
- 1 TEETH
  - 2 KNIVES
  - 3 SHEEP
  - 4 PEOPLE
  - 5 FOXES
  - 6 POLICEMEN
  - 7 TOMATOES
  - 8 THIEVES
  - 9 LOAVES
  - 10 MICE
  - 11 BUSES
  - 12 WOLVES
  - 13 CHILDREN
  - 14 WIVES

The hidden word is HIPPOPOTAMUSES.

1	T	E	E	T	H											
	2	K	N	I	V	E	S									
3	S	H	E	E	P											
		4	P	E	O	P	L	E								
		5	F	O	X	E	S									
			6	P	O	L	I	C	E	M	A	N				
			7	T	O	M	A	T	O	E	S					
				8	T	H	I	E	V	E	S					
				9	L	O	A	V	E	S						
					10	M	I	C	E							
						11	B	U	S	E	S					
							12	W	O	L	V	E	S			
								13	C	H	I	L	D	R	E	N
										14	W	I	V	E	S	

8 Pupils' own answers.



# Adjectives 1

- 1 • The Adjective
- True

2 *Pupils' own answers.*

3 **Spodge** I'm nicer than you. Everybody loves me.

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

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

<b>4 One syllable</b>	<b>Two syllables</b>	<b>Three syllables</b>
cow	teacher	bicycle
big	boring	animal
run	rabbit	fantastic
	funny	crocodile

- 5
- 1 older
  - 2 nicer
  - 3 younger
  - 4 smaller

6 Spodge is thinner than the Adjective.  
Ruff is fitter than Tumble.

- 7
- 1 more difficult
  - 2 more handsome
  - 3 more intelligent
  - 4 more important

- 8
- 1 is funnier than Ruff.
  - 2 is heavier than Ruff.
  - 3 is happier than Mabel.
  - 4 is healthier than Tumble.

- 9
- 1 worse
  - 2 further

10

short	shorter
funny	funnier
small	smaller
thin	thinner
wide	wider
fat	fatter
old	older
easy	easier
tall	taller
slow	slower
bad	worse
happy	happier
nice	nicer
big	bigger

far	further
young	younger
heavy	heavier
wet	wetter
hot	hotter
cold	colder

- 11a
- 1 smaller
  - 2 worse
  - 3 tastier
  - 4 fatter
  - 5 thinner
  - 6 bigger
  - 7 further
  - 8 younger
  - 9 wider
  - 10 heavier

11b *Pupils' own answers.*

- 12
- (1) more difficult
  - (2) more intelligent
  - (3) easier
  - (4) more boring
  - (5) better
  - (6) more important
  - (7) more interesting
  - (8) more dangerous
  - (9) friendlier
  - (10) angrier

- 13
- 1 A tortoise is slower than a cat.
  - 2 Mabel is uglier than Mildred.
  - 3 I'm more handsome than you.
  - 4 My teddy bear is newer than your computer.
  - 5 Chocolate milkshakes are better than banana milkshakes.
  - 6 Mildred's parrot is friendlier than Mabel's cat.
  - 7 Your hands are dirtier than my hands.
  - 8 A tiger is more dangerous than a rabbit.
  - 9 Africa is hotter than the North Pole.
  - 10 Swimming is easier than skating.
  - 11 The Eiffel Tower is bigger than my house.
  - 12 A stone is heavier than a feather.

14 *Pupils' own answers.*



# Adjectives 2

- 1
- Splodge
  - Mabel

- 2 *These words should be circled:*  
 the most beautiful  
 the ugliest  
 the most handsome

- 3
- 1 two
  - 2 one
  - 3 two
  - 4 three

- 4
- 1 the youngest
  - 2 the fastest
  - 3 the slowest
  - 4 the nicest

- 5
- 1 the fittest
  - 2 the biggest
  - 3 the thinnest
  - 4 the wettest

- 6
- 1 Mabel is the most beautiful lady I know.
  - 2 I'm the most handsome pupil in my class.
  - 3 Ruff is the most interesting person I know.
  - 4 Dictionaries are the most useful books I've got.

- 7
- 1 the funniest
  - 2 the easiest
  - 3 the dirtiest
  - 4 the heaviest

- 8
- 1 the worst
  - 2 the best
  - 3 the furthest

9

Adjective	Comparative	Superlative
easy	easier	the easiest
happy	happier	the happiest
good	better	the best
new	newer	the newest
heavy	heavier	the heaviest
big	bigger	the biggest
far	further	the furthest
nice	nicer	the nicest
bad	worse	the worst
slow	slower	the slowest
thin	thinner	the thinnest

- 10a
- 1 Who's got the biggest feet in the class?
  - 2 Who's got the smallest ears in the class?
  - 3 Who's the oldest in the class?
  - 4 Who's the shortest in the class?
  - 5 Who's got the longest fingers in the class?
  - 6 Who's the fastest runner in the class?
  - 7 Who's got the shortest hair in the class?
  - 8 Who's the best swimmer in the class?
  - 9 Who's the tallest in the class?
  - 10 Who's the thinnest in the class?

10b-c *Pupils' own answers.*

- 11a
- 1 Cheetahs are the fastest.
  - 2 Giraffes are the tallest.
  - 3 Monkeys are the most intelligent.
  - 4 The North Pole is the coldest.
  - 5 Sharks are the most dangerous.
  - 6 Elephants are the biggest.
  - 7 Cars are the slowest.
  - 8 Rhinoceroses are the heaviest.
  - 9 *Pupils' own answers.*
  - 10 *Pupils' own answers.*

11b *Pupils' own answers.*

# Adverbs of manner

- 1 • No   
• No

2 *These words should be circled:*

well  
quickly  
slowly  
loudly

- 3 1 perfectly  
2 slowly  
3 quietly  
4 nicely

- 4 1 noisily  
2 messily  
3 busily  
4 angrily

- 5 1 well.   
2 fast.   
3 hard.

- 6 1 tired  
2 sweet  
3 lonely  
4 wet

- |             |                 |
|-------------|-----------------|
| 7 1 loudly. | 6 well.         |
| 2 fast.     | 7 hard.         |
| 3 quietly.  | 8 quickly.      |
| 4 badly.    | 9 correctly.    |
| 5 tidily.   | 10 beautifully. |

- 8 (1) beautifully  
(2) carefully  
(3) hard  
(4) fast  
(5) quietly  
(6) slowly  
(7) quickly  
(8) well  
(9) perfectly  
(10) messily

- 9 1 quickly/~~quick~~  
2 ~~quick~~/fast  
3 ~~nice~~/nice  
4 delicious/~~deliciously~~  
5 ~~good~~/well  
6 different/~~differently~~  
7 ~~hotly~~/hot  
8 busy/~~busily~~  
9 ~~funnily~~/funny  
10 ~~horribly~~/horrible

# Be

- 1 • No   
• No

2 *These words should be circled:*

was  
wasn't  
was  
wasn't  
was

- 3 1 isn't  
2 're  
3 're  
4 isn't

- 4 1 weren't  
2 was  
3 wasn't  
4 weren't

- 5 1 There are  
2 There's  
3 There are  
4 There's

- 6 (1) there were  
(2) There was  
(3) there were  
(4) There were

7 *Possible answers:*

- 1 My school isn't big.  
2 I am not/I'm not a crocodile.  
3 We aren't tall.  
4 The neighbours are friendly.  
5 My teacher is nice.  
6 Snapper is a crocodile.  
7 My friends are happy.  
8 You are funny.  
9 My parents are young.  
10 They are clever.

