

# The Grammar Lab

———— Kenna Bourke ————

**Teacher's Book Three**



# 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 two books in the series. If that is the case, please read the following which describes the characters and methodology of the books. However, if you have already used Books One or Two, please turn to page 9 to find out what's new about Book Three.

### 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.

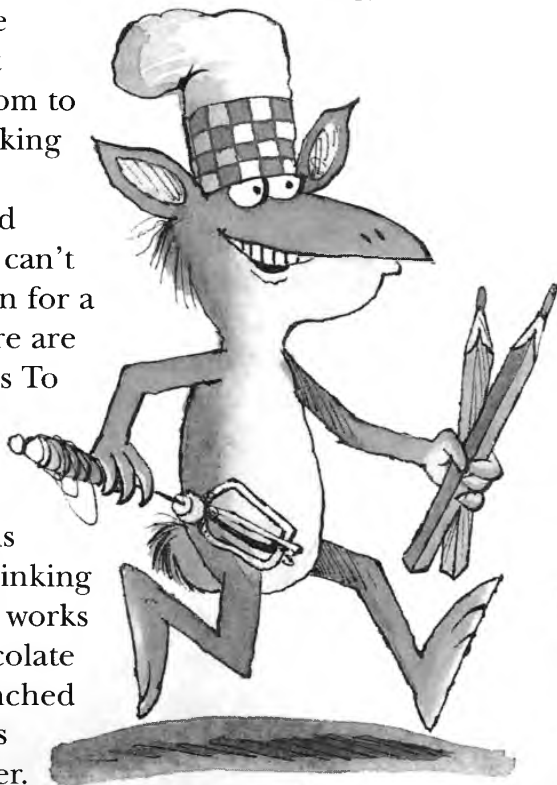


One last word about Splodge: he's mischievous. He puts glue in people's shoes, and worms in their beds. Nice worms. And, perhaps best of all, he GETS AWAY with it!



## 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 Chocolate Paper is munched in classrooms the world over.



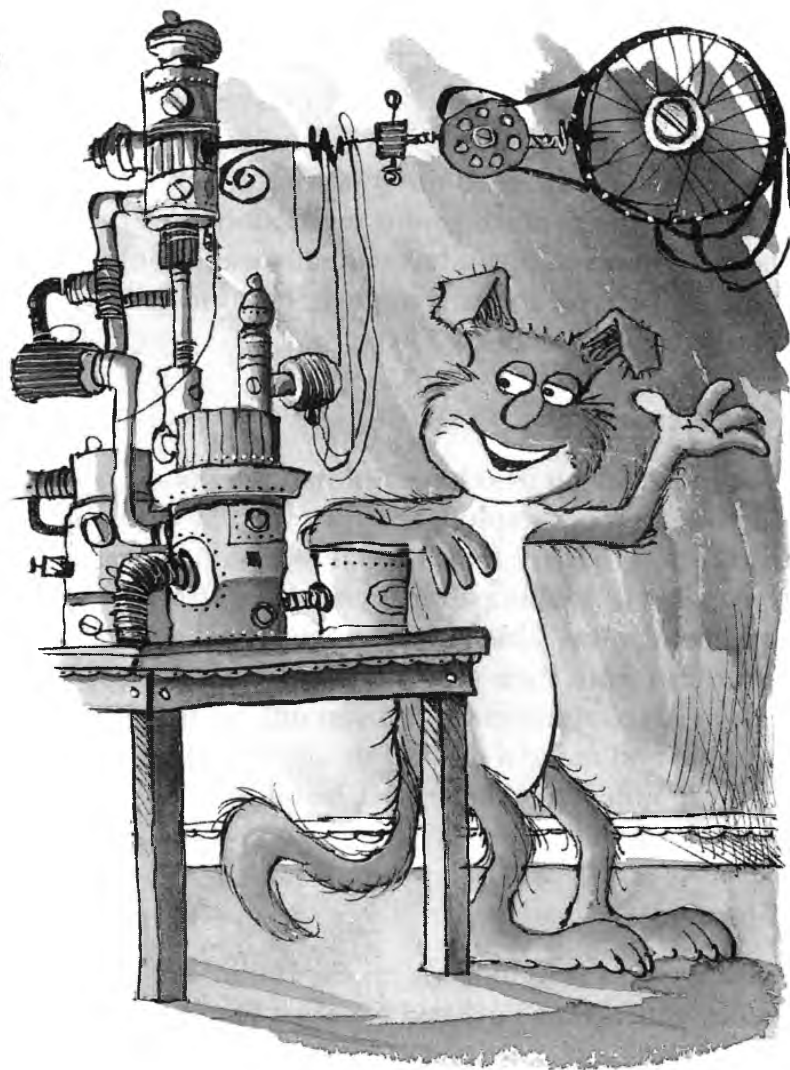
Ruff's lab is a cavern full of treasure. Bottles, test tubes and phials stand on the shelves. Octopuses sit in boxes on the floor. A dinosaur's skeleton hangs from the ceiling as a reminder of how not to do things. Dust-laden books of potions, plans of past machines and scraps of paper fill every available 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 Message-Sender (see page 131) 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 8 only describes and practises the present perfect in its 'general experience' use (*I've been to Italy.*) while Chapter 9 treats the present perfect for recent past (*He's just been to the dentist's.*). Chapter 10 then deals with the present perfect with **for** and **since** in its use for 'past up to now' (*He's lived there all his life.*)

### 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 three discrete contexts: Splodge and his world, the cartoon lives of Mo and Snapper, and 'topic chapters' (please see page 9 for a description of these). 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 and the topic 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 44 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 18:

### REMEMBER!

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

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

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

### A

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

*Ruff's party is organised **by Splodge**.*  
*The fireworks are provided **by the Wibble Firework Company**.*  
*The food is prepared **by the Mud Pie Café**.*

Here the student is reminded what the passive is so as to avoid any confusion or difficulty when he reaches box A 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 27 which deals with further tense changes in reported speech. I would suggest that this Chapter should not be used until students are confident about the change from present to past in reported speech described in Chapter 26. I have therefore inserted a Remember box reminding them what happens in reported speech, and giving a reference to Chapter 26.

### REMEMBER!

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

Speaker	Reporter
<i>'I'm tired.'</i>	<i>He said he was tired.</i>
<i>'I can't hear.'</i>	<i>She said she couldn't hear.</i>
<i>'I'll go to the shop.'</i>	<i>He said he would go to the shop.</i>

See Chapter 26.

## 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.

## A

You already know that the present changes to the past. Look what happens to the past simple.

Speaker	Reporter
<i>'I was in the lab.'</i>	<i>He said he'd been in the lab.</i>
<i>'I invented a Message Sender.'</i>	<i>He said he'd invented a Message Sender.</i>
<i>'I worked all night.'</i>	<i>He said he'd worked all night.</i>

## B

Change the present perfect to the past perfect, too.

Speaker	Reporter
<i>'I've been awake all night.'</i>	<i>He said that he'd been awake all night.</i>
<i>'I've built a machine.'</i>	<i>He said he'd built a machine.'</i>

Here is an example taken from Chapter 25 (Third conditional):

## A

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

**if** half

*If he hadn't had a business meeting,*

*If he had gone on the ship,*

*If the Titanic hadn't hit an iceberg,*

**would/wouldn't have** half

*he would have gone on the ship.*

*he would have seen it sink.*

*it wouldn't have sunk.*

Compare this with the more usual rule given for the third conditional:

*We use the third conditional to express an unreal or imaginary past action.*

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 it is 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 passives 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.

## **What's different about Book Three?**

Book Three introduces a new type of chapter. These I call 'topic chapters'. They are designed to reflect the increased age of your students. The opening texts are a collection of articles, poems, jokes and other items of interest which Splodge has come across. On the first page of each of these chapters you will see a picture of Splodge, probably with a pair of scissors and a pot of glue, ready to add his latest find to his scrapbook. Explain to your students what he's up to, then read the passage in the usual way.

As you no doubt know yourself, pleasing all students – both boys and girls – all the time is not an easy task. I have tried to make the topics in Book Three as neutral as possible. In other words they are neither overtly boyish, nor overtly girlish. In writing them, I have sought to make the children laugh and to give them something of interest to read. Thus you will find a medley of silly jokes, a list describing the contents of a tiger shark's tummy, a poem about mice (the origin of which has rather too much basis in truth), some strange facts about early false teeth, and an article

about a man-eating tiger hunter amongst other things. All of these are initially illustrated by Korky Paul, the inimitable creator of Splodge, and then by photographs as the chapter progresses. Other than that, the format of a topic chapter is exactly the same as that of a Splodge or Mo and Snapper chapter.

As is the case with the Splodge and Mo and Snapper chapters, the texts in the topic chapters are very short. They are designed to show the grammar point in action, not as reading comprehension texts. The vocabulary used should be known to your students but any unfamiliar words will be found in the glossary at the back of the student's book.

Book Three extends the grammar taught in Books One and Two and tackles new subjects such as second and third conditionals and reported speech. However, the methodology and approach to the student remain the same as that of the previous two books.



# Answers

## 1 Articles

- 1 • A monster   
• it's their pond.

2 *Pupils' own answers.*

- 3 1 a giraffe.  
2 a vet.  
3 a swimming-pool.  
4 a dog.

4 *Pupils' own answers.*

- 5 1 breakfast.  
2 India  
3 Science.  
4 basketball.

