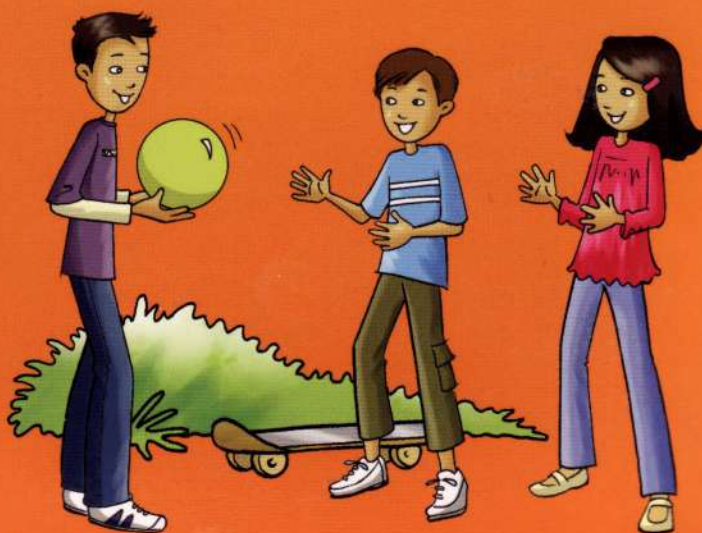


Eileen Flannigan

# Grammar Friends 4



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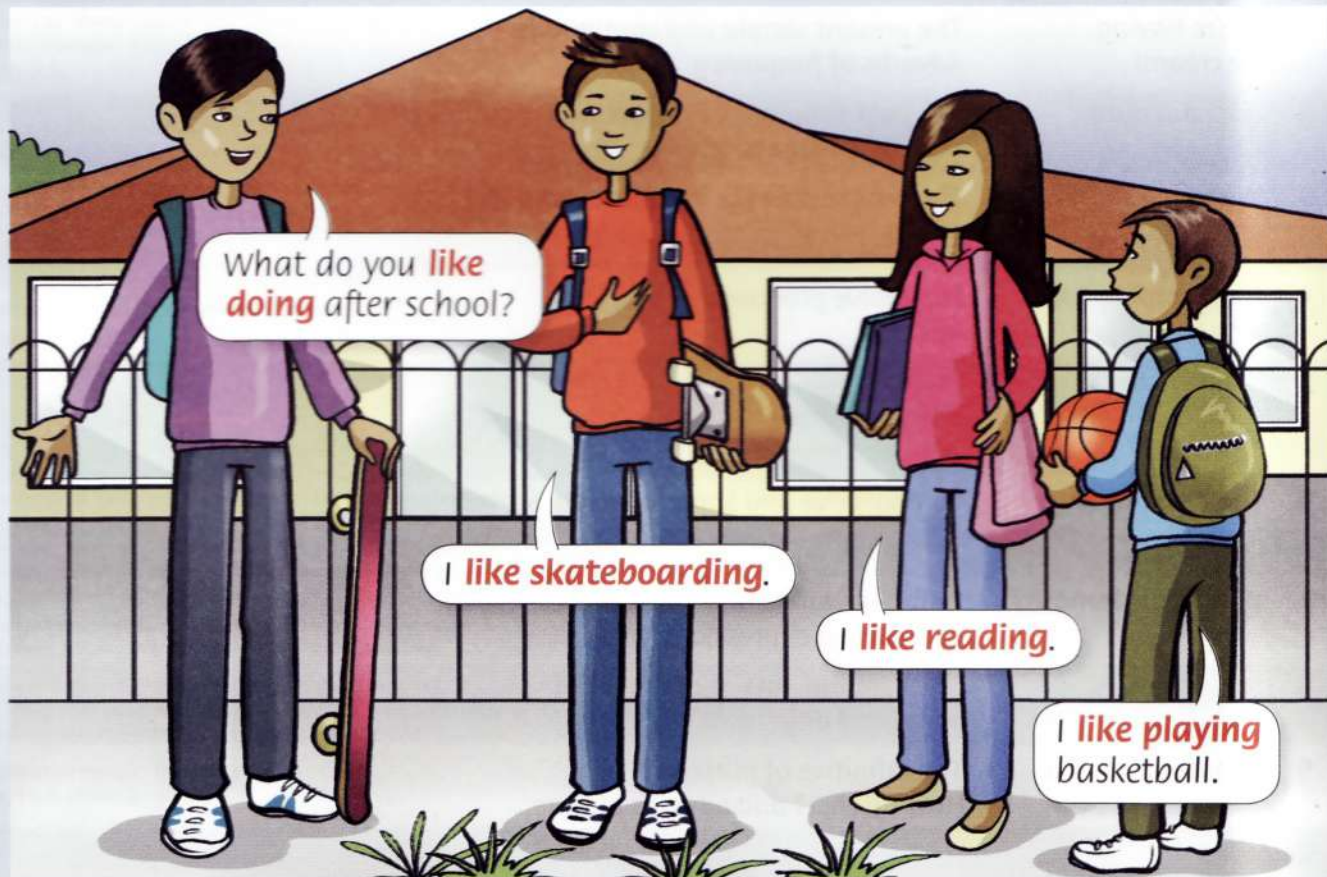