- 8 (1) was (6) were  
(2) were (7) were  
(3) were (8) was  
(4) wasn't (9) were  
(5) was (10) wasn't

9 *Pupils may write their answers in any order.*

- 1 Yesterday there were four birds.  
Today there are two birds.  
2 Yesterday there were two clouds.  
Today there's one cloud.  
3 Yesterday there wasn't a dog.  
Today there's a dog.  
4 Yesterday there was one umbrella.  
Today there are two umbrellas.

- 5 Yesterday there were two chairs.  
Today there's one chair.
- 6 Yesterday there was one bicycle.  
Today there are two bicycles.
- 7 Yesterday there was one tortoise/turtle.  
Today there are two tortoises/turtles.
- 8 Yesterday there was one girl.  
Today there are two girls.
- 9 Yesterday there was one ball.  
Today there are two balls.
- 10 Yesterday there were three fish/sharks.  
Today there are four fish/sharks.

*Pupils may also write another difference:*

Yesterday there was a boat.  
Today there isn't a boat.



## Present simple 1

- 1 • False   
• mice.
- 2 1 walks  
2 helps  
3 go  
4 play
- 3 1 Mo doesn't play hockey.  
2 Spike listens to loud music.  
3 Milly doesn't read newspapers.  
4 Mo's parents go to the theatre.
- 4 1 Yes, he does.  
2 *Pupils' own answers.*  
3 *Pupils' own answers.*  
4 *Pupils' own answers.*
- 5 1 Snapper rarely goes to school.  
2 Spike sometimes hits Mo.  
3 Mo always gets up late.  
4 Mo's parents often go to the cinema.
- 6a (1) finds  
(2) digs  
(3) lives  
(4) has  
(5) use  
(6) build  
(7) sleep  
(8) come  
(9) hunt  
(10) runs  
(11) looks  
(12) stay  
(13) carry  
(14) carries
- 6b 1 They build their holes near trees.  
2 No, they don't. They live in groups.  
3 They sleep in/during the day.  
4 No, they don't. They hunt in groups of three.  
5 The biggest Snafflewag runs ahead.  
6 They carry insects and snails.  
7 No, he doesn't. He never carries anything.  
8 The big Snafflewag always eats first.

**7a-b** *Pupils' own answers.*

# 11 Present simple 2

- 1
- Yes
  - Yes
- 2
- (1) doesn't believe
  - (2) thinks
  - (3) don't know
  - (4) wants
- 3
- 1 Do, like, do.
  - 2 Does, like, doesn't.
  - 3 Do, like, do.
  - 4 Does, like, doesn't.
- 4 *Pupils' own answers.*
- 5
- 1 thinks
  - 2 doesn't know
  - 3 understands
  - 4 don't believe
- 6a *Possible answers:*
- I love swimming in the sea.  
 I like books.  
 I like speaking English.  
 I hate vegetables.  
 I hate playing games.  
 I hate doing homework.  
 I like frogs.  
 I love pandas.  
 I hate Geography.  
 I like pop music.
- 6b *Pupils' own answers.*
- 7
- 1 doesn't believe
  - 2 Does, want
  - 3 knows
  - 4 thinks
  - 5 wants
  - 6 doesn't understand
  - 7 Do, believe
  - 8 understands
  - 9 Do, think
  - 10 doesn't want
- 8 *Pupils' own answers.*
- 9a-b *Pupils' own answers.*

# 12 Present simple and continuous

- 1
- Eight o'clock
  - Past Mo's house
- 2 *These words should be circled:*
- sees  
 leaves  
 delivers  
 are  
 knows
- 3 *These words should be circled:*
- 's delivering  
 is planning  
 's laughing  
 's putting  
 isn't laughing
- 4
- 1 hides
  - 2 is hiding
  - 3 's laughing
  - 4 laughs
- 5a
- |                |               |
|----------------|---------------|
| 1 leaves       | 6 's helping  |
| 2 's waiting   | 7 thinks      |
| 3 delivers     | 8 's watching |
| 4 isn't coming | 9 's telling  |
| 5 does         | 10 wants      |
- 5b
- 1 No, he doesn't. He usually leaves at eight.
  - 2 He's waiting for the postman to come.
  - 3 He usually delivers letters.
  - 4 The postman isn't coming.
  - 5 He always does his homework for him.
  - 6 He's helping him to play a trick.
  - 7 He thinks he'll come soon.
  - 8 He's watching the postman.
  - 9 He's telling him to hide.
  - 10 He wants the water to fall on the postman.
- 6 *Pupils' own answers.*
- 7
- (1) 're watching
  - (2) walks
  - (3) wants
  - (4) 's looking
  - (5) are laughing
  - (6) are hiding
  - (7) love
  - (8) thinks
  - (9) 's looking
  - (10) doesn't know



# Present continuous for the future

- 1
- Go out
  - Have a party
- 2 *These words should be circled:*
- 're eating  
're going  
is babysitting  
isn't going  
's having
- 3
- 1 are staying
  - 2 aren't coming
  - 3 is looking
  - 4 aren't eating
- 4
- 1 he isn't.
  - 2 they are.
  - 3 they are.
  - 4 he isn't.
- 5
- 1 No   
Tomorrow evening.
  - 2 No   
After school.
  - 3 No   
Next Saturday.
  - 4 No   
Next weekend.
  - 5 No   
Next year.
- 6
- 1 On Monday at three Mo's mum and dad are going to Mo's school.
  - 2 At lunchtime on Tuesday Mo and Snapper are meeting Pad.
  - 3 On Tuesday afternoon they're playing tennis with Billy.
  - 4 On Tuesday evening Mo is visiting his grandparents.
  - 5 At five o'clock on Tuesday Milly is going swimming with Mo.
  - 6 On Monday evening Mo's mum and dad are going to the cinema.
  - 7 At half past four on Thursday Mo is going to the dentist's.
  - 8 On Thursday evening Milly is staying with her friend.
  - 9 On Friday evening Mo and Snapper are having a party.
  - 10 Next weekend Mo's mum and dad are visiting friends in Rome.

- 7
- (1) 'm helping
  - (2) 's, doing
  - (3) 's learning
  - (4) 'm going
  - (5) Is, teaching
  - (6) 's meeting
  - (7) 're watching
  - (8) 'm travelling
  - (9) 're staying
  - (10) 's taking

**8a** *Possible answers:*

- 1 are you getting there?
- 2 are you staying?
- 3 are you doing?
- 4 are you meeting?
- 5 are you coming back?

**8b** *Pupils' own answers.*

## 14

## Past simple

- 1 • Yesterday   
• No
- 2 *These words should be circled:*  
put came wasn't ate didn't believe
- 3 1 I washed my hands after breakfast.  
2 I watched television last night.  
3 I studied in my bedroom all day.  
4 I stopped doing my homework at seven o'clock.

4-6 *Pupils' own answers.*

- 7 1 in January   
2 at half past twelve.   
3 in 1999.   
4 last Sunday.
- 8 (1) lived (6) decided  
(2) was (7) dived  
(3) talked (8) watched  
(4) walked (9) picked  
(5) looked (10) smiled
- 9 1 We didn't take the biscuits.  
2 We didn't break the radio.  
3 We didn't paint the car.  
4 We didn't drink the lemonade.  
5 We didn't cut Milly's hair.  
6 We didn't drop the plates.  
7 We didn't write on the walls.  
8 We didn't throw tomatoes at Milly.  
9 We didn't put the cat in the bin.  
10 We didn't use Dad's camera.