6 *Pupils' own answers.*

- 7 (1) The  
(2) a  
(3) the  
(4) The

- 8 1 the  
2 the  
3 a  
4 a

- |   |       |      |       |
|---|-------|------|-------|
| 9 | 1 a   | 5 -  | 9 the |
|   | 2 the | 6 an | 10 a  |
|   | 3 a   | 7 a  |       |
|   | 4 -   | 8 -  |       |

- |     |         |          |          |
|-----|---------|----------|----------|
| 10a | (1) a   | (8) The  | (15) The |
|     | (2) The | (9) a    | (16) a   |
|     | (3) a   | (10) The | (17) The |
|     | (4) The | (11) a   | (18) The |
|     | (5) a   | (12) the | (19) a   |
|     | (6) The | (13) a   | (20) The |
|     | (7) a   | (14) the |          |

10b *Pupils' own answers.*

- 11 (1) the (6) an  
(2) a (7) a  
(3) the (8) The  
(4) an (9) the  
(5) the (10) a

## 2 Quantifiers

- 1 • One   
• Yes

2 *Pupils' own answers.*

3 *These words should be ticked:*

water, salt, metal, honey, butter, milk, money

- 4 1 some  
2 any  
3 some  
4 any

- 5 1 How much  
2 How many  
3 How much  
4 How many

- 6 1 There wasn't any glass.  
2 There weren't any crabs.  
3 There wasn't any wood.  
4 There weren't any lobsters.

- | 7 Nouns you can count | Nouns you can't count |
|-----------------------|-----------------------|
| bones                 | glass                 |
| crabs                 | water                 |
| fish                  | oil                   |
| shoes                 | metal                 |
| umbrella              | meat                  |
| anchor                | wood                  |
| coins                 | gold                  |
| clock                 | paper                 |
| bottle                | salt                  |
| lobsters              |                       |
| map                   |                       |

8a *Pupils' own answers.*

- 8b 1 How many car number plates did you find/were there?  
2 How much water did you find/was there?  
3 How many octopuses did you find/were there?  
4 How much salt did you find/was there?  
5 How many teeth did you find/were there?  
6 How much meat did you find/was there?

8c *Pupils' own answers.*

9a Pupils read the facts about sharks.

- 9b
- 1 There are a lot of different kinds of shark.
  - 2 A few kinds of shark are in danger of becoming extinct.
  - 3 Many sharks eat meat.
  - 4 Sharks only attack a few people in the world every year.
  - 5 There are a lot of babies in a tiger shark's family.
  - 6 Hammerhead sharks swim in big groups.
  - 7 People catch a lot of sharks/millions of sharks every year.
  - 8 Sharks have got a lot of teeth.
  - 9 Some sharks are quite small.
  - 10 Tiger sharks have got a lot of stripes.

10 Pupils' own answers.



## Nouns

- 1
- Several suitcases
  - No

- 2
- 1 tastes
  - 2 are
  - 3 make
  - 4 comes

- 3
- 1 much
  - 2 a
  - 3 some
  - 4 many

- 4
- 1 advice
  - 2 spaghetti
  - 3 news
  - 4 traffic

5 **Nouns you can count**

suitcase  
books  
holiday  
aeroplane  
city  
ticket  
hotels  
airports  
job  
song  
taxi

**Nouns you can't count**

luggage  
water  
traffic  
milk  
weather  
cheese  
spaghetti  
information  
news  
work  
music

- 6
- 1 any / ~~a~~
  - 2 some / ~~an~~
  - 3 ~~A~~ / The
  - 4 a lot of / ~~many~~
  - 5 ~~much~~ / many
  - 6 ~~many~~ / much
  - 7 ~~a~~ / some
  - 8 much / ~~many~~
  - 9 some / ~~a~~
  - 10 a / ~~some~~

- 7
- 1 This spaghetti tastes nice!
  - 2 Could you give me some advice, please?
  - 3 This luggage is heavy!
  - 4 The information you gave me is wrong!
  - 5 This cheese smells delicious.
  - 6 The work I do is very difficult.
  - 7 Mo's advice is always bad.
  - 8 The weather in England is usually terrible.
  - 9 That music is too loud. Please turn it down.
  - 10 The news doesn't sound good, does it?

## 4

## Adjectives

- 1 • Yes   
• the same length as a train.
- 2 larger  
yellower / more yellow  
the widest  
most expensive
- 3 newer                      the newest  
slower                      the slowest  
quicker                    the quickest  
hotter                      the hottest
- 4 1 more colourful  
2 the most beautiful  
3 more poisonous  
4 the most frightening
- 5 1 tastier                  the tastiest  
2 tidier                    the tidiest  
3 dirtier                  the dirtiest  
4 noisier                  the noisiest
- 6 1 'm as tall as you.  
2 aren't as old as I am / as me.  
3 'm as clever as you.  
4 isn't as good as his.

7a

Adjective	Comparative	Superlative
easy	easier	the easiest
hard	harder	the hardest
colourful	more colourful	the most colourful
dangerous	more dangerous	the most dangerous
heavy	heavier	the heaviest
good	better	the best
far	further	furthest
noisy	noisier	the noisiest
tidy	tidier	the tidiest
shy	shier	the shiest
intelligent	more intelligent	the most intelligent
bad	worse	the worst
wide	wider	the widest
fit	fitter	the fittest
healthy	healthier	the healthiest
difficult	more difficult	the most difficult

7b *Pupils' own answers.*8 *Pupils' own answers.*9 *Pupils' own answers.*10 *Pupils' own answers.*

## 5

## Adverbs of manner

- 1 • Loudly   
• Yes
- 2 1 slowly  
2 happily  
3 well  
4 easily
- 3 *Pupils' own answers.*
- 4 1 more loudly                  the most loudly  
2 more noisily                the most noisily  
3 more correctly              the most correctly  
4 more beautifully            the most beautifully
- 5 1 less  
2 faster  
3 the latest  
4 the worst
- 6 1 as hard as  
2 as fast as  
3 as slowly as  
4 as messily as
- 7 1 harder                          the hardest  
2 more beautifully            the most beautifully  
3 more neatly                  the most neatly  
4 worse                          the worst  
5 faster                          the fastest  
6 less                              the least  
7 more noisily                the most noisily  
8 more stupidly                the most stupidly  
9 later                              the latest  
10 more greedily                the most greedily  
11 better                          the best  
12 more brilliantly            the most brilliantly  
13 more                            the most  
14 earlier                          the earliest  
15 more tidily                  the most tidily
- 8 1 the hardest.                  6 the most correctly  
2 better                          7 more slowly  
3 earlier                          8 the latest  
4 less                              9 better  
5 the fastest.                  10 more loudly
- 9a 1 loudly                          4 badly  
2 slowly                          5 fluently  
3 well
- 9b *Pupils' own answers.*
- 10 *Pupils' own answers.*
- 11 *Pupils' own answers.*

**6**

# Somebody, nothing, anywhere

- 1 • No   
 • his room.

- 2 1 any  
 2 some  
 3 any  
 4 any

3 *These words should be circled:*

- 1 somebody  
 2 anybody  
 3 somewhere  
 4 Nobody

- 4 1 somebody  
 2 something  
 3 somewhere  
 4 somebody

- 5 1 Nobody.  
 2 Nothing.  
 3 Nowhere.  
 4 Nobody.

- 6 1 There isn't anything  
 2 There isn't anybody  
 3 There isn't anybody  
 4 There isn't anything

- 7 (1) somebody  
 (2) somebody  
 (3) anybody  
 (4) somebody  
 (5) Nobody

- 8 (1) something  
 (2) nothing  
 (3) something  
 (4) anything  
 (5) nothing

- 9 (1) anywhere  
 (2) anywhere  
 (3) somewhere  
 (4) nowhere  
 (5) somewhere

- |              |              |
|--------------|--------------|
| 10 1 anybody | 9 something  |
| 2 nothing    | 10 nothing   |
| 3 something  | 11 nowhere   |
| 4 Nobody     | 12 somewhere |
| 5 nobody     | 13 anything  |
| 6 anywhere   | 14 somebody  |
| 7 somebody   | 15 nothing   |
| 8 anything   |              |

**7**

# Present simple and continuous

- 1 • Throwing tomatoes   
 • Once a year

- 2 1 starts  
 2 finishes  
 3 enjoys  
 4 helps

- 3 1 are talking  
 2 are thinking  
 3 is sitting  
 4 are waiting

- 4 1 come  
 2 are booking  
 3 is writing  
 4 likes

- 5a (1) pick (7) carries  
 (2) load (8) strikes  
 (3) drive (9) explodes  
 (4) cover (10) starts  
 (5) decorate (11) drop  
 (6) plays (12) lasts

5b-c *Pupils' own answers.*

- 6 1 Farmers are driving big lorries from the tomato fields.  
 2 The lorries are carrying tomatoes into Buñol.  
 3 People are decorating the town square.  
 4 Some ladies are covering the windows of their houses.  
 5 Children are putting cardboard in front of their doors.  
 6 Cafés are selling coffee and ice cream.  
 7 A band is playing music in the square.  
 8 The first lorry is dropping tomatoes in the main street.  
 9 The crowd is shouting and laughing.  
 10 The clock is striking twelve o'clock.