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## Like + -ing



We use **like + -ing** to talk about things that we always like to do.  
*What do you **like doing** at the weekend? I **like going** swimming.*



Remember we don't repeat **like + -ing** in short answers.  
*Does Charlie like skateboarding? **Yes, he does.***

### 1 Write sentences and questions. Use **like + -ing**.

1 Beth / like / play tennis  
Beth likes playing tennis.

3 my friends / like / watch films  
\_\_\_\_\_

5 Sam / not like / play the piano  
\_\_\_\_\_

7 you / like / surf / ?  
\_\_\_\_\_

2 I / like / play tennis  
\_\_\_\_\_

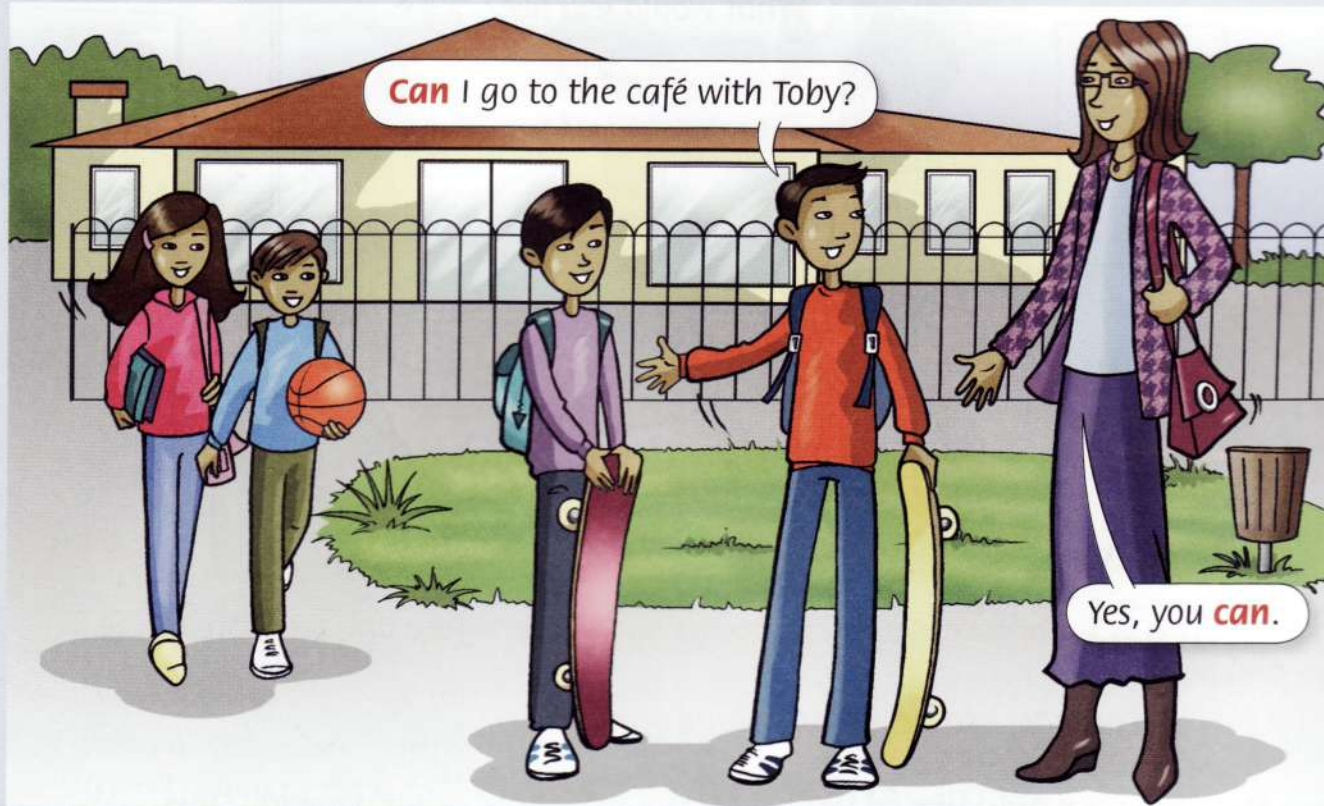
4 they / like / cook / ?  
\_\_\_\_\_

6 she / like / play the guitar  
\_\_\_\_\_

8 Ted and Theo / not like / fish  
\_\_\_\_\_



## Can and can't



We use **can** and **can't** + base form to talk about permission. **Can** and **can't** don't change.

We use **can** in questions and **can** or **can't** when we give or refuse permission.  
**Can** we play on the computer? Yes, you **can**. / No, you **can't**.

### 2 Write questions and short answers. Use **can** and **can't** and a verb from the box.

~~go~~ stay go do play buy use watch make visit