- 10 1 wrote, two days ago.  
2 was three months ago.  
3 lived, six years ago.  
4 learnt, a year ago.  
5 had, two weeks ago.  
6 broke, four years ago.  
7 started, five years ago.  
8 stayed, a month ago.  
9 woke, two hours ago.  
10 met, five years ago.

- 11a 1 When was your birthday?  
2 When did you start going to school?  
3 When did you last play football?  
4 When did you live in London?  
5 When did you learn to read?  
6 When did you last wash your hands?  
7 When did you last watch a film?  
8 When did you break your leg?

11b *Pupils' own answers.*

12 *Pupils' own answers.*

## 15

## Past continuous

- 1 • No   
• He was making a Mooncake.

2 *Pupils' own answers.*

- 3 *These words should be circled:*  
wasn't sleeping  
was making  
was doing  
was making  
was catching

- 4 1 was singing  
2 weren't drinking  
3 was reading  
4 weren't watching

5 *Pupils' own answers.*

- 6a 1 was washing up.  
2 was reading a book.  
3 was eating a banana.  
4 was cooking.  
5 was telephoning.  
6 were polishing their shoes.  
7 was watching television.  
8 were eating (some) cheese.  
9 was drinking some water.  
10 were talking to a/the cat.

6b *Pupils' own answers.*

- 7a (1) was dreaming  
(2) was feeling  
(3) was thinking  
(4) was reading  
(5) was inventing  
(6) was mixing  
(7) was working  
(8) were having  
(9) was shouting  
(10) was making

7b *Pupils' own answers.*

8a-b *Pupils' own answers.*

9 *Pupils' own answers.*

# 16

## Past simple and continuous

- 1
- Climbing
  - Mo's mum
- 2
- 1 were playing
  - 2 was doing
  - 3 was having
  - 4 were building
- 3
- 1 Mo's friends were playing football.
  - 2 Snapper was climbing a tree.
- 4
- 1 was making, rang
  - 2 were walking, started
  - 3 was riding, hit
  - 4 were sleeping, began
- 5a
- Number 3 was fighting.  
 Numbers 13 and 14 were dancing.  
 Number 12 was cooking.  
 Number 5 was reading.  
 Number 11 was using a telephone.  
 Mo/Number 2 was listening to music.  
 Numbers 4 and 6 were playing cards.  
 Number 9 was eating crisps.  
 Number 7 was riding a bicycle.  
 Number 10 was writing a letter.
- 5b
- See answers to Exercise 5a.
- 6
- 1 He was playing football.
  - 2 She was driving her car.
  - 3 He was washing up.
  - 4 They were building a rocket.
  - 5 They were fishing.
- 7
- 1 Milly was planting flowers when Mo jumped on the roses.
  - 2 We were playing hide and seek when we saw a strange shadow.
  - 3 Snapper was sitting on the beach when it started to rain.
  - 4 Mo and Snapper were digging in the garden when they found an old coin.
  - 5 They were having a party when the lights went off.

8a-b Pupils' own answers.

9 Pupils' own answers.

10 Pupils' own answers.

# 17

## Present perfect simple 1

- 1
- His life
  - No
- 2
- These words should be circled:
- hasn't seen  
 's talked  
 hasn't met  
 's visited  
 hasn't been  
 's travelled  
 hasn't ridden

3

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

- 4
- 1 Tumble is at the supermarket now.
  - 2 There's a mistake in the first impression of the student's book.  
 For Mabel read Mildred. The correct answer is:  
 Ruff is with Mildred now.
  - 3 Splodge went to Wibble Zoo but he's come back now.
  - 4 They're at Wibble Zoo now.
- 5
- 1 've travelled
  - 2 hasn't
  - 3 's swum
  - 4 haven't climbed

6 Pupils' own answers.

- 7
- 1 ever
  - 2 never
  - 3 ever
  - 4 never

- 8
- 1 Splodge has washed a hippopotamus.
  - 2 Splodge has driven a tractor.
  - 3 Splodge has talked to an alien.
  - 4 Splodge has flown a glider.

# Present perfect simple 2

- 5 Splodge has found buried treasure.
- 6 Splodge has built a sand castle.
- 7 Splodge has won first prize.
- 8 Splodge has eaten with chopsticks.
- 9 Splodge has drunk coffee.
- 10 Splodge has visited the North Pole.

- 9
- (1) 've eaten
  - (2) Have, been
  - (3) has travelled
  - (4) Has, seen
  - (5) 's, met
  - (6) 've, spoken
  - (7) 's gone
  - (8) Have, been
  - (9) 've, flown
  - (10) 've, swum

**10a-b** Pupils' own answers.

**11a-b** Pupils' own answers.

**12a-b** Pupils' own answers.

**13** Pupils' own answers.

- 1
- No
  - Mo

- 2 These words should be circled:
- has drunk  
have broken  
has put  
has unwrapped

3

	Base verb	Past simple	Past participle
1	walk	walked	walked
2	invite	invited	invited
3	see	saw	seen
4	send	sent	sent
5	wrap	wrapped	wrapped
6	cut	cut	cut

- 4
- 1 His party has started.
  - 2 His friends have arrived.
  - 3 He hasn't cut the cake.
  - 4 They haven't given him a present.
- 5
- |   |                |               |
|---|----------------|---------------|
| 1 | Has, cut,      | he hasn't.    |
| 2 | Have, arrived, | they have.    |
| 3 | Have, eaten,   | they haven't. |
| 4 | Has, talked,   | he has.       |
- 6
- a few minutes ago.
- Yes
- No
- 7
- 1 Has Pad unwrapped his presents yet?
  - 2 Have Pad's friends arrived yet?
  - 3 Has Pad cut the cake yet?
  - 4 Have Mo and Snapper written Pad's card yet?
- 8
- (1) have, wrapped
  - (2) haven't given
  - (3) Have, bought
  - (4) 've drawn
  - (5) Have, written
  - (6) haven't changed
  - (7) haven't washed
  - (8) haven't combed
  - (9) haven't cleaned
  - (10) haven't found
- 9a
- They've already sent the invitations.  
They've already made the chocolate cake.  
They've already decorated the room.  
They haven't put the candles on the cake yet.  
They've already cut the sandwiches.

# Present perfect simple 3

They haven't chosen the music yet.  
 They've already baked the biscuits.  
 They've already bought the prizes.  
 They've already laid the table.  
 They haven't hidden the presents yet.

9b *Pupils' own answers.*

- 10
- 1 Mo has just hidden it.
  - 2 Mo has just woken up.
  - 3 Mo has just eaten it.
  - 4 Mo has just drunk it.
  - 5 Mo has just missed it.
  - 6 Mo has just told a joke.
  - 7 Mo has just turned it on.
  - 8 Mo has just smashed it.
  - 9 Mo has just had a bath.
  - 10 Mo has just fallen over.

- 1
- eleven years.
  - eleven years old.

- 2
- 1 Yes
  - 2 Yes

3

	Base verb	Past simple	Past participle
	have	had	had
1	live	lived	lived
2	study	studied	studied
3	be	was	been
4	know	knew	known
5	like	liked	liked

- 4
- 1 has lived
  - 2 has had
  - 3 hasn't written
  - 4 hasn't been

- 5
- |   |              |               |
|---|--------------|---------------|
| 1 | Has, been,   | he hasn't.    |
| 2 | Have, lived, | they have.    |
| 3 | Has, known,  | he has.       |
| 4 | Have, been,  | they haven't. |

- 6
- 1 Ten years.
  - 2 Six months.