- 7 (1) 's  
 (2) play  
 (3) aren't doing  
 (4) are joining  
 (5) 's wearing  
 (6) knows  
 (7) are  
 (8) is throwing  
 (9) wants  
 (10) is enjoying





## Past simple and continuous

- 1
- A very strong wind
  - Splodge started reading.
- 2 *These words should be circled:*  
saw, played, lost, didn't like, looked
- 3 *These words should be circled:*  
was reading, was making, was walking, was trying
- 4
- 1 Tumble was doing a crossword.
  - 2 Mabel was driving her car.
- 5
- 1 was having, heard
  - 2 were chatting, began
  - 3 was feeding, fell
  - 4 was riding, knocked
- 6
- 1 Mrs Sweetfix was making ice cream when the lights went out.
  - 2 Mr and Mrs Rafbat were having a dinner party when their cat ran into the room.
  - 3 Professor Wild was testing his new invention when lightning struck his laboratory.
  - 4 The policeman was reading a book when Professor Wild telephoned.
  - 5 The newsagent was opening his shop when he heard a thunderclap.
- 7
- 1 was filling teeth.
  - 2 were walking their dog.
  - 3 was posting a letter.
  - 4 were flying kites.
  - 5 was serving a meal.
  - 6 was delivering letters.
  - 7 were sunbathing.
  - 8 was swimming.
  - 9 was making notes.
  - 10 were riding a skateboard.
- 8
- |                    |                   |
|--------------------|-------------------|
| (1) started        | (9) smashed       |
| (2) was watching   | (10) was mending  |
| (3) heard          | (11) saw          |
| (4) was explaining | (12) was mixing   |
| (5) fell           | (13) spilt        |
| (6) was talking    | (14) was clearing |
| (7) snapped        | (15) realised     |
| (8) was trying     |                   |
- 9 *Pupils' own answers.*



## Present perfect simple and past simple I

- 1
- No
  - Milly's
- 2
- 1 No
  - 2 Yes
- 3
- 1 's, ridden
  - 2 went
  - 3 Has, caught
  - 4 read
- 4
- 1 Snapper is at the shop now.
  - 2 Mo was with Pad but now he's back.
- 5a
- (1) saw
  - (2) 've, seen
  - (3) Have, read
  - (4) bought
  - (5) did, find
- 5b
- 1 Yes, he has seen *Jaws*.
  - 2 He saw it a year ago.
  - 3 No, he saw it on television.
  - 4 No, he's never read the book.
  - 5 He bought the book for Mo.
  - 6 He bought it in the bookshop in the High Street.
- 6 *Pupils' own answers.*
- 7a-b *Pupils' own answers.*



# Present perfect simple and past simple 2

- 1 • No   
• Yes

- 2 **Present perfect**      **Past simple**  
1   
2   
3   
4

3 *Pupils' own answers.*

- 4 1 Yes   
2 No

- 5 1 knew  
2 didn't exist  
3 have, made  
4 Have, fallen  
5 fell  
6 stole  
7 made  
8 has, discovered  
9 hated  
10 've, been

- 6 (1) fell  
(2) has come / came  
(3) 've, looked  
(4) has advised  
(5) left  
(6) has, told  
(7) 've, been  
(8) noticed  
(9) swam  
(10) have seen

7 *Pupils' own answers.*



# Present perfect simple and past simple 3

- 1 • for fifteen years.   
• all his life.

- 2 1 Yes   
2 No

3 *Pupils' own answers.*

- 4 1 for  
2 since  
3 for  
4 since

5a *These words should be underlined:*

has hunted, gave, has kept, has studied, was, taught, made, were, has helped, has written, have read

- 5b 1 He's hunted man-eating tigers and leopards.  
2 His friend John gave him his first gun.  
3 He was eight years old.  
4 Yes, he's still got the gun.  
5 He's studied the wildlife of the hills.  
6 He taught himself to recognise the noises birds made when they were in danger.  
7 He's written a book about man-eaters.  
8 Thousands of people have read the book.

6 *Pupils' own answers.*

- 7 1 shot  
2 has spent  
3 has had  
4 was  
5 ran  
6 have, been  
7 has known  
8 decided  
9 has eaten  
10 left

## 12

# Present perfect continuous

- 1
- a long time ago.
  - True
- 2 *These words should be underlined:*  
's been running, 's been jumping, 's been practising,  
's been standing, 's been swimming
- 3
- 1 Ten minutes
  - 2 Yesterday evening
- 4
- 1 Why are you tired?  
I've been working hard.
  - 2 Why are you hot?  
I've been lying in the sun.
  - 3 Why are you cold?  
I've been standing in the snow.
  - 4 Why are you wet?  
I've been swimming.
- 5
- 1 've been swimming
  - 2 's been reading
  - 3 haven't been watching
  - 4 've been eating
- 6
- 1 Has, been running
  - 2 Have, been dancing
  - 3 Has, been swimming
  - 4 Have, been practising
- 7
- 1 's been lifting, for
  - 2 's been drinking, since
  - 3 's been practising, for
  - 4 's been throwing, since
  - 5 's been swimming, for
- 8
- 1 He's been swimming.
  - 2 He's been reading.
  - 3 He's been talking on the telephone.
  - 4 He's been drinking fruit juice.
  - 5 He's been running.
  - 6 He's been doing the high jump.
  - 7 He's been having a shower.
  - 8 He's been skipping.
  - 9 He's been lifting weights.
- 9 *Pupils' own answers.*
- 10 *Pupils' own answers.*

## 13

# Used to

- 1
- No
  - Yes
- 2
- No
  - No
- 3
- 1 used to
  - 2 used to
  - 3 used to
  - 4 used to
- 4 *Pupils' own answers.*
- 5
- 1 She used to like rock music.
  - 2 She used to live in Fiddletown.
  - 3 She used to work in a bank.
  - 4 She used to like dogs.
  - 5 She used to get up early.
  - 6 They used to wear jeans.
  - 7 They used to go jogging every week.
  - 8 They used to drive a van.
  - 9 They used to drink coffee.
  - 10 They used to eat spaghetti.
- 6a-b *Pupils' own answers.*

# Past perfect simple

- 1 1 No   
1 The teacher left.

- 2 1 She saw her friend.   
2 Mo arrived late.

3

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

- 4 1 had shut  
2 had gone  
3 'd eaten  
4 'd taken

- 5 1 Had, tidied  
2 Had, found  
3 Had, revised  
4 Had, made

- 6 1 They went to the cinema.   
2 They upset Snapper.   
3 They went shopping.   
4 Mo wasn't well.   
5 His grandparents went on holiday.

- 7 1 Snapper didn't enjoy the film because he'd seen it before.  
2 Mo got bad marks in his test because he hadn't revised.  
3 Milly caught a cold because she'd been out in the snow.  
4 Mo's mum didn't go to work because the car had broken down.  
5 Snapper wanted a computer game because he'd seen it on television.  
6 Billy changed schools because his parents had moved house.  
7 Mo went to the police station because he'd lost his wallet.  
8 Snapper couldn't buy any sweets because he'd spent all his money.  
9 The teacher punished Spike because he'd cheated in a test.  
10 Mo didn't recognise his cousin, because he hadn't seen him for a long time.

- 8a *Pupils' own answers.*

- 8b *Pupils read their answers to the class.*

- 9a *Pupils read the example.*

- 9b (1) 'd had  
(2) 'd brushed  
(3) 'd eaten  
(4) 'd watched  
(5) 'd listened  
(6) 'd been  
(7) 'd read  
(8) 'd had  
(9) 'd been  
(10) 'd visited

- 9c *Pupils' own answers.*



# Going to, will and present continuous

- 1
- Go on holiday
  - Go to India
- 2
- 1 's going to buy sunglasses this afternoon.
  - 2 's going to read about India this evening.
  - 3 'm going to pack a suitcase tonight.
  - 4 's going to take them to the airport on Monday.
- 3
- 1 I'll make
  - 2 I'll answer
  - 3 I'll open
  - 4 I'll help
- 4
- 'm going to  
'll  
'm going to  
'll
- 5 *These words should be circled:*  
are helping, is driving, 're leaving, is looking, 's baby-sitting
- 6
- 1 They're going to choose some new T-shirts.
  - 2 They're going to pack the suitcases.
  - 3 They're going to find the passports.
  - 4 They're going to get the visas.
  - 5 They're going to go to the doctor for vaccines.
  - 6 They're going to read some travel books.
  - 7 They're going to look at some maps.
  - 8 They're going to decide which towns to visit.
  - 9 They're going to tidy the house.
  - 10 They're going to write instructions for Mabel and Mildred.
- 7
- 1 We'll look for your passport.
  - 2 We'll shut your suitcase.
  - 3 We'll go to the doctor with you.
  - 4 We'll wash your T-shirts.
  - 5 We'll lend you a sun hat.
  - 6 We'll put the film in your camera.
  - 7 We'll iron your safari suit.
  - 8 We'll mend your sunglasses.
  - 9 We'll buy you some swimming trunks.
  - 10 We'll feed Sticky.
- 8 *Pupils' own answers.*
- 9
- (1) On Tuesday afternoon they're boarding an express train to the town of Dehra Dun.
  - (2) On Wednesday Ruff is exploring the Himalayan mountains.

- (3) On Wednesday Tumble and Splodge are visiting Corbett National Park.
- (4) On Thursday they're driving to a town called Varanasi.
- (5) On Thursday they're seeing the Ganges river.
- (6) On Friday they're flying to the town of Agra.
- (7) On Friday they're visiting the famous Taj Mahal.
- (8) On Sunday they're going to Jaipur and seeing the Pink City.
- (9) On Sunday they're climbing up to the Amber Fort.
- (10) On Sunday they're feeding the monkeys.