- 1 I / the park ✗ Can I go to the park? No, you can't.
- 2 we / football ✓ \_\_\_\_\_
- 3 they / the TV ✓ \_\_\_\_\_
- 4 he / skateboarding ✗ \_\_\_\_\_
- 5 I / a new coat ✓ \_\_\_\_\_
- 6 she / with Sally ✗ \_\_\_\_\_
- 7 they / the computer ✗ \_\_\_\_\_
- 8 I / a cake ✓ \_\_\_\_\_
- 9 she / Grandma ✓ \_\_\_\_\_
- 10 we / our homework later ✗ \_\_\_\_\_

## A, an and some



We use **a** or **an** before countable nouns and **some** before uncountable nouns and plurals.

**a** cat   **an** orange   **some** water   **some** oranges



We use **would like** ('d like) to talk or ask about what we want. It is a polite expression that we often use in shops, cafés and restaurants.

*I'd like a cup of coffee, please.*

### 3 Complete the sentences. Write 'd like and a, an or some.

What would you like?

1 I 'd like **some** aubergines, please.

2 We \_\_\_\_\_ lemon, please.

3 I \_\_\_\_\_ glass of milk, please.

4 We \_\_\_\_\_ rice, please.

5 We \_\_\_\_\_ orange, please.

6 I \_\_\_\_\_ bananas, please.

7 I \_\_\_\_\_ apple, please.

8 We \_\_\_\_\_ fruit, please.



## Be going to



We use **be going to** + base form to say what we are planning to do.