7 *Pupils' own answers.*

8

For ...	Since ...
five years	Saturday
a week	I was a baby
a month	15 July
six months	last Monday
an hour	January
three minutes	I was ten
half an hour	last week
four weeks	five o'clock
a year	half past two
a long time	Friday
	1999
	last term

9 *Pupils' own answers.*

10 *Pupils' own answers.*

- 11
- 1 He hasn't spoken to Mildred since Thursday.
  - 2 He hasn't been to the shops since Saturday.
  - 3 He hasn't had a party since his last birthday.
  - 4 He hasn't listened to the radio since September.
  - 5 He hasn't seen a film since 10 October.
  - 6 He hasn't bought new clothes since last year.
  - 7 He hasn't told Splodge a story since Tuesday night.
  - 8 He hasn't drawn a picture since he was ten.
  - 9 He hasn't written a letter since June.
  - 10 He hasn't done the washing-up since Friday.

12 *Pupils' own answers.*



# Going to and will 1

- 1
- Do his homework
  - Play football

- 2
- 1 is going to
  - 2 is going to
  - 3 are going to
  - 4 is going to

- 3
- 1 They're going to buy a new car.
  - 2 She isn't going to do her homework.
  - 3 He isn't going to go to bed.
  - 4 They're going to write a book.

- 4
- 1 Is, going to, he is.
  - 2 Is, going to, he isn't.
  - 3 Are, going to, they are.
  - 4 Is, going to, she isn't.

- 5
- 1 I'm thirsty.  
I'll get you a drink.
  - 2 I can't do my homework.  
Don't worry, I'll help you.
  - 3 The cat has hurt its leg.  
I'll telephone the vet.
  - 4 I've broken my skateboard.  
I'll mend it for you.

- 6
- 1 'm going to  
'll
  - 2 'm going to  
'll

- 7
- |    | Decided<br>earlier                  | Decides<br>now                      |
|----|-------------------------------------|-------------------------------------|
| 1  | <input checked="" type="checkbox"/> |                                     |
| 2  |                                     | <input checked="" type="checkbox"/> |
| 3  |                                     | <input checked="" type="checkbox"/> |
| 4  | <input checked="" type="checkbox"/> |                                     |
| 5  | <input checked="" type="checkbox"/> |                                     |
| 6  |                                     | <input checked="" type="checkbox"/> |
| 7  | <input checked="" type="checkbox"/> |                                     |
| 8  |                                     | <input checked="" type="checkbox"/> |
| 9  | <input checked="" type="checkbox"/> |                                     |
| 10 |                                     | <input checked="" type="checkbox"/> |

- 8a
- 1 No, he isn't.  
Is Mo going to play football?
  - 2 No, he isn't.  
Is Snapper going to brush his teeth?
  - 3 No, she isn't.  
Is Milly going to go shopping?
  - 4 No, he isn't.  
Is Spike going to go cycling?
  - 5 No, they aren't.  
Are Mo's parents going to go to the cinema?

- 8b** Partner A What's Mo going to do?  
 Partner B He's going to play football.
- Partner B What's Snapper going to do?  
 Partner A He's going to brush his teeth.
- Partner A What's Milly going to do?  
 Partner B She's going to go shopping.
- Partner B What's Spike going to do?  
 Partner A He's going to go cycling.
- Partner A What are Mo's parents going to do?  
 Partner B They're going to go to the cinema.

- 9a**
- 1 I'll turn the radio down.
  - 2 I'll make some sandwiches.
  - 3 I'll get you an aspirin.
  - 4 I'll find them.
  - 5 I'll feed it.
  - 6 I'll help you.
  - 7 I'll tidy it.
  - 8 I'll play football with you.
  - 9 I'll mend it for you.
  - 10 I'll telephone the dentist.

**9b** Pupils' oral answers derived from Exercise 9a.

**10** Pupils' own answers.

- 11**
- (1) 'm, going to
  - (2) 'm going to
  - (3) is going to
  - (4) are going to
  - (5) 'll
  - (6) 'll
  - (7) 'm going to
  - (8) 'll
  - (9) 'm going to
  - (10) 'm going to



## Going to and will 2

- 1**
- In hospital
  - Mo's going to fall down a hole.
- 2**
- 1 going to
  - 2 going to
  - 3 going to
  - 4 going to
- 3**
- (1) 're going to
  - (2) is going to
  - (3) isn't going to
  - (4) 's going to
- 4**
- 1 Is Mo going to be late?
  - 2 Is Mo going to pass the exam?
  - 3 Are they going to win the match?
  - 4 Is she going to be tired?
- 5** *These should be circled:*
- 1 'll
  - 2 won't
  - 3 'll
  - 4 won't
- 6**
- No   
 No   
 No
- 7**
- 1 won't
  - 2 will
  - 3 won't
  - 4 will
- 8**
- 1 he will.
  - 2 he will.
  - 3 he won't.
  - 4 he won't.
- 9**
- 1 He's going to fall.
  - 2 They're going to miss the bus.
  - 3 He's going to do some homework.
  - 4 She's going to call a friend.
  - 5 They're going to jump into the pool.
  - 6 He's going to drop the bowls/plates.
  - 7 He's going to wash the car.
  - 8 They're going to go fishing.
  - 9 She's going to make a cake.
  - 10 He's going to mow the lawn.
- 10** *Pupils' own answers.*
- 11**
- 1 Snapper thinks Pad will be a bus driver.
  - 2 He thinks Mo will be a famous actor.
  - 3 No, he doesn't. He thinks Mo will be rich.
  - 4 He thinks Mo will live in America.
  - 5 He thinks Mo's house will have a swimming-pool.
  - 6 He thinks he'll be Mo's manager.

# 22

## Passive 1

- 1 • People decorate the streets.   
 • No

- 2 *These words should be underlined:*  
 are planted  
 are eaten  
 is given

- 3 1 No   
 2 No

4

	Base verb	Past simple	Past participle
	walk	walked	walked
1	hang	hung	hung
2	make	made	made
3	open	opened	opened
4	fly	flew	flown
5	decorate	decorated	decorated

- 5 1 are eaten  
 2 is sung  
 3 is organised  
 4 are given

- 6 1 was decorated  
 2 was organised  
 3 were planted  
 4 were hung

- 7a (1) are sent  
 (2) is sung  
 (3) is organised  
 (4) are picked  
 (5) are made  
 (6) is decorated  
 (7) are shown  
 (8) are given  
 (9) is lit/lighted  
 (10) are cooked

- 7b 1 They are sent home to draw pictures and make cakes.  
 2 The Wibble song is sung.  
 3 A big picnic is organised.  
 4 Cherries and grapes are picked.  
 5 They're decorated with flags and ribbons.  
 6 Films are shown at the cinema and the children are given presents.  
 7 A big bonfire is lit/lighted in the town square.  
 8 Potatoes, burgers and baked apples are cooked for supper.

- 8 1 is planted.  
 2 are hidden for children to find.  
 3 is rung every seventeen minutes.  
 4 are read in the town square.  
 5 are ridden on the pavements.  
 6 is chosen in the fancy dress competition.  
 7 are told.  
 8 is painted green with pink spots.  
 9 is sold.  
 10 are flown in the fields outside Wibble.