# Going to and will

- 1 • they're going to go on holiday.   
 • The moon
- 2 1 going to  
 2 going to  
 3 going to  
 4 going to
- 3 *These words should be circled:*  
 1 'll  
 2 won't  
 3 'll  
 4 won't
- 4 1 Yes   
 2 Yes
- 5 1 'll  
 2 're going to  
 3 's going to  
 4 'll
- 6 1 are going to break.  
 2 're going to book a holiday.  
 3 're going to go to the moon.  
 4 's going to be a hot day.  
 5 's going to build a hotel on the moon.  
 6 're going to go sailing.  
 7 's going to have a picnic.  
 8 're going to crash.  
 9 'm going to be late.  
 10 're going to get wet.
- 7a 1 Aeroplanes will be quieter. They'll carry more people.  
 2 Buses won't use petrol or diesel. They'll use electricity.  
 3 People won't stay at home. They'll visit other countries more often.  
 4 We'll book travel tickets by computer.  
 5 People will stay in hotels on the moon.
- 7b *Pupils' own answers.*
- 8a-b *Pupils' own answers.*
- 9 *Pupils' own answers.*
- 10 1 's going to  
 2 won't  
 3 're going to  
 4 'll  
 5 'll  
 6 're going to  
 7 will  
 8 's going to  
 9 will  
 10 'm going to



# Passive I

- 1 • Dr Quixit   
 • somebody has bought it.
- 2 1 A  
 2 P  
 3 A  
 4 P
- 3 *These words should be circled:*  
 brought, invented, sold, bought
- 4 1 are shown  
 2 was bought  
 3 Has, been tested  
 4 will be given
- 5 1 was bought by the Inventors' Club.  
 2 was given by Ruff.  
 3 will be signed by Dr Quixit.  
 4 has been bought by Tumble.
- 6 (1) are sent  
 (2) is announced  
 (3) are asked  
 (4) are exhibited  
 (5) are tested  
 (6) is checked  
 (7) are discussed  
 (8) are given  
 (9) are taught  
 (10) are bought  
 (11) is paid  
 (12) are awarded
- 7 1 Ruff's Dog-Walking Machine was tested.  
 2 Ruff's Tiny Talking Clock was bought on the first day.  
 3 Some interesting speeches were given.  
 4 The Star-Catcher Telescope was broken.  
 5 Physics and Chemistry were discussed.  
 6 The Underwater Motorbike was sold.  
 7 Cheques for thousands of pounds were written.  
 8 An Electric Mouse-Catcher was exhibited.  
 9 The Storytelling Machine was admired.  
 10 Two Everlasting Candles were lit.
- 8 1 Two prizes have been awarded to Mrs Vanderclash.  
 2 Dr Quixit's letter-writing machine has been stolen.  
 3 The Quick-Thinking Potion has been tested.  
 4 Professor Thunderhead has been taken to hospital.  
 5 The Amazing Unbreakable Egg has been invented.  
 6 A new President has been chosen for the Society.

- 7 Ruff's Wonderbook of Machines has been published.
- 8 Ancient chemicals have been discovered in Egypt.
- 9 Dr Fixit's lab equipment has been returned.
- 10 The Tiny Talking Clock has been sold to America.
- 9 (1) will be invited  
(2) will be given  
(3) will be organised  
(4) will be read  
(5) will be shown  
(6) will be filmed  
(7) will be interviewed  
(8) will be asked  
(9) will be announced  
(10) will be exhibited
- 10 1 The Unbreakable Egg was invented by Professor Thunderhead.  
2 The young inventors are taught by world-famous scientists.  
3 The inventors will be filmed by the New York Television Company.  
4 The Tiny Talking Clock has been bought by an American physicist.  
5 The Underwater Motorbike was ridden by Dr Quixit.  
6 A lot of new inventions are bought by the Inventors' Club in Moscow.  
7 The Quick-Thinking Potion will be tested by Ruff.  
8 Three machines have already been sold by Mrs Vanderclash.  
9 Thousands of cups of coffee are drunk by the inventors every year.  
10 A new prize will be awarded by the President of the Society next year.

- 1 • Yes   
• No
- 2 1 Presents are bought.  
2 The town is decorated.  
3 Music is played.  
4 Fireworks are lit.
- 3 1 Mabel  
2 The Wibble Sweet Factory
- 4 1 are being taken  
2 are being brought  
3 are being prepared  
4 are being taken
- 5 1 was being played  
2 were being hung  
3 was being made  
4 were being sung
- 6 1 were being dressed in fancy dress costumes.  
2 was being poured into Wibble fountain.  
3 were being brought to the square.  
4 were being blown up.  
5 was being played.  
6 was being lit.  
7 was being cooked on a barbecue.  
8 were being wrapped.  
9 were being made.  
10 was being decorated.
- 7 1 The candy floss is being made by Wibble Sweet Factory.  
2 The children's costumes are being designed by Mrs Rafbat.  
3 The mango juice cocktail is being mixed by Professor Wild.  
4 The ice cream is being sold by Mrs Sweetfix.  
5 The decorations are being bought by Mabel and Mildred.  
6 The photographs are being taken by Jan and Pat.  
7 The music is being recorded by Mabel.  
8 The bonfire is being lit by the Mayor of Wibble.  
9 A fire-eater is being booked by Mr Catmonger.  
10 A camel is being brought by Wibble Zoo.

8a-b *Pupils' own answers.*

9 *Pupils' own answers.*

# The causative

- 1 • Snapper   
• No
- 2 Four
- 3 1 cleaned  
2 checked  
3 typed  
4 painted
- 4 1 is having  
2 had  
3 was having/had  
4 'll have /'s having
- 5 1 She has her meals cooked.  
2 She has her clothes washed.  
3 She has her car serviced.  
4 She has her windows cleaned.  
5 She has her shopping done.  
6 She has her garden looked after.  
7 She has her lawn mown.  
8 She has her letters posted.  
9 She has her clothes ironed.  
10 She has her newspaper delivered.
- 6 1 He had a yacht built.  
2 He had a video made.  
3 He had his portrait painted.  
4 He had a house designed.  
5 He had his beard shaved.  
6 He had some flowers sent home.  
7 He had his fortune told.  
8 He had his hair cut.  
9 He had some photographs taken.  
10 He had a party organised.
- 7 *Pupils' own answers.*

# ing forms

- 1 • Inventing machines   
• Eating mudpies
- 2 *These words should be circled:*  
playing, fishing, driving, cleaning, inventing
- 3 listening  
teaching  
sleeping  
buying  
drinking  
finding  
meeting  
drawing
- 4 1 making  
2 riding  
3 Smiling  
4 biting
- 5 1 digging  
2 running  
3 Sitting  
4 swimming
- 6 *These words should be circled:*  
running, speaking, cooking, doing, going, playing, swimming
- 7 1 Object   
2 Subject   
3 Object
- 8a reading smiling  
playing learning  
thinking wearing  
finding riding  
drawing driving  
building catching  
biting swimming  
fishing hiding  
beginning losing  
sleeping knowing
- 8b-c *Pupils' own answers.*
- 9a 1 Ruff is good at inventing machines.  
2 He's bad at doing the washing-up.  
3 He's good at painting pictures.  
4 He's bad at saving money.  
5 Tumble is good at telling stories.  
6 He's bad at riding horses.  
7 He's good at writing letters.  
8 He's bad at tidying his bedroom.  
9 He's good at cooking curry.  
10 He's bad at watering the plants.



9b-c *Pupils' own answers.*

- 10a (1) swimming  
(2) fishing  
(3) catching  
(4) cooking  
(5) going  
(6) Driving  
(7) riding  
(8) Studying  
(9) teaching  
(10) talking

10b He wants them to go swimming.  
He says he's good at catching fish.  
Because driving is quite difficult.  
Driving a car is more difficult.  
He thinks studying verbs is bad for Splodge.  
He never stops talking.

11 *Pupils' own answers.*



# Verb patterns

- 1 • Because he's always hungry.   
• Paper made of chocolate

2 *These words should be circled:*  
likes, enjoys

*These words should be underlined:*  
wants, promised

- 3 1 doing  
2 eating  
3 inventing  
4 shopping

- 4 1 to tidy  
2 to play  
3 to go  
4 to invent

5a He enjoys going to the cinema.  
He likes going to the funfair.  
He enjoys playing the drums.  
He likes swimming.  
He loves making Fizzy Ink.  
He hates doing homework.  
He loves practising the violin.  
He hates going to the hairdresser's.  
He loves talking to Lionel.  
He hates writing letters.

5b-c *Pupils' own answers.*

- |      |           |    |          |
|------|-----------|----|----------|
| 6a 1 | to do     | 6  | to send  |
| 2    | to invent | 7  | to work  |
| 3    | to play   | 8  | to drive |
| 4    | to go     | 9  | to swim  |
| 5    | to be     | 10 | to teach |

6b-c *Pupils' own answers.*

- |        |          |      |          |
|--------|----------|------|----------|
| 7a (1) | to work  | (6)  | to teach |
| (2)    | seeing   | (7)  | showing  |
| (3)    | to know  | (8)  | to go    |
| (4)    | to learn | (9)  | to do    |
| (5)    | to be    | (10) | doing    |

7b He'd like to work at the zoo.  
He enjoys seeing all the animals.  
He's promised to teach Splodge how to feed the animals.  
He loves showing Splodge how to do things.  
He mustn't forget to do his homework every Friday night.  
He's going to finish doing his Biology homework.