*I'm going to listen to my MP3 player.*

*Molly isn't going to play with her friends today.*

*Are you going to do your homework this evening?*

### 4 Look at the table. Write questions and short answers.

1 Mum and Dad	visit friends	✗
2 Harriet	play football with friends	✓
3 Dad	clean the car	✓
4 we	watch a DVD	✓
5 Grandma and Grandpa	have a picnic	✗
6 Marion	write to her cousin	✓
7 Lily and Amy	go to the cinema	✗

- 1 Are Mum and Dad going to visit friends? No, they aren't.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

## The present simple and present continuous



We use the present simple to talk about habits and things that are always true.  
*Leo **goes** to the café after school. Giraffes **are** very tall.*

We use the present continuous to talk about what we are doing now.  
*Holly's upstairs. She's **doing** her homework. I'm **making** dinner **at the moment**.*  
See page 78 for formation of the **-ing** form.

## 1 Complete the sentences. Use the present simple or the present continuous.

- Look at that boy! He 's running (run) really fast!
- Tanya and her sister \_\_\_\_\_ (stay) with us today.
- You can't play on the computer. Dad \_\_\_\_\_ (use) it.
- Usually, our teachers \_\_\_\_\_ (not give) us much homework.
- It \_\_\_\_\_ (be) my birthday today.
- Leo \_\_\_\_\_ (listen) to the radio.
- I \_\_\_\_\_ (walk) to school every day.
- Carla \_\_\_\_\_ (like) salad but she \_\_\_\_\_ (not eat) it in winter.
- Mum \_\_\_\_\_ (talk) on the phone right now.



## Adverbs of frequency



We use adverbs of frequency with the present simple to talk about how often we do things.

never	rarely	sometimes	usually	always
0%				100%

Adverbs of frequency go before most verbs, but after the verb **be**.

We **usually** sit here. They are **always** late.

We don't use adverbs of frequency with the present continuous.

### 2 Write the words in the correct order. Use short forms when possible.

1 never / go / on Saturdays / I / to school

I never go to school on Saturdays.

2 the teachers / late / are / never

3 always / Dad / for a long time / looks at the menu

4 Jack / his meal / finishes / always

5 isn't / the meal / usually / very expensive

6 rarely / go to / we / our local café

7 I / hungry / after football practice / usually / am



**3 Look at the table. Write sentences. Use the present simple and the present continuous. Use *usually* and *today*.**

Usually	Today
1 the waitress / wear / a red uniform	she / wear / a blue uniform
2 Molly / have / some bread	she / have / a bowl of soup
3 Harry / drink / milk	he / drink / orange juice
4 Charlie and Molly / eat / pasta	they / eat / salad
5 we / sit / by the window	we / sit / in the corner
6 Toby / come / with us	Toby / not be / here
7 Dad / pay / the bill	Mum / pay / the bill
8 we / walk / to the café	we / go / by car / to the café

1 The waitress usually wears a red uniform, but today she's wearing a blue uniform.

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**4 Complete the sentences. Use the present simple or the present continuous of the verbs in brackets.**

- I usually \_\_\_\_\_ (go) swimming on Saturdays.
- Amy \_\_\_\_\_ (send) an email to Holly at the moment.
- People in China never \_\_\_\_\_ (eat) with a knife and fork.
- The waitress always \_\_\_\_\_ (bring) the bill immediately.
- Jamie's on the phone. He \_\_\_\_\_ (talk) to Eric right now.
- We sometimes \_\_\_\_\_ (play) football after school.
- I \_\_\_\_\_ (do) my homework right now.
- You rarely \_\_\_\_\_ (make) me a birthday cake.
- They always \_\_\_\_\_ (eat) breakfast.
- Today Sidney \_\_\_\_\_ (run) in a race.

5 Look and write. Use the present simple or the present continuous of **eat** and the words in the box.

~~pasta~~ rice cake noodles some fruit his toy



1 Amy's mum and dad / sometimes

Amy's mum and dad sometimes eat pasta.



2 Caroline / right now



3 people in India / often



4 we / never / before lunch



5 the baby



6 Jane / today

6 Write the words in the correct order. Use the present simple or the present continuous.

1 at the moment / cook / my mum / dinner

My mum's cooking dinner at the moment.