- 9a 1 was opened  
 2 was made  
 3 was found  
 4 were invented  
 5 was discovered  
 6 were sold  
 7 was fought  
 8 were hurt  
 9 was burnt/burned  
 10 were lost

- 9b It was opened in 1603.  
 Toffee was made there for fifty years.  
 Chocolate was found.  
 Chocolate bars and drinks were invented.  
 Chocolate was sold for bars of gold.  
 There was a battle in Wibble Woods.  
 It was burnt/burned down.  
 They were lost in the fire.



# Passive 2

- 1
- Yes
  - No

- 2 These words should be underlined:
- is swept                      are painted  
are tidied                    are washed

3

	Base verb	Past simple	Past participle
	wash	washed	washed
1	paint	painted	painted
2	put	put	put
3	dust	dusted	dusted
4	buy	bought	bought
5	make	made	made

- 4
- 1 will be given
  - 2 will be tested
  - 3 will be washed
  - 4 will be locked

- 5
- 1 hasn't been tidied
  - 2 have been made
  - 3 hasn't been found
  - 4 have been dusted

- 6a
- 1 Salt will be added to Spell 22.
  - 2 The test tubes will be emptied.
  - 3 The Ruffbug machine will be turned off.
  - 4 The shelves will be dusted.
  - 5 Splodge's hair will be brushed.
  - 6 The cupboard will be tidied.
  - 7 The green powder will be put away.
  - 8 The Hot Rain will be stirred.
  - 9 Potion 103 will be hidden.
  - 10 The machines will be checked.
  - 11 The chemicals will be mixed.
  - 12 Biscuits will be bought.
  - 13 New spells will be written.
  - 14 The Magic Potion Book will be found.
  - 15 Pink pancakes will be made.

- 6b See answers to Exercise 6a.

- 7
- 1 The books have been put away.
  - 2 The curtains have been washed.
  - 3 Fizzy Ink has been made.
  - 4 The window has been mended.
  - 5 Gold dust has been bought.
  - 6 The dustbin has been emptied.
  - 7 The sink has been cleaned.
  - 8 The floor has been swept.
  - 9 The bottles have been tidied.
  - 10 The walls have been painted.

- 8a
- 1 No, all the test tubes haven't been emptied.
  - 2 No, the Magic Potion Book hasn't been found.
  - 3 *Pupils' own answers.*
  - 4 Yes, the pink pancakes have been made.
  - 5 Yes, new spells have been written.
  - 6 No, the biscuits haven't been bought.
  - 7 No, Splodge's hair hasn't been brushed.
  - 8 Yes, the green powder has been put away.
  - 9 Yes, the tap has been turned off.
  - 10 No, the worms haven't been put away.

- 8b *Pupils' own answers.*

24

# First conditional

- 1
- tidy his bedroom.
  - some sweets.
- 2
- 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.
- 3
- 1 No
  - 2 No
- 4
- 1 'll buy him a present.
  - 2 'll play football.
- 5
- 1 I won't be happy if I fail my exams.
  - 2 I'll buy a comic if I get my pocket money.
  - 3 I won't give you my comics if you don't help me.
  - 4 I'll be late if I don't run.
- 6
- 1 If you post my letter, I'll make you some chocolate biscuits.
  - 2 If you get my handbag, I'll give you a sweet.
  - 3 If you help me in the garden, I'll take you to the cinema.
  - 4 If you help Milly with her homework, I'll buy you a football.
  - 5 If you wash the car, I'll give you a comic.
  - 6 If you tidy the kitchen, I'll take you to the zoo.
  - 7 If you take the dog for a walk, I'll get you a video.
  - 8 If you write to your uncle, I'll cook you your favourite meal.
  - 9 If you pass your French test, I'll buy you a new skateboard.
  - 10 If you find my glasses, I'll help you with your homework.
- 7a
- 1 they'll have a picnic.
  - 2 they'll climb trees.
  - 3 they'll look for elephants.
  - 4 they'll go camping.
  - 5 they'll ride Mo's bicycle.
  - 6 they'll dig for treasure.
  - 7 they'll go fishing.
  - 8 they'll play tennis.
  - 9 they'll build a tree house.
  - 10 they'll play hide and seek.

7b-c *Pupils' own answers.*

8a-b *Pupils' own answers.*

25

# Ability

- 1
- True
  - True
- 2 *Pupils' own answers.*
- 3 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.
- 4
- (1) could
  - (2) couldn't
  - (3) could
  - (4) couldn't
- 5
- 1 Could, they couldn't.
  - 2 Could, he could.
  - 3 Could, she could.
  - 4 Could, she couldn't.
- 6a
- 1 He can write letters.
  - 2 He can make magic potions.
  - 3 He can stand on his head.
  - 4 He can play the violin.
  - 5 He can use the telephone.
  - 6 He can paint pictures.
  - 7 He can cook pink pancakes.
  - 8 He can spell 'rhinoceros'.
  - 9 He can run faster than Tumble.
  - 10 He can ride a bicycle.
- 6b *Pupils' own answers.*
- 7a-b *Pupils' own answers.*
- 8a
- 1 He could make mud pies but he couldn't make an omelette.
  - 2 He could swim but he couldn't dive.
  - 3 He could play football but he couldn't play tennis.
  - 4 He could speak English but he couldn't speak Japanese.
  - 5 He could count to ten but he couldn't add.
- 8b-c *See answers to Exercise 8a.*

# Permission

- 1 • Yes   
• No
- 2 1 Can, you can.  
2 Can, you can't.  
3 Can, they can't.  
4 Can, you can.
- 3 1 Could I drink Ruff's potions?  
2 Could we watch television tonight?  
3 Could I play with your computer?  
4 Could we go to the funfair tomorrow?
- 4 1 isn't allowed to go to the cinema tomorrow.  
2 're allowed to visit our friends.  
3 isn't allowed to put glue in Mabel's shoes.  
4 're allowed to buy a comic.
- 5 1 wasn't allowed to  
2 was allowed to  
3 wasn't allowed to  
4 were allowed to
- 6 *Pupils' own answers.*
- 7a-b *Pupils' own answers.*
- 8 1 He's allowed to go swimming.  
2 He's allowed to visit Lionel.  
3 He isn't allowed to take Sticky to school.  
4 He isn't allowed to paint Tumble's face.  
5 He's allowed to buy some Mo and Snapper comics.  
6 He's allowed to go to the Mud Pie Café.  
7 He isn't allowed to help Ruff in the Lab.  
8 He's allowed to make some Alphabet Soup.  
9 He isn't allowed to use Ruff's Eggbomb Machine.  
10 He isn't allowed to learn the piano.
- 9a (1) was allowed to (6) was allowed to  
(2) wasn't allowed to (7) wasn't allowed to  
(3) wasn't allowed to (8) was allowed to  
(4) wasn't allowed to (9) weren't allowed to  
(5) wasn't allowed to (10) wasn't allowed to
- 9b No, she wasn't.  
Yes, she was.  
No, she wasn't.  
Mildred wasn't allowed to eat chocolate.  
No, she wasn't.  
Yes, she was.  
When she was thirteen.  
Mabel wasn't allowed to have pets.  
No, she wasn't.