22

## First conditional

- 1 cheated.
- 2 1 If Mo cheats, he'll never learn anything.  
 2 If Snapper finds out, he'll be angry with Mo.  
 3 If you don't hurry up, we'll miss the film.  
 4 If it's sunny tomorrow, Mo and Snapper won't watch television.
- 3 1 No   
 2 No
- 4 1 'll take him ice-skating.  
 2 'll have a picnic.
- 5 1 I'll show you my CD collection if you come to my house.  
 2 He'll send me a postcard if he goes to France.  
 3 I won't help you if you don't help me.  
 4 They'll come back home if they miss the plane.
- 6 1 If Mo's friends come tomorrow, they'll listen to music.  
 2 If Mo doesn't find his wallet, he won't go to the cinema with Snapper.  
 3 If Mo gets more pocket money, he'll save up for a guitar.  
 4 If it's sunny, they'll play basketball.  
 5 If Mo doesn't pass his test, his parents won't give him a present.  
 6 If Mo tidies his bedroom, he'll find his books.  
 7 If Mo falls off his skateboard, he'll hurt himself.  
 8 If Snapper eats too much, he'll feel very ill.  
 9 If Mo and Snapper go out in the snow, they'll get very cold.  
 10 If Mo doesn't cheat again, his teacher will be pleased.
- 7 *Pupils' own answers.*
- 8 *Pupils' own answers.*

23

## Second conditional I

- 1 • No   
 • the future.
- 2 1 If Milly became an actress, she'd be very famous.  
 2 If Snapper left Mo's family, Mo would be upset.  
 3 If I saw a shark, I wouldn't be frightened.  
 4 If it snowed next summer, I'd be very surprised.
- 3 1 No   
 2 No
- 4 1 wouldn't  
 2 'd  
 3 'd  
 4 wouldn't
- 5 1 I wouldn't go to school if I became a film star.  
 2 I wouldn't pass any exams if I never went to school again.  
 3 I'd buy lots of comics if you gave me all your pocket money.  
 4 I'd be very tired if I talked for three days.
- 6a-b *Pupils' own answers.*
- 7 1 If I went to England, I wouldn't eat fish and chips.  
 2 If I stayed awake for a week, I'd be ill.  
 3 If I found a tiger's footprint, I wouldn't be frightened.  
 4 If I won a holiday, I'd give it to my parents.  
 5 If I saw a UFO, I wouldn't tell anybody.  
 6 If I wrote a good story, I'd read it to my friends.  
 7 If I met a ghost, I wouldn't say hello.  
 8 If I became a pop star, I'd earn lots of money.  
 9 If I moved to America, I'd go to an American school.  
 10 If I failed all my exams, I wouldn't go to university.

8a-b *Pupils' own answers.*

9 *Pupils' own answers.*

# 24

## Second conditional 2

- 1 • No   
 • No
- 2 1 got  
 2 earned  
 3 spent  
 4 didn't have / hadn't
- 3 1 Yes   
 2 Yes
- 4a 1 If Ruff lived at the North Pole, he'd be very cold.  
 2 If Mabel didn't have a tortoise, she'd be lonely.  
 3 If Splodge wrote more letters, he'd have more penfriends.  
 4 If Mildred ate less chocolate, she'd have better teeth.  
 5 If Tumble didn't have a newspaper, he'd buy one.
- 
- 6 If you read more books, you'd know a lot more.  
 7 If they had an aeroplane, they'd fly to Jamaica.  
 8 If we knew aliens existed, we'd be frightened.  
 9 If I bought fewer sweets, I'd have more money to spend.  
 10 If she drank more water, she wouldn't be thirsty.
- 4b *Pupils' own answers.*
- 5 1 If I lived in Australia, I'd see a lot of kangaroos.  
 2 If I never did my homework, I'd get bad marks.  
 3 If I spoke ten languages, I'd work as a translator.  
 4 If I had a pet parrot, I'd teach it to talk.  
 5 If I ate sweets all the time, I wouldn't have good teeth.  
 6 If I spoke Italian, I'd visit Rome.  
 7 If I didn't have a dictionary, I'd borrow one.  
 8 If I went to bed early every night, I wouldn't be tired.  
 9 If I knew my favourite film star's address, I'd write to him.  
 10 If I hated peanut butter, I wouldn't eat it.

6a-b *Pupils' own answers.*

7 *Pupils' own answers.*

8 *Pupils' own answers.*

# 25

## Third conditional

- 1 • No   
 • No   
 • Because he didn't go on the ship.
- 2 1 If it hadn't sailed to America, it wouldn't have crossed the Atlantic.  
 2 If it hadn't crossed the Atlantic, it wouldn't have sailed into an ice field.  
 3 If it hadn't sailed into an ice field, it wouldn't have hit an iceberg.  
 4 If it hadn't hit an iceberg, it wouldn't have sunk.
- 3 Yes   
 Yes
- 4 1 Because it was dark.  
 2 Because Mr Morgan had a meeting.
- 5 1 The captain wouldn't have hit the iceberg if he'd seen it.  
 2 The Titanic wouldn't have sunk if the metal had been stronger.  
 3 Mr Morgan would have gone if his company hadn't organised a meeting.  
 4 More people would have lived if there had been more lifeboats on board.
- 6 1 hadn't been, would have drowned.  
 2 had been, would have died.  
 3 hadn't had a meeting, would have gone  
 4 hadn't sailed, wouldn't have hit  
 5 hadn't been, would have frozen
- 7a *Pupils read the passage.*
- 7b *Pupils' own answers.*
- 8 *Pupils' own answers.*
- 9 *Pupils' own answers.*

# Reported speech I

- 1 • Mo   
• Snapper
- 2 1 He said he wanted to stay in bed.  
2 He said he didn't want to go to school.
- 3 1 was  
2 liked  
3 felt  
4 needed
- 4 1 could stay at home.  
2 could talk to Snapper.  
3 would play a game with him.  
4 could watch television.
- 5 1 Milly  
2 Mo and Snapper
- 6 1 said he watched television.  
2 said he played football.  
3 said she wrote stories.  
4 said he drew pictures.  
5 said she visited friends.  
6 said he went swimming.  
7 said he read comics.  
8 said he used the computer.  
9 said she practised playing the guitar.  
10 said she listened to music.
- 7 1 He said his children were called Myles and Karl.  
2 He said he loved teaching.  
3 He said he enjoyed travelling and visiting his friends.  
4 He said he didn't watch television very often.  
5 He said he usually cooked his children's supper.  
6 He said his wife worked in a bank.  
7 He said he played football with his sons every day.  
8 He said he didn't like cats or dogs.  
9 He said he hated getting up early.  
10 He said his favourite pastimes were reading and water-skiing.
- 8 1 He said he would be the world's best footballer.  
2 He said he could run faster than anyone in his school.  
3 He said he could hold his breath for ten minutes underwater.  
4 He said he could swim better than all the boys in his class.  
5 He said he could kick a ball further than his football coach.  
6 He said he would be rich and famous one day.

- 7 He said he would go to Hollywood.  
8 He said he would have a big house.  
9 He said he would drive a sports car.  
10 He said he could already ride a motorbike.

9a-b *Pupils' own answers.*

10 *Pupils' own answers.*

11 *Pupils' own answers.*



# Reported speech 2

- 1**
- No
  - Mabel
- 2**
- 1 he couldn't find the radio.
  - 2 she didn't believe in aliens.
  - 3 they'd send a message to Pluto.
  - 4 there were lots of people on other planets.
- 3**
- 1 she'd wanted
  - 2 he'd done
  - 3 she'd been
  - 4 he'd sent
- 4**
- 1 He said he'd invented a message-sending machine.
  - 2 He said he'd sent two messages to Pluto.
  - 3 He said he hadn't received any messages yet.
  - 4 He said he hadn't told many people about this.
- 5**
- 1 the following week.
  - 2 the day before.
  - 3 that day.
  - 4 there.
- 6** *These words should be circled:*  
them, him, them, me
- 7**
- 1 said
  - 2 told
  - 3 told
  - 4 said
- 8**
- 1 he'd realised
  - 2 he'd decided
  - 3 he'd drawn
  - 4 he'd chosen
  - 5 he'd thought
  - 6 he'd started
  - 7 he'd used
  - 8 he'd attached
  - 9 he'd connected
  - 10 he'd typed
- 9a** *Pupils read the passage.*
- 9b**
- 1 He said he'd decided that there was life on Pluto and Saturn.
  - 2 He said no one had investigated life on those planets yet.
  - 3 He said he'd sent thirty messages to them.
  - 4 He said he'd asked them to contact us here on Earth.
  - 5 He said he'd tried to explain to them what human beings were.
  - 6 He said he'd described the way we lived on Earth.
  - 7 He said he'd used pictures and photographs.

- 8 He said he'd told them that we'd been to the moon.
  - 9 He said he'd explained that we'd invented rockets.
  - 10 He said he hadn't had a message back yet.
- 10**
- (1) She said she'd seen the map of the planets the day before. It had been on the table.
  - (2) He said the Message Sender had been in the garden the night before.
  - (3) She said if Ruff couldn't find it, she'd telephone the police that afternoon.
  - (4) He said those papers had been moved.
  - (5) He said he'd search the lab that day.
- 11**
- 1 told
  - 2 said
  - 3 said
  - 4 told
  - 5 told
  - 6 said
  - 7 told
  - 8 said
  - 9 said
  - 10 told
- 12** 'The machine is here.'  
'I can't go shopping tomorrow.'  
'I saw somebody in the garden this morning.'  
'The sweet factory is on fire.'  
'I'm going on holiday next month.'  
'I saw the film last week.'