2 eat / a lot of fruit / Molly / always

3 I / have a shower / sometimes / after school

4 Harry / wear / the wrong trousers / today

5 the bill / bring / the waiter / at the moment

6 bring / the bill / the waiter / after the meal / usually



The past simple: *be*, *have* and regular verbs

When we form the past simple, we add **-ed** or **-d** to most regular verbs. Here are some more rules:

Verb	Example	Change	Past simple	Negative
ends vowel + consonant	stop	double the last consonant + <b>-ed</b>	stopped	didn't stop
ends consonant + -y	tidy	<del>-y</del> + <b>-ied</b>	tidied	didn't tidy
irregular verbs	be have	—	<b>was/were</b> <b>had</b>	<b>wasn't/weren't</b> <b>didn't have</b>

In questions we change the word order.

*Did Molly **act** in the play?*

*Be* is different.

*Were you **excited**? Was the play **good**?*

## 1 Circle the correct answer.

- There was / were a piano on the stage.
- Ethan's voice **weren't** / **wasn't** very loud.
- We **were** / **was** excited about the concert.
- Why **was** / **were** Anna and Kate tired?
- Was** / **Were** you at home?
- All our friends **were** / **was** in the audience.
- Leo and Seb **wasn't** / **weren't** at the concert.
- What **was** / **were** the name of the play?



2 Complete Harry's diary. Write **was**, **were** or **had**.

We<sup>1</sup> had a school  
play this week. Charlie<sup>2</sup>  
\_\_\_\_\_ in it and  
our friends and family<sup>3</sup>  
\_\_\_\_\_ in the  
audience. Last week, we<sup>4</sup>  
\_\_\_\_\_ a concert  
at school. Mum and Dad<sup>5</sup>  
\_\_\_\_\_ there, but  
our friends<sup>6</sup>\_\_\_\_\_.

Everyone<sup>7</sup>\_\_\_\_\_ a  
programme about the concert.  
Molly played the piano, and  
her friends Suzy and Jane  
recorders. It<sup>8</sup>\_\_\_\_\_  
very good, but Molly, Suzy  
and Jane<sup>10</sup>\_\_\_\_\_  
all very tired at the end.

3 Complete the sentences and questions. Use the past simple of **be** or **have**.

- 1 Phil's very happy because the exam wasn't very difficult.
- 2 I'm very hungry. I \_\_\_\_\_ breakfast.
- 3 \_\_\_\_\_ Louise \_\_\_\_\_ cake at the café?
- 4 The people in the audience \_\_\_\_\_ a great time.
- 5 He \_\_\_\_\_ ten yesterday.
- 6 \_\_\_\_\_ you at Emily's birthday party?
- 7 My grandparents \_\_\_\_\_ rich. They lived in a very small house.
- 8 I \_\_\_\_\_ a baby when we moved to London.
- 9 \_\_\_\_\_ the film good? Did you like it?
- 10 The homework \_\_\_\_\_ hard. We all got good marks.

4 Complete the text. Use the past simple of the verbs in brackets.

It<sup>1</sup> was (be) George's birthday party on Friday. We<sup>2</sup>  
\_\_\_\_\_ (have) a great time. George<sup>3</sup> \_\_\_\_\_ (invite)  
all his friends and everyone<sup>4</sup> \_\_\_\_\_ (enjoy) it. The lights<sup>5</sup>  
\_\_\_\_\_ (sparkle), we<sup>6</sup> \_\_\_\_\_ (listen) to music and<sup>7</sup>  
\_\_\_\_\_ (dance) all evening. We and<sup>8</sup> \_\_\_\_\_ (play)  
games. I<sup>9</sup> \_\_\_\_\_ (clap) when George<sup>10</sup> \_\_\_\_\_ (open)  
his presents. We all<sup>11</sup> \_\_\_\_\_ (tidy) up when the party<sup>12</sup>  
\_\_\_\_\_ (end) and I<sup>13</sup> \_\_\_\_\_ (not want) to go home!