# Requests

- 1 • Yes   
• No
- 2 1 Can  
2 Can  
3 Can  
4 Can
- 3 1 Would you get me a jumper?  
2 Would you pass me the newspaper?  
3 Would you find my pencil case?  
4 Would you make me a cup of tea?
- 4a (1) will you telephone  
(2) Will you find/bring  
(3) will you find/bring  
(4) will you make  
(5) Will you open  
(6) will you draw  
(7) will you be  
(8) will you turn off  
(9) Will you leave  
(10) will you shut
- 4b *Pupils' own answers.*
- 5a 1 Could you make some chairs, please?  
2 Could you make a shelf for my comics, please?  
3 Could you buy me a television, please?  
4 Could you hang a rope out of the window, please?  
5 Could you write my name on the door, please?  
6 Could you draw a picture on the door, please?  
7 Could you put a lock on the door, please?  
8 Could you give me the fridge, please?  
9 Could you build a tree house for Snapper, too, please?  
10 Could you paint the roof, please?
- 5b *Pupils' own answers.*



# Obligation 1

- 1 • No   
• it's late.
- 2 1 must  
2 must  
3 must  
4 must
- 3 1 I must find my comic.  
2 I must give Sticky an apple.  
3 I must make some mud pies.  
4 I must wash my T-shirt.
- 4 1 should  
2 should  
3 should  
4 should
- 5a 1 You must learn your French verbs.  
2 You must wash your hands.  
3 You must be polite to Mabel.  
4 You must write a letter to Mildred.  
5 You must find your yellow socks.  
6 You must stop eating banana sandwiches.  
7 You must go to school.  
8 You must mend your bicycle tyre.  
9 You must save your pocket money.  
10 You must make your bed.
- 5b *Pupils' own answers.*
- 6 1 I must write to him.  
2 I must ask Ruff.  
3 I must invite my friends.  
4 I must get new posters.  
5 I must learn some French verbs.  
6 I must telephone him.  
7 I must hide my diary.  
8 I must find the key.  
9 I must buy it.  
10 I must ask him to take me out.
- 7 1 You should go to bed when they tell you.  
2 You should be nice to Verbs.  
3 You should share your mud pies.  
4 You should be polite to Ruff and Tumble.  
5 You should brush your teeth twice a day.  
6 You should get up earlier.  
7 You should stop putting glue in Ruff's shoes.  
8 You should listen to your teacher.  
9 You should do the washing-up once a week.  
10 You should be kind to Ruff and Tumble.



# Obligation 2

- 1 • Mo   
• True
- 2 1 has to  
2 has to  
3 has to  
4 has to
- 3 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.
- 4 1 has to  
2 don't have to  
3 have to  
4 doesn't have to
- 5a 1 Mo has to do the washing-up.  
2 Mo has to clean the kitchen.  
3 Mo has to mow the lawn.  
4 Mo has to tidy the bedrooms.  
5 Mo has to do some homework.  
6 Milly and Snapper have to post some letters.  
7 Milly and Snapper have to buy a newspaper.  
8 Milly and Snapper have to feed the dog.  
9 Milly and Snapper have to make the beds.  
10 Milly and Snapper have to water the plants.
- 5b *Pupils' own answers.*
- 6 1 doesn't have to revise  
2 don't have to buy  
3 doesn't have to borrow  
4 doesn't have to take  
5 don't have to walk
- 7 (1) don't have to  
(2) don't have to  
(3) have to  
(4) have to  
(5) don't have to  
(6) have to  
(7) don't have to  
(8) have to  
(9) have to  
(10) don't have to

# Prohibition

- 1
- False
  - True
- 2
- 1 You mustn't
  - 2 You mustn't
  - 3 You mustn't
  - 4 You mustn't
- 3
- 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.
- 4a
- 1 You mustn't fall asleep.
  - 2 You mustn't talk to Snapper.
  - 3 You mustn't laugh at Milly.
  - 4 You mustn't shout at the actors.
  - 5 You mustn't throw paper planes.
  - 6 You mustn't drink anything.
  - 7 You mustn't cough.
  - 8 You mustn't eat anything.
  - 9 You mustn't be noisy.
  - 10 You mustn't forget to clap.
- 4b *Pupils' own answers.*
- 5
- 1 You shouldn't leave gates open.
  - 2 You shouldn't light fires.
  - 3 You shouldn't walk on plants.
  - 4 You shouldn't leave rubbish.
  - 5 You shouldn't steal fruit.
  - 6 You shouldn't break branches off trees.
  - 7 You shouldn't take eggs from birds' nests.
  - 8 You shouldn't pick wild flowers.
  - 9 You shouldn't write on trees.
  - 10 You shouldn't make a lot of noise.
- 6 *Pupils' own answers.*
- 7 *Pupils' own answers.*

# Advice

- 1
- No
  - No
- 2 five
- 3
- 1 He ought to be nice to Mabel.
  - 2 He ought to clean her car for her.
  - 3 He ought to send her a card.
  - 4 He ought to buy her a present.
- 4a
- 1 She should take it to the garage.
  - 2 He should go to sleep.
  - 3 He should put a plaster on it.
  - 4 She should water the plants.
  - 5 He should ask Ruff and Tumble.
  - 6 They should go to a travel agent's.
  - 7 He should take him to the vet's.
  - 8 They should go to the dentist's.
  - 9 He should send him a card.
  - 10 He should eat less.
- 4b *Pupils' own answers.*
- 5
- 1 They ought to drink less coffee.
  - 2 He ought to take some exercise.
  - 3 They ought to go to bed earlier.
  - 4 He ought to see the doctor.
  - 5 She ought to be careful.
  - 6 They ought to take it to the police station.
  - 7 He ought to revise.
  - 8 He ought to buy a diary.
  - 9 He ought to say 'sorry'.
  - 10 He ought to practise harder.
- 6a-b *Pupils' own answers.*
- 7 *Pupils' own answers.*

# 32

## Deduction

- 1
- it's got four legs.
  - it hasn't got long ears.
- 2
- 1 must
  - 2 must
  - 3 must
  - 4 must
- 3
- 1 No, it can't.
  - 2 No, it can't.
- 4
- 1 He must be a baker.
  - 2 She must be a secretary.
  - 3 She must be an actress.
  - 4 He must be a dentist.
  - 5 She must be a vet.
  - 6 He must be an inventor.
  - 7 She must be a taxi-driver.
  - 8 He must be a teacher.
  - 9 She must be a waitress.
  - 10 He must be a weatherman.
- 5
- He must be French.  
She must be Greek.  
They must be Italian.  
She must be Egyptian.  
They must be Turkish.  
He must be Spanish.
- 6
- 1 It can't be Mr C. It must be Mr A, Mr B, Mr D or Mr E.
  - 2 It can't be Mr B. It must be Mr A, Mr D or Mr E.
  - 3 It can't be Mr A. It must be Mr D or Mr E.
  - 4 It can't be Mr D. It must be Mr E.
  - 5 Mr E stole the Ruffbug.
- 7
- (1) can't
  - (2) must
  - (3) can't
  - (4) can't
  - (5) can't
  - (6) must
  - (7) must
  - (8) must
  - (9) must
  - (10) can't
- 8 *Pupils' own answers.*

# 33

## Phrases of place

- 1
- outside.
  - inside.
- 2 *These words should be circled:*
- 1 in
  - 2 under
  - 3 in
  - 4 next to
- 3
- 1 between
  - 2 behind
  - 3 in front of
  - 4 next to
- 4
- 1 Yes
  - 2 No
- 5a
- 1 between
  - 2 next to
  - 3 between
  - 4 above
  - 5 opposite
  - 6 next to
  - 7 above
  - 8 between
  - 9 above
  - 10 below
- 5b
- 1 No, it's opposite the newsagent's.
  - 2 There's a flag above the town hall.
  - 3 Yes, there's a shop/chemist's below the surgery.
  - 4 There's a toy shop between the post office and the butcher's.
  - 5 There's a surgery above the chemist's.
  - 6 No, it's next to the newsagent's.
  - 7 No, it's between a shop and a bank.
  - 8 There's a school next to the park.
- 5c *Pupils' own answers.*
- 6
- 1 outside
  - 2 under
  - 3 above
  - 4 between
  - 5 in
  - 6 behind
  - 7 far from
  - 8 near
  - 9 opposite
  - 10 outside
- 7 *Pupils' own answers.*

34

## Phrases of time\*

- 1
- on Tuesday. ✓
  - at one o'clock. ✓
- 2 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 Tuesday they're going to see a volcano.