# Reported speech 3

- 1**
- False
  - True
- 2**
- 1 how old I was.
  - 2 what my name was.
  - 3 where I went to school.
  - 4 what time it was.
- 3**
- 1 if
  - 2 if
  - 3 if
  - 4 if
- 4**
- 1 told me to sit down.
  - 2 told me to answer the question.
  - 3 told me not to run.
  - 4 told me to come back.
- 5**
- 1 asked me to carry
  - 2 asked me to post
  - 3 asked me to show
  - 4 asked me to lend
- 6**
- 1 She asked him who he lived with.
  - 2 She asked him where his school was.
  - 3 She asked him why he'd got a rabbit in his arms.
  - 4 She asked him when Wibble Castle closed.
  - 5 She asked him how much a cinema ticket cost.
  - 6 She asked him what colour his house was.
  - 7 She asked him which his house was/which house was his.
  - 8 She asked him where she could buy a newspaper.
  - 9 She asked him how many cafés there were in Wibble.
  - 10 She asked him why he wasn't at school today.
- 7**
- 1 He asked if he ate chocolate.
  - 2 He asked if he could swim.
  - 3 He asked if he lived in Wibble.
  - 4 He asked if he'd got a lot of friends.
  - 5 He asked if he knew the King of Candaroon.
  - 6 He asked if his garden was full of rabbits.
  - 7 He asked if he was very old.
  - 8 He asked if he could stay in his house that night.
  - 9 He asked if he went to school.
  - 10 He asked if he had got a car.
- 8** *Pupils' own answers.*
- 9**
- 1 'Could/Would you show me the castle?'
  - 2 'Could/Would you buy a newspaper?'
  - 3 'Could/Would you lend me a book?'
  - 4 'Could/Would you take me to the cinema?'
  - 5 'Could/Would you tell me the history of Wibble?'
  - 6 'Could/Would you sing me the Wibble song?'
  - 7 'Could/Would you make me some tea?'
  - 8 'Could/Would you read me a story?'
  - 9 'Could/Would you tell me a joke?'
  - 10 'Could/Would you lend me a map?'

## 29 Ability

- 1
- True
  - True
- 2 *Pupils' own answers.*
- 3 *Pupils' own answers.*
- 4 *Pupils' own answers.*
- 5
- 1 can
  - 2 can
  - 3 can
  - 4 can
- 6a-b *Pupils' own answers.*
- 7a-b *Pupils' own answers.*
- 8
- (1) couldn't
  - (2) could
  - (3) couldn't
  - (4) could
  - (5) could
  - (6) couldn't
  - (7) couldn't
  - (8) could
  - (9) could
  - (10) couldn't
- 9 *Pupils' own answers.*
- 10 *Pupils' own answers.*
- 11 *Pupils' own answers.*

## 30 Permission

- 1
- Go to a disco
  - Yes
- 2
- 1 Can/ Could, we/you can.
  - 2 Can/ Could, you can't.
  - 3 Can/ Could, you can't.
  - 4 Can/ Could, you can.
- 3 *Pupils' own answers.*
- 4
- 1 isn't allowed to go wind-surfing tomorrow.
  - 2 're allowed to go to the disco tonight.
  - 3 'm not allowed to stay at my friend's house tonight.
  - 4 're allowed to go to the cinema tomorrow.
- 5
- 1 May I put some music on the CD player?
  - 2 May I have some of your after-shave?
  - 3 May I come home after eleven o'clock?
  - 4 May I use some of your bubble bath?
  - 5 May I have supper early tonight?
  - 6 May I borrow your hairbrush?
  - 7 May I wear your T-shirt?
  - 8 May I use this toothpaste?
  - 9 May I try on your black shoes?
  - 10 May I wear your stripey socks?
- 6a
- 1 Could we have the afternoon off school?
  - 2 Could we play a game in the next lesson?
  - 3 Could we draw on the board?
  - 4 Could we have a picnic in the playground?
  - 5 Could we write to some pen-friends?
  - 6 Could we perform a class play?
  - 7 Could we learn how to make pancakes?
  - 8 Could we do a Chemistry experiment?
  - 9 Could we hand in our homework late?
  - 10 Could we do a class project?
- 6b
- 1 They weren't allowed to have the afternoon off school.
  - 2 They weren't allowed to play a game in the next lesson.
  - 3 They were allowed to draw on the board.
  - 4 They weren't allowed to have a picnic in the playground.
  - 5 They were allowed to write to some pen-friends.
  - 6 They were allowed to perform a class play.
  - 7 They weren't allowed to learn how to make pancakes.
  - 8 They were allowed to do a Chemistry experiment.
  - 9 They weren't allowed to hand in their homework late.
  - 10 They were allowed to do a class project.
- 7a-b *Pupils' own answers.*

## 31

## Requests

- 1 • Yes   
• Mo

2 *Pupils' own answers.*

- 3 1 Can you tidy my room, please?  
2 Can you find my pen, please?  
3 Can you pass me the dictionary, please?  
4 Can you look up a word for me, please?  
5 Can you telephone Pad, please?  
6 Can you make me a milkshake, please?  
7 Can you finish my Maths homework, please?  
8 Can you lend me a pencil, please?  
9 Can you turn the radio off, please?  
10 Can you bring me my notebook, please?

4 *Pupils' own answers.*

5a-b *Pupils' own answers.*

## 32

## Obligation

- 1 • True   
• False

2 *Pupils' own answers.*

3 *Pupils' own answers.*

- 4 1 should  
2 should  
3 should  
4 should

- 5 (1) don't have to  
(2) have to  
(3) have to  
(4) don't have to

- 6 1 didn't have to  
2 had to  
3 had to  
4 didn't have to

- 7a 1 You must oil the chain.  
2 You must ring the bell.  
3 You must clean the wheels.  
4 You must wear a crash helmet.  
5 You must polish the saddle.

7b *Pupils' own answers.*

- 8 1 don't have to  
2 doesn't have to  
3 don't have to  
4 don't have to  
5 doesn't have to

- 9 1 didn't have to  
2 had to  
3 didn't have to  
4 had to  
5 had to  
6 didn't have to  
7 had to  
8 didn't have to  
9 had to  
10 didn't have to

10a-b *Pupils' own answers.*

11 *Pupils' own answers.*

# 33

## Prohibition

- 1
- No
  - No
  - A grown-up
- 2 *Pupils' own answers.*
- 3 *Pupils' own answers.*
- 4 *These words should be circled:*  
 isn't allowed to, 'm not allowed to, aren't allowed to,  
 aren't allowed to
- 5a You mustn't  
 You mustn't  
 You mustn't  
 You mustn't  
 You mustn't
- 5b *Pupils' own answers.*
- 6a-b *Pupils' own answers.*
- 7 *Pupils' own answers.*

# 34

## Advice

- 1
- telling the actors what to do.
  - run away.
- 2
- 1 should
  - 2 should
  - 3 should
  - 4 should
- 3
- 1 If I were you
  - 2 If I were you
  - 3 If I were you
  - 4 If I were you
- 4
- 1 If I were you, I'd drink more water.
  - 2 If I were you, I'd go to sleep.
  - 3 If I were you, I'd see a dentist.
  - 4 If I were you, I'd take more exercise.
  - 5 If I were you, I'd telephone a friend.
  - 6 If I were you, I'd eat fewer sweets.
  - 7 If I were you, I'd eat more fruit.
  - 8 If I were you, I'd work harder.
  - 9 If I were you, I'd go to bed earlier.
  - 10 If I were you, I'd read more.
- 5 *Pupils' own answers.*
- 6 *Pupils' own answers.*
- 7a-b *Pupils' own answers.*

**35**

## Deduction

- 1 • No   
• No
- 2 1 must  
2 must  
3 must  
4 must
- 3 1 can't  
2 can't  
3 can't  
4 can't
- 4 1 can't have built  
2 can't have had  
3 must have used  
4 must have been
- 5 1 must  
2 must  
3 can't  
4 must  
5 can't  
6 must  
7 can't  
8 can't  
9 must  
10 can't
- 6 (1) must have employed  
(2) must have worked  
(3) must have known  
(4) must have pulled  
(5) must have carried
- 7 1 can't have had  
2 can't have come  
3 can't have carried  
4 can't have painted  
5 can't have known
- 8 1 must have fallen  
2 must have been  
3 can't have been  
4 must have had  
5 can't have cut
- 9 *Pupils' own answers.*

**36**

## Possibility

- 1 • Fly   
• No
- 2 1 might  
2 might  
3 might  
4 might
- 3 1 may  
2 may  
3 may  
4 may
- 4 1 She might/may be upstairs.  
2 She might/may be at her friend's house.  
3 She might/may be in the kitchen.  
4 She might/may be in the garden.  
5 She might/may be in her bedroom.  
6 She might/may be in the bath.  
7 She might/may be in the sitting-room.  
8 She might/may be out with Dad.  
9 She might/may be on the telephone.  
10 She might/may be in Snapper's tree house.
- 5a They might/may go fishing in Ireland.  
They might/may go wind-surfing in Greece.  
They might/may go bungy-jumping in Australia.  
They might/may go sailing in Spain.  
They might/may go sight-seeing in Italy.  
They might/may go skiing in Austria.  
They might/may go snorkelling in the Red Sea.  
They might/may go rock-climbing in the Swiss Alps.  
They might/may go riding in the South of France.  
They might/may go water-skiing in Turkey.
- 5b-c *Pupils' own answers.*

- 1 • pink candy floss.   
 • Ruff

- 2 1 Shall/Can  
 2 Shall/Can  
 3 Shall/Can  
 4 Shall/Can

- 3 1 Would you like  
 2 Would you like  
 3 Would you like  
 4 Would you like

- 4 1 Would you like to ride on the big wheel?  
 2 Would you like to see the clowns?  
 3 Would you like to visit the fortune-teller?  
 4 Would you like to go on the ghost train?