I've got a lot to tell you. There was a school play **last Saturday** and **two weeks ago** I played in a concert.



We use these expressions to talk about when something happened in the past:

**last** + night / Friday / week / month / year

*I watched a good film **last Saturday**.*

**ago** after a period of time

*We went to London **three years ago**.*

**yesterday** + morning / afternoon / evening

*I emailed her **yesterday evening**.*

Time expressions can go at the beginning or end of a sentence.

*I played in a concert **last week**. **Last week**, I played in a concert.*

## 5 Tick (✓) the correct sentences.

1 Last week, Jane had a party. ☒

Jane had a party week last. ☐

2 Ago two weeks it was my birthday. ☐

Two weeks ago it was my birthday. ☐

3 Frank's birthday was yesterday. ☐

Yesterday Frank's birthday was. ☐

4 We had yesterday a big party. ☐

We had a big party yesterday. ☐

5 Tina had dinner evening yesterday. ☐

Tina had dinner yesterday evening. ☐

6 We played tennis ago two hours. ☐

We played tennis two hours ago. ☐

7 I had an exam yesterday afternoon. ☐

I had an exam last afternoon. ☐

8 I phoned you a Friday ago. ☐







I phoned you last Friday. ☐



- 6 Complete the sentences. Use the verb in brackets and a time expression from the box. Then rewrite each sentence with the time expression at the end.

Today is Saturday 15th November.

~~Last Saturday~~ Last month Yesterday evening  
Last Monday Yesterday Last Thursday

- 1  Last Saturday, Clare played (play) tennis.  
Clare played tennis last Saturday.
- 2  \_\_\_\_\_, it \_\_\_\_\_ (be) my birthday.  
\_\_\_\_\_
- 3  \_\_\_\_\_, Jason \_\_\_\_\_ (play) badminton with Henry.  
\_\_\_\_\_
- 4  \_\_\_\_\_, I \_\_\_\_\_ (tidy) my room.  
\_\_\_\_\_
- 5  \_\_\_\_\_, we \_\_\_\_\_ (watch) a play at the theatre.  
\_\_\_\_\_
- 6  \_\_\_\_\_, Dad \_\_\_\_\_ (phone) Roger.  
\_\_\_\_\_

- 7 Look at the things that happened in exercise 6. Write when they happened. Use time expressions with **ago** and the words from the box.

Remember, today is Saturday 15th November. It is 9 a.m.

~~one week~~ fourteen hours two days five days a month a day

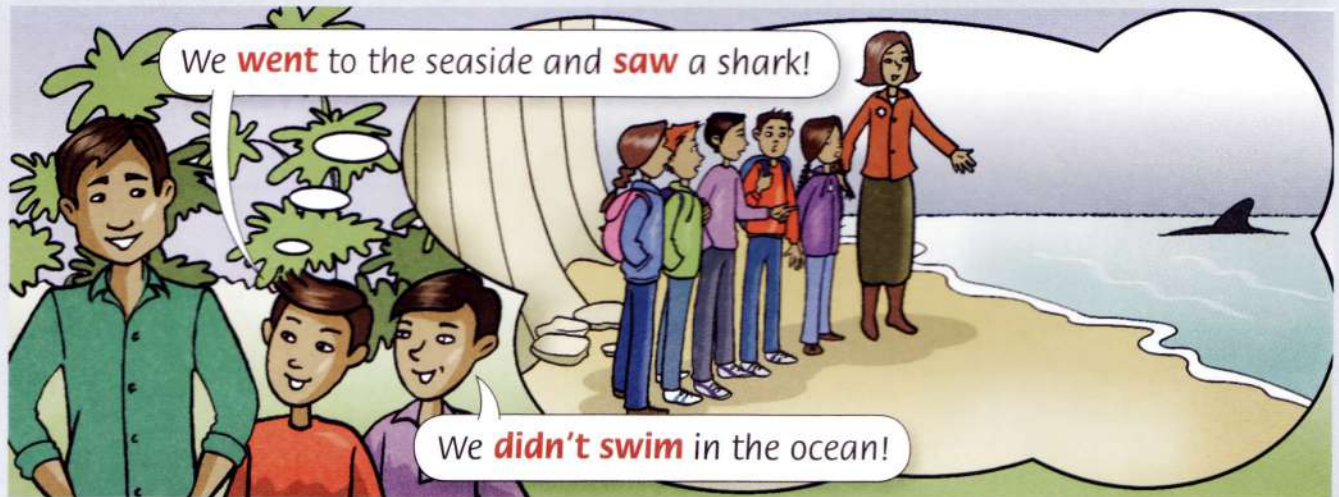
- |                       |         |
|-----------------------|---------|
| 1 <u>one week ago</u> | 2 _____ |
| 3 _____               | 4 _____ |
| 5 _____               | 6 _____ |