- 3
- 1 on
  - 2 at
  - 3 On
  - 4 in

- 4
- 1 On
  - 2 On
  - 3 On
  - 4 On

- 5
- 1 every
  - 2 from, to
  - 3 next
  - 4 This

- 6a
- 1 This
  - 2 At
  - 3 tomorrow
  - 4 in
  - 5 At
  - 6 in
  - 7 at
  - 8 On
  - 9 at
  - 10 Next

6b *Pupils' own answers.*

- 7a
- 1 They visited it in the morning.
  - 2 Splodge wrote postcards in the evening.
  - 3 It arrived on Monday morning.
  - 4 They were there from ten o'clock to one o'clock.
  - 5 They went swimming in the afternoon.
  - 6 They arrived on Tuesday.
  - 7 They went on a tour at three o'clock on Tuesday.
  - 8 They arrived on Saturday morning.
  - 9 They went shopping from one o'clock to five o'clock.
  - 10 They saw a camel in the evening.

7b-c *Pupils' own answers.*

\*In the first impression of the student's book there are some mistakes in this chapter:

- in the last line on page 159, for Thursday read Tuesday
- the number of the last exercise on page 160 should be 5, and the exercises which follow should be 6 and 7
- in (corrected) Exercise 6a, Question 5, for river read ruins

35

## Phrases of movement

- 1
- down the stairs. ✓
  - into the garden. ✓
- 2 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.

- 3
- (1) to
  - (2) into
  - (3) in
  - (4) out of

- 4 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.

- 5
- |    |               |                |
|----|---------------|----------------|
| 1  | a car ✓       | a bed ✓        |
| 2  | stairs ✓      | ladders ✓      |
| 3  | a lamp post ✓ | a pond ✓       |
| 4  | a cat ✓       | a wall ✓       |
| 5  | the street ✓  | the corridor ✓ |
| 6  | a castle ✓    | a room ✓       |
| 7  | a wall ✓      | a table ✓      |
| 8  | a park ✓      | a town ✓       |
| 9  | a road ✓      | a pavement ✓   |
| 10 | a bus ✓       | a skateboard ✓ |

- 6
- (1) ~~off~~ / across
  - (2) into / ~~on~~ to
  - (3) across / ~~off~~
  - (4) ~~down~~ / out of
  - (5) along / ~~off~~
  - (6) ~~through~~ / past
  - (7) into / ~~over~~
  - (8) onto / ~~up~~
  - (9) ~~in~~ / off
  - (10) ~~through~~ / down

1 teeth.   
at night.

2 1 Who  
2 Whose  
3 Where  
4 When

3 1 What  
2 Which  
3 What  
4 Which

4 1 When is Mo coming?  
2 What can he do?  
3 Why are they laughing?  
4 Where are Snapper and Mo?

5 1 What size are your feet?  
2 Whose pen is this?  
3 Which bicycle is yours?  
4 What programmes do you like?

6 1 many  
2 old  
3 much  
4 quickly

7a 1 ~~What/Whose~~  
2 ~~Whose/Who~~  
3 ~~What/How~~  
4 ~~How much/How many~~  
5 ~~Whose/Which~~  
6 ~~How/What~~  
7 ~~Why/Whose~~  
8 ~~What/Who~~  
9 ~~What/Which~~  
10 ~~How many/How much~~  
11 ~~How/Which~~  
12 ~~Which/What~~  
13 ~~Why/Which~~  
14 ~~Which/Who~~  
15 ~~How/Whose~~

7b-c *Pupils' own answers.*

8 1 Which  
2 How  
3 How  
4 Why  
5 How  
6 Which  
7 Where  
8 How  
9 When  
10 Why

9a 1 many different kinds of whale are there?  
2 's the smallest penguin on earth called?  
3 fast can a killer whale swim?  
4 long have whales been on earth?  
5 many kinds of shark are there?  
6 has got the biggest teeth?  
7 long are its teeth?  
8 do killer whales eat?  
9 long can a shark live?  
10 's the biggest penguin on earth?

9b *Pupils' own answers.*



## Short answers

- 1
- No, he hasn't. ✓
  - Yes, he is. ✓
- 2 *These words should be circled:*  
 Yes, I am.  
 No, I can't.  
 No, I'm not.
- 3
- 1 I am.
  - 2 it isn't.
  - 3 we are.
  - 4 they aren't.
- 4
- 1 Yes, he does.
- 2-4 *Pupils' own answers.*
- 5 *Pupils' own answers.*
- 6 *Pupils' own answers.*
- 7a
- 1 I haven't.
  - 2 I am.
  - 3 I don't.
  - 4 I have.
  - 5 I don't.
  - 6 I'm not.
  - 7 I have.
  - 8 I am.
  - 9 I do.
  - 10 I haven't.
- 7b-c *Pupils' own answers.*
- 8
- 1 you won't.
  - 2 I won't.
  - 3 they can't.
  - 4 she will.
  - 5 we can.
  - 6 we will.
  - 7 you can't.
  - 8 he can.
  - 9 they can't.
  - 10 they will.

## Relative clauses

- 1
- It makes edible forks. ✓
  - a fork that you can eat. ✓
- 2 *These words should be underlined:*
- 1 who invents machines
  - 2 that makes hot rain
  - 3 who likes parrots
  - 4 that does the washing-up
- 3 *These words should be circled:*
- 1 He, them
  - 2 He, it
  - 3 They, her
  - 4 She, him
- 4
- 1 They
  - 2 They
- 5
- 1 who works in the sweet factory.
  - 2 who owns the newsagent's.
  - 3 who cleans the swimming-pool.
  - 4 who built the railway.
  - 5 who looks after Wibble Park.
  - 6 who work in Wibble cinema.
  - 7 who teaches Splodge French.
  - 8 who work in the Mud Pie Café.
  - 9 who sells ice cream.
  - 10 who looks after people when they're ill.
- 6a
- 1 that taste of raspberries.
  - 2 that's made of chicken and chips.
  - 3 that walks dogs.
  - 4 that gives you a bigger brain.
  - 5 that ties shoelaces.
  - 6 that's hot.
  - 7 that tells stories.
  - 8 that are made of toffee.
  - 9 that fills baths.
  - 10 that catches pronouns.
- 6b *Pupils' own answers.*
- 7
- (1) who
  - (2) that
  - (3) who
  - (4) who
  - (5) who
  - (6) who
  - (7) who
  - (8) that
  - (9) that
  - (10) who
- 8 *Pupils' own answers.*

**K** Splodge  
Ruff  
Foxes  
  
Mud pies  
Machines  
Mice

## REVISION 1

### articles; quantifiers

- 1 *An umbrella is a useful object.*   
*Ruff is an inventor.*   
*That lady is a vet.*
- 2 the.
- 3 ~~do~~/don't
- 4 Does Splodge have a bath every day?  
Yes   
  
Does he ask clever questions three times every hour?  
No
- 5 Do you know how many apples?  
No   
  
Do you know how much milk?  
No
- 6 Use **a few** with nouns you can/~~can~~'t count.  
Use **a bit** with nouns you ~~can~~/can't count.
- 7 Use **a lot of** with ...  
nouns you can count.   
nouns you can't count.
- 8 You can use **any** with all nouns in negative sentences and in questions.
- 9 aren't many apples.  
isn't much tea.