- 5a 1 Shall I clean Ruff's machines?  
 2 Shall I do the shopping?  
 3 Shall I wash Mabel's car?  
 4 Shall I empty the dustbin?  
 5 Shall I make you a cup of tea?  
 6 Shall I help you wash up?  
 7 Shall I tidy the kitchen?  
 8 Shall I make supper?  
 9 Shall I post your letters?  
 10 Shall I get your newspaper?

- 5b Can I clean Ruff's machines?  
 Can I do the shopping?  
 Can I wash Mabel's car?  
 Can I empty the dustbin?  
 Can I make you a cup of tea?  
 Can I help you wash up?  
 Can I tidy the kitchen?  
 Can I make supper?  
 Can I post your letters?  
 Can I get your newspaper?

*Pupils' own answers.*

- 6 (1) Would, like to  
 (2) Shall  
 (3) Would, like  
 (4) Shall  
 (5) Would, like to  
 (6) would, like to  
 (7) would, like  
 (8) Would, like  
 (9) Shall  
 (10) Would, like

- 7 Would you like to read a book?  
 Would you like to see the doctor?  
 Would you like an aspirin?  
 Would you like some ice cream?  
 Would you like a drink?  
 Would you like an apple?  
 Would you like some sweets?  
 Would you like to go to sleep?  
 Would you like to listen to some music?  
 Would you like to watch television?  
 Would you like a glass of milk?  
 Would you like to go to the cinema next week?

- 8 *Pupils' own answers.*

38

# Prepositions and phrases of place, time and movement

- 1 • Last week   
• in the cupboard.
- 2 1 between  
2 outside  
3 on  
4 in
- 3 (1) across/~~past~~  
(2) into/~~round~~  
(3) ~~into~~/along  
(4) ~~into~~/out of
- 4 (1) at  
(2) At  
(3) On  
(4) in
- 5 1 this afternoon   
2 out of   
3 in   
4 along   
5 outside   
6 This   
7 every   
8 past   
9 on   
10 in
- 6 *Pupils' own answers.*
- 7 1 movement.   
2 place.   
3 at  
4 No   
5 Below the picture
- 8 (1) Yesterday (11) at  
(2) under (12) in  
(3) from (13) This  
(4) to (14) up  
(5) into (15) off  
(6) out of (16) onto  
(7) down (17) At  
(8) along (18) past  
(9) into (19) Next  
(10) round (20) out of

39

# Question tags

- 1 • Yes   
• Mo
- 2 1 Yes   
2 Yes
- 3 1 is he?  
2 isn't he?  
3 is he?  
4 isn't he?
- 4 *Pupils' own answers.*
- 5 1 wasn't she?  
2 was he?  
3 can he?  
4 can't they?
- 6 1 aren't I?  
2 aren't I?  
3 aren't I?  
4 aren't I?
- 7 1 You aren't a very good painter, are you?  
2 Snapper can see Mo's name, can't he?  
3 Milly can eat a lot of sweets, can't she?  
4 I'm good at drawing, aren't I?  
5 They aren't going to the cinema, are they?
- 
- 6 You can't find Milly, can you?  
7 We're going now, aren't we?  
8 Milly can't swim, can she?  
9 They're flowers, aren't they?  
10 You're Mo's friend, aren't you?
- 8 (1) aren't you?  
(2) are you?  
(3) can he?  
(4) isn't he?  
(5) aren't they?  
(6) am I?  
(7) can't I?  
(8) isn't he?  
(9) aren't you?  
(10) is he?
- 9a 1 is it? 6 isn't she?  
2 aren't I? 7 can't they?  
3 isn't it? 8 aren't you?  
4 can't he? 9 aren't I?  
5 can they? 10 can we?
- 9b *Pupils' own answers.*



# 40

## Questions 2

- 1
- nobody.
  - Mo's dad
- 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 Why are Mo and Snapper laughing?
  - 3 Where are Mo and Snapper?
- 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
- 7
- 1 did you bring?
  - 2 did she drive?
  - 3 did you catch?
  - 4 did he kick?
- 8a
- 1 ~~What~~ / Whose
  - 2 Whose / ~~Who~~
  - 3 ~~What~~ / How
  - 4 How much / ~~How many~~
  - 5 ~~Whose~~ / Which

8b-c *Pupils' own answers.*

- 9
- |   |          |    |          |
|---|----------|----|----------|
| 1 | What     | 9  | Who      |
| 2 | How much | 10 | How many |
| 3 | How      | 11 | Where    |
| 4 | How much | 12 | How      |
| 5 | Why      | 13 | What     |
| 6 | When     | 14 | Which    |
| 7 | How many | 15 | Why      |
| 8 | Where    |    |          |
- 10
- 1 Who drove you to school?
  - 2 Who did Mo help?
  - 3 Who saw Snapper?
  - 4 Who did he bring?
  - 5 Who spoke to her?
  - 6 Who did we watch?
  - 7 Who did you carry?
  - 8 Who lied to Mo?
  - 9 Who wrote to you?
  - 10 Who did you telephone?

# 41

## Short answers

- 1
- No, he hasn't.
  - doesn't want his ears nailed to the floor.
- 2
- These words should be underlined:*
- No, you can't.  
No, I don't.  
No, I won't.
- 3
- Pupils' own answers.*
- 4
- Pupils' own answers.*
- 5
- 1 No, I don't.
  - 2 Yes, I will.
  - 3 No, you can't.
  - 4 No, it isn't.
  - 5 No, I haven't.
  - 6 No, I don't.
  - 7 No, I won't.
  - 8 No, you can't.
  - 9 No, I'm not.
  - 10 No, I haven't.
- 6a-b
- Pupils' own answers.*
- 7
- Pupils' own answers.*

## Relative clauses 1

- 1 • likes you. ✓  
• *Pupils' own answers.*
- 2 1 Splodge knows somebody who can walk on his hands.  
2 This is a machine that makes chocolate biros.  
3 I know somebody who likes painting trees.  
4 This is a machine that makes your bed.
- 3 1 They  
2 They
- 4 1 whose car broke down.  
2 whose dog likes Sticky.  
3 whose sister is a famous artist.  
4 whose wife makes ice cream.
- 5 1 who writes books about chemicals.  
2 who owns the London Laboratory.  
3 who mends Ruff's machines.  
4 who visited Ruff in February.  
5 who won the Wibble race.  
6 who work at Wibble Castle.  
7 who taught Ruff Physics.  
8 who telephoned Tumble last week.  
9 who talks too much.  
10 who bought the Bath-Filling Machine.
- 6 *Pupils' own answers.*
- 7a 1 It's a machine that boils water.  
2 It's a machine that heats food.  
3 It's a machine that keeps things cold.  
4 It's a machine that dries clothes.  
5 It's a machine that mixes food.
- 7b-c *Pupils' own answers.*
- 8 (1) who (6) that  
(2) that (7) who  
(3) who (8) that  
(4) who (9) who  
(5) that (10) that
- 9 1 whose bicycle has got three wheels.  
2 whose ice cream tastes wonderful.  
3 whose brother was on television last night.  
4 whose machine exploded.  
5 whose medicines always work.  
6 whose milkshakes are world-famous.  
7 whose parrot always looks tired.  
8 whose trains are very fast.  
9 whose friend is called Splodge.  
10 whose husband makes unbreakable windows.

## Relative clauses 2

- 1 • True ✓  
• Yes ✓
- 2 1 that dug a hole.  
2 who wrote the story.  
3 who drew the pictures.  
4 that I read yesterday.
- 3 1 The cat, which is orange, has got a flea in its fur.  
2 The flea, which wears a hat, is black.  
3 Mr Korky, who draws a lot of pictures, uses a lot of paint.  
4 The cat, which was in a bad mood, scratched and scratched.
- 4 1 the cat  
2 my sister
- 5 1 The flea, which was black, laughed at the cat.  
2 The cat, which had a flea in its fur, asked people to help it.  
3 A hairdresser, who was called Tess, washed the cat.  
4 A lion, which lived in the zoo, helped the cat.
- 6 1 The pictures, which Mr Korky drew, always make Freddy laugh.  
2 The story, which is in rhyme, is about a cat and a flea.  
3 The writer, who lives in Rodfox, has got a cat.  
4 The flea, which lived in the cat's fur, was very annoying.  
5 The cat, which couldn't stop scratching, went to a car wash.  
6 The car wash, which was full of soapy bubbles, made the cat very wet.  
7 The flea, which laughed at the cat, jumped onto a lion.  
8 The lion, which was very big and fierce, squashed the flea.  
9 The cat, which was very happy, thanked the lion.  
10 The lion, which had escaped from the zoo, went to live with the cat.
- 7a 1 Tom, who's Freddy's dad, is very clever.  
2 Louise, who's Freddy's mum, loves reading books.  
3 Eloise, who loves Mr Korky, has read the story about the cat.  
4 Mr Long, who's Mr Korky's friend, wrote the story.  
5 Mr Korky, who enjoys drawing, painted the pictures.