# 3 We saw a shark!

The past simple (2): irregular verbs

## Past simple affirmative and negative: irregular verbs



Many common verbs have an irregular past simple form in the affirmative. You already know **was/were** and **had**. Here are some others:

Verb	buy	eat	fly	go	hear	make	see	think
Past simple	bought	ate	flew	went	heard	made	saw	thought

For most regular and irregular verbs, we form the past simple negative with **didn't** + base form. See page 80 for a list of irregular verbs.

*We **didn't look** at the postcards. Amy **didn't go** to the museum.*

Remember that the third person form of the past simple doesn't change in the affirmative or negative. The exception is the verb **be** (**was, were, wasn't, weren't**).

### 1 Match 1–8 with the word endings to make irregular past simple verbs.

- 1 heard
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

he  
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bo

ught  
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w  
nt  
ght  
de  
e  
ew

2 Write the past simple of the verbs in the box into the correct list.

~~ask~~ have hear live hate wait go eat

Regular

asked

Irregular

3 Circle the correct verb form.

- 1 We **eated** / **ate** lunch very early.
- 2 Eric **saw** / **seen** a robot at the exhibition.
- 3 Holly **heard** / **heared** the music.
- 4 Jasper and Ryan **buyed** / **bought** a sandwich.
- 5 I **went** / **goed** to school yesterday.
- 6 Jamie **make** / **made** breakfast this morning.
- 7 The birds **flew** / **flied** away.
- 8 The scientist **thinked** / **thought** about the question.

4 Look at exercise 3. Write negative sentences.

- 1 We didn't eat lunch very early.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

5 Complete the text. Use the past simple of the verb in brackets.

Olly and I <sup>1</sup> went (go) to a lovely old village last weekend.  
It <sup>2</sup> \_\_\_\_\_ (not be) very far away. We <sup>3</sup> \_\_\_\_\_ (buy) some  
cheese, bread and fruit, and we <sup>4</sup> \_\_\_\_\_ (think) about having  
a picnic near the river. We <sup>5</sup> \_\_\_\_\_ (not have) very much water.  
Olly <sup>6</sup> \_\_\_\_\_ (see) a shop but it <sup>7</sup> \_\_\_\_\_ (be) closed. We  
<sup>8</sup> \_\_\_\_\_ (eat) our food and <sup>9</sup> \_\_\_\_\_ (fall asleep) under the trees.



## Past simple questions and short answers: irregular verbs



We form past simple questions in the same way for most regular and irregular verbs.

We use **did** + I/you/he/she/it/we/you/they + base form.

*Did you **buy** any souvenirs?*

*Did Amy **have** breakfast this morning?*

We can use a question word before **did**, such as **what**, **who**, **where**, **when** or **which**.