## REVISION 2

### nouns; adjectives; adverbs

- 1 is  
tastes  
like  
makes
- 2 es
- 3 i, es
- 4 people  
mice  
feet  
sheep  
children  
fish
- 5 older  
fitter  
nicer  
better
- 6 more
- 7 funnier  
easier  
happier  
heavier
- 8 three
- 9 Adverbs tell you more about ...  
verbs.
- 10 nicely  
easily  
well  
hard  
fast

## REVISION 3

### present and past simple; present and past continuous

- | 1 | Present | Past |
|---|---------|------|
|   | 'm      | was  |
|   | 're     | were |
|   | 's      | was  |
|   | 's      | was  |
|   | 's      | was  |
|   | 're     | were |
|   | 're     | were |
|   | 're     | were |
- 2 The present simple is to talk about ...  
things you do again and again.   
  
Adverbs of frequency tell you ...  
when something happens.
  - 3 Use the present simple / ~~continuous~~ with  
**like, love, hate, think, understand, believe,**  
**know, want.**
  - 4 don't want  
doesn't want
  - 5 The present continuous is to talk  
about things ...  
you're doing now.
  - 6 'm driving  
're driving  
's driving
  - 7 stopped  
sang  
ate  
went  
walked
  - 8 were building
  - 9 What happened first?  
Splodge got into the bath.

## REVISION 4

### present perfect simple; passive

- 1 've spoken  
's spoken
- 2 haven't worked  
hasn't worked
- 3 Do you know the date Splodge saw the pyramids?  
No
- 4 *Splodge has gone to Canada.*  
Is Splodge in Canada now?  
Yes   
  
*Splodge has been to Canada.*  
Is Splodge in Canada now?  
No
- 5 yet  
just  
already
- 6 **For**                      **Since**  
eight years                three o'clock  
a month                   Saturday  
two weeks                November
- 7 never  
ever
- 8 The pink pancakes have been made.   
Ruff's lab is cleaned every day.   
The potion will be sold at ten.   
His Eggbomb Machine was bought last year.
- 9 Use the passive when you ~~know~~/don't know  
who does the action or it ~~is~~/isn't important  
who does it.
- 10 is cleaned every day.  
was built in 1602.  
has been stolen!  
will be found.

## REVISION 5

### future; first conditional

- 1 'm watching  
's not playing  
're travelling
- 2 You can use the present continuous to talk about things ...  
you've arranged to do in the future.
- 3 're going to  
isn't going to
- 4 Who *suddenly* decides to go fishing?  
Snapper   
  
Who has *already* decided to go fishing?  
Mo
- 5 How does Splodge know she's going to crash the car?  
Because he can see she's driving too fast.
- 6 **will** and **won't** are to tell people about things in the future.
- 7 Do I know Mo's team will win?  
No
- 8 The present simple.
- 9 First conditional sentences are ...  
to talk about the future.

## REVISION 6

### ability; permission; requests; deduction

- 1 Does Splodge know how to cook spaghetti?  
No

Did Splodge know how to read when he was two?  
No

Did he know how to stand on his head when he was two?  
Yes

- 2 Who do you think Splodge is talking to?  
His teacher
- 3 *Could I stay up late tonight?*
- 4 Can Splodge eat more chocolate?  
No

Did Splodge watch television last night?  
No

- 5 Could you pass me a cup, please?  
Would you shut the window, please?
- 6 can't
- 7 This animal is very big. Can it be a mouse?  
No, it can't.

I know Splodge is at the cinema.  
Can he be in his bedroom?  
No, he can't.

- 8 must
- 9 must  
can't

## REVISION 7

### obligation; prohibition; advice

- 1 Can Mo tidy his room tomorrow?  
No

Can Mo go to bed later?  
No

- 2 Splodge is telling ~~somebody~~/himself to do things.
- 3 Mabel thinks it's ...  
a good idea to go to the dentist's.
- 4 You can use **should** to say that you think something is the right/~~wrong~~ thing to do.
- 5 have to  
has to
- 6 No, he can't.  
No, he can't.
- 7 doesn't have to  
don't have to
- 8 You can use **don't have to** when you can/~~can't~~ choose what to do.
- 9 **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 Do the sentences ...  
mean the same thing?

## REVISION 8

### phrases of place, time and movement

- 1 Prepositions of place tell you ...  
where things are.
- 2 inside  
on  
outside  
behind
- 3 on  
at  
in  
on  
at  
in  
at  
in
- 4 in  
on  
at
- 5 No
- 6 Prepositions of movement tell you ...  
how things move and where they move to.
- 7 I walked ~~between~~ / past the castle.  
I ran along / ~~under~~ the street.  
I jumped ~~at~~ / off the park bench.  
I went into / ~~on~~ 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.

## REVISION 9

### questions; short answers; relative clauses

- 1 *These words should be circled:*  
When  
Whose  
Where  
Why  
How  
Who
- 2 Whose  
When  
Why
- 3 Which  
What
- 4 do, can, have
- 5 'Yes, I am.'  
'No, they aren't.'
- 6 do, have, can, will
- 7 *Possible answers:*  
Yes, I am.  
No, I don't.  
No, I haven't.  
Yes, I can.  
Yes, I will.
- 8 Relative clauses tell you more about ...  
nouns.
- 9 *He*  
*It*
- 10 who, that, which

# The Grammar Lab

*The Grammar Lab* is a series of three grammar books for children. It is designed for learners who need to supplement the grammar taught in coursebooks with more examples, explanations and exercises.

- ◆ *The Grammar Lab* is **flexible**. It can be used alongside any coursebook or on its own, either in class or for homework. Teachers can use the chapters in any order to suit their curriculum.
- ◆ It covers all the **grammatical topics** taught on most elementary English courses.
- ◆ **Grammar rules** are taught in short and easy stages.
- ◆ There are **simple exercises** after every stage.
- ◆ **Revision notes** are frequent and regular.
- ◆ There are abundant **written and spoken exercises**, with spaces provided for written answers.
- ◆ Every statement, explanation or instruction is **addressed directly to the learner**.
- ◆ All the language used is in **context**.
- ◆ **Endearing characters** and their funny dialogues entertain both children and their teachers.
- ◆ There are plentiful **coloured illustrations** of outstanding richness and quality.
- ◆ Some of the less familiar words used in the text are listed at the end of each book. Spaces are provided for inserting definitions or translations.

**Each student's book is accompanied by a teacher's book. This describes the features and organisation of the student's book and gives answers to the exercises.**