- 7b**
- 1 The story, which is quite short, is about some magic potions.
  - 2 The potions, which do strange things, are in a secret cupboard.
  - 3 The laboratory, which is very big, is usually locked.
  - 4 The red potion, which the professor invented, makes your hair grow.
  - 5 The blue potion, which the assistant stole, makes your dreams come true.

- 8**
- 1 who
  - 2 which
  - 3 which
  - 4 who
  - 5 which
  - 6 who
  - 7 which
  - 8 who
  - 9 which
  - 10 who

## REVISION I

### articles; quantifiers

- 1 *I've been here for an hour.*   
*Splodge can't play the drums.*   
*Did you have lunch yesterday?*
- 2 Use **a** or **an** the first/~~second~~ time you talk about something. Use **the** the ~~first~~/second time you talk about something.
- 3 a  
The  
a  
The  
a  
The
- 4 Are there lots of spiders in the world?  
Yes   
  
If you want to say that there are lots of things that are the same you use ...  
**a / an.**
- 5 Does Ruff know which kitchen Splodge is talking about?  
Yes
- 6 Do you know how many bottles?  
No   
  
Do you know how much water?  
No
- 7 Use **a few** with nouns you can/~~can't~~ count.  
Use **a bit of** with nouns you ~~can't~~/can't count.
- 8 You can use **any** with all nouns in negative sentences and in questions.
- 9 Use **a lot of** and **some** with ...  
nouns you can count.   
nouns you can't count.

## REVISION 2

### nouns; adjectives; adverbs

- 1 traffic   
information   
luggage   
advice   
sugar   
spaghetti
- 2 advice  
luggage  
weather  
traffic
- 3 I'd like ~~an~~ some information.  
Would you like ~~a~~ some spaghetti?  
The news is / ~~are~~ good!  
Let me give you ~~a~~ some advice.  
The weather is / ~~are~~ nice today.  
The ~~traffics~~ / traffic is bad in my town.
- 4 better  
the best  
worse  
the worst  
more dangerous  
the most dangerous  
bigger  
the biggest
- 5 Is Splodge thinner than his friend?  
No   
Who's the more intelligent?  
Ruff
- 6 'Slowly' is ...  
an adverb.
- 7 more messily  
the most messily  
more  
the most  
worse  
the worst  
less  
the least
- 8 as, as  
as, as  
as, as  
as, as

## REVISION 3

### present and past tenses

- | 1 | Present | Past |
|---|---------|------|
|   | eat     | ate  |
|   | eat     | ate  |
|   | eats    | ate  |
|   | eats    | ate  |
|   | eats    | ate  |
|   | eat     | ate  |
|   | eat     | ate  |
|   | eat     | ate  |
- 2 The present simple is to talk about things ...  
you do again and again.   
The present continuous is to talk about things ...  
you're doing now.
- 3 Use the present simple / ~~continuous~~ with **like, love, hate, think, understand, believe, know, want.**
- 4 dropped  
rode  
saw  
talked  
knew
- 5 The past ~~simple~~ / continuous is to talk about things  
you were in the middle of doing at a time in the  
past.
- 6 was sailing  
hit
- 7 What happened first?  
I started watching a film.

## REVISION 4

### present perfect; past perfect

- 1 've gone  
's gone
- 2 haven't met  
hasn't met
- 3 Do you know when Splodge read the comics?  
No   
  
Is it important when he read them?  
No
- 4 *Mo has gone to the beach.*  
Is Mo at the beach now?  
Yes   
  
*Mo has been to the beach.*  
Is Mo at the beach now?  
No
- 5 yet  
just  
already
- 6 since  
for  
for  
since
- 7 've, spoken  
called
- 8 Is Splodge still reading?  
Yes
- 9 've been running.  
's been running.
- 10 What happened first?  
His friends left.
- 11 'd swum.  
'd eaten.  
'd read.  
'd given.

## REVISION 5

### future; passive

- 1 's seeing  
'm visiting  
aren't playing
- 2 You can use the present ~~simple~~/continuous to talk about things you've arranged to do in the future.
- 3 Who's already decided to write a book?  
Mo  
  
Who suddenly decides to write a book?  
Snapper
- 4 How does he know there's going to be a thunderstorm? He knows because ...  
he can see the clouds.
- 5 What words can you use to give information about the future?  
You can use **will** and **won't**.
- 6 Omelettes are made with eggs.   
The conference was held in New York.   
Good news! All the mice have been caught.   
Splodge will be given a present tomorrow.
- 7 When do you use the passive?  
When you don't know who does the action.
- 8 Use **by** + person if you want to say who does the action.
- 9 is cleaned.  
has been made.  
will be taken on holiday.  
has been stolen.

## REVISION 6

### used to; causative, ing forms; verb patterns

- 1 Does Ruff wear funny clothes now?  
No
- Does Mabel sing pop songs now?  
No
- 2 *Pupils' own answers.*
- 3 Did Splodge cut his hair himself?  
No   
Is Mabel going to service the car herself?  
No
- 4 had his hair cut.  
had his bicycle mended.
- 5 Reading  
Reading
- 6 **ing** forms can be the subject or the object of a sentence.
- 7 *Pupils' own answers.*
- 8 Use **to** + base verb after the verbs **decide, forget, hope, learn, need, promise, want, would like/love/hate.**
- 9 to go  
to learn  
to write  
to catch

## REVISION 7

### conditionals; reported speech

- 1 The present simple
- 2 First conditional sentences are ...  
to talk about the future.
- 3 Do I think I'll see a dinosaur?  
No
- 4 In the **if** half of second conditional sentences you use the past simple, in the other half you use **would/wouldn't.**
- 5 Am I a millionaire?  
No   
Am I a dog?  
No
- 6 You can use **were** and **weren't** instead of **was** and **wasn't** in second conditional sentences.
- 7 **If I were you** is to give somebody ...  
some advice.
- 8 Yes./Yes, he did.  
He got wet.
- 9 Use **had** or **hadn't** + past participle in the **if** half of third conditional sentences.

## REVISION 8

### reported speech

- 1 He said that he was hot.   
She said she'd play the drums.   
They said they were going out.
- 2 In reported speech, the present tense changes to the past.
- 3 In reported speech you go ...  
back a tense.
- 4 In reported speech **can** changes to **could** and **will** changes to **would**.
- 5 What else changes in reported speech?  
The pronouns
- 6 These two sentences mean ...  
the same thing.   
What word can you leave out?  
that
- 7 (that) he was going to his house.  
(that) she'd found a cat in the garden.  
(that) he couldn't play the piano.  
(that) she'd left her bicycle there.  
(that) he'd help him tomorrow.

## REVISION 9

### ability; permission; requests; deduction

- 1 Do seals know how to swim?  
Yes   
Do seals know how to speak?  
No   
Did Splodge know how to read when he was three?  
No
- 2 **will be able to**
- 3 *Pupils' own answers.*
- 4 *Pupils' own answers.*
- 5 Can Splodge go to the disco?  
Yes   
Did he go to the cinema yesterday?  
No
- 6 These sentences mean ...  
the same thing.   
Which word do more people use?  
**can**
- 7 Could you make me a sandwich?  
Would you open the door, please?
- 8 **must**  
**can't**
- 9 To make the past of **must** and **can't**, use **must** or **can't** + **have** + past participle.

## REVISION 10

### obligation; prohibition; advice; possibility

- 1 Can you choose to go to bed at ten?  
No
- Can I choose to stay at home?  
No
- 2 The past of **have to** and **don't have to** is **had to** and **didn't have to**.
- 3 *Pupils' own answers.*
- 4 Can I eat lots of bars of chocolate?  
No
- Who do you think says things like this?  
Grown-ups, teachers, parents
- 5 **mustn't** is stronger than **shouldn't**.  
True
- 6 *Pupils' own answers.*
- 7 These sentences mean ...  
the same thing.
- 8 **If I were you, ...**
- 9 Is Ruff sure Splodge will hurt himself?  
No
- 10 What two words can you use to say you think something is possible?  
**might** and **may**

## REVISION 11

### prepositions and phrases of place, time and movement

- 1 They tell you ...  
where things are.
- 2 *Pupils' own answers.*
- 3 in  
on  
at
- 4 at  
in  
at  
in  
in  
on  
at  
at
- 5 With expressions like **yesterday**, **last week**, **tomorrow**, **next year** etc. you ~~do~~/ don't need a preposition of time.
- 6 Prepositions and phrases of movement tell you ...  
how things move and where they move to.
- 7 I walked ~~on~~/ past the bank.  
I went ~~through~~/ up the stairs.  
I got ~~on~~/ out of the car.  
I walked along/ ~~under~~ the street.  
I climbed ~~in front of~~/ over a wall.  
I jumped ~~into~~/ off the wall.  
I ran across/ ~~between~~ the High Street.  
I went into/ ~~down~~ the newsagent's.



# REVISION 12

## questions; short answers; relative clauses

- 1 Does the speaker think it's a good book?  
Yes
- 2 If the first part of the sentence is negative,  
the question tag is positive.  
If the first part of the sentence is positive,  
the question tag is negative.
- 3 isn't he?  
can't you?  
aren't I?  
isn't she?  
aren't we?  
can they?  
wasn't he?  
was he?
- 4 You can make short answers with **be**, **can**, **do**, **have**  
and **will**.
- 5 *Pupils' own answers.*
- 6 Relative clauses tell you more about ...  
nouns.
- 7 *Pupils' own answers.*
- 8 You usually use non-defining relative clauses in ...  
writing.
- 9 Ruff, who looked very angry, shouted at Dr  
Quixit.

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