***What** did you see at the seaside?*

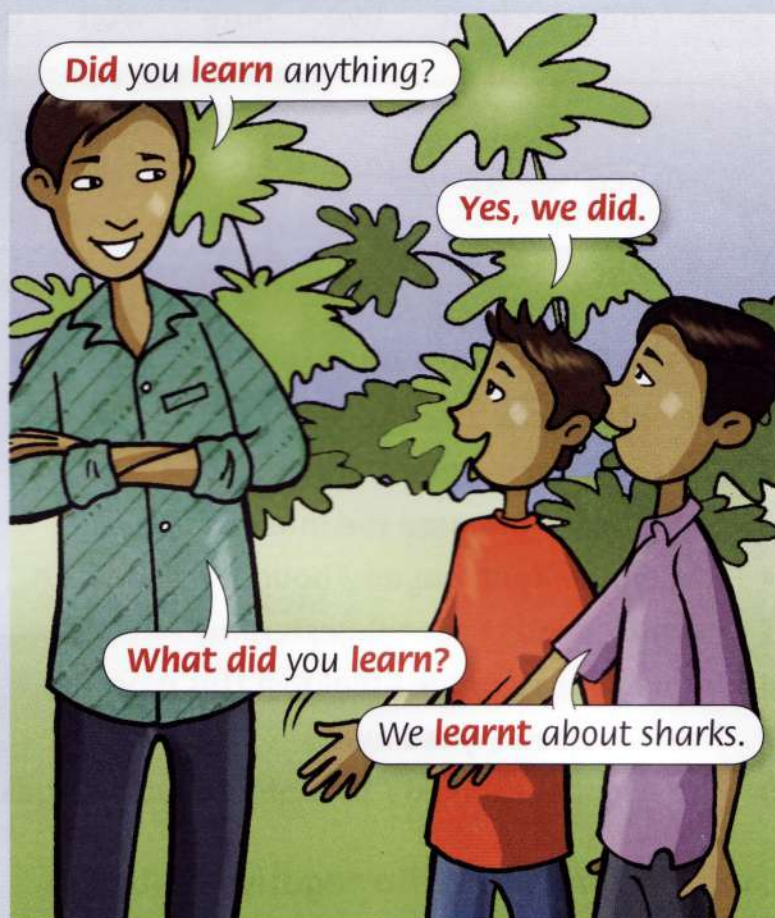
We can use **which** and **what** with a noun.

***Which** museum did you go to?*

We form past simple short answers in the same way for most regular and irregular verbs.

*Did you enjoy the trip?*

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



### 6 Write the words in the correct order to make questions.

1 you / eat / did / what

What did you eat?

2 Henry and Andy / where / have lunch / did

3 why / Max / buy / did / ten postcards

4 the money / where / did / find / they

5 you / learn / did / about rocks and plants / what

6 you / did / hear / when / the good news

7 which / the class / go to / did / part of the coast

7 Look at the pictures. Write questions and short answers.



Sally / buy / a postcard

Did Sally buy a postcard?

Yes, she did.



they / have lunch / in a café



Mum and Dad / go / to a concert



the children / hear / a funny story



Poppy / find / anything interesting



## 1 Circle the correct verb form.

- 1 The waitresses **wear** / **are wearing** new uniforms.
- 2 Theo **has** / **'s having** ice cream today.
- 3 I **'m looking** / **look** out of the window at the moment.
- 4 Hurry up! The café **closes** / **'s closing** now.
- 5 How often **is your family coming** / **does your family come** here?
- 6 Look at that bird! What **does it do** / **is it doing**?
- 7 It **doesn't snow** / **isn't snowing** in summer.
- 8 Mandy **'s washing** / **washes** her hair right now.

## 2 Write sentences. Use the adverb in brackets.

- 1 I cycle to school. (usually)  
I usually cycle to school.
- 2 They sit by the door. (always)  
\_\_\_\_\_
- 3 Dora's hungry at 5 o'clock. (sometimes)  
\_\_\_\_\_
- 4 Beth goes shopping during the week. (never)  
\_\_\_\_\_
- 5 Grandpa and Grandma are at home on Sundays. (usually)  
\_\_\_\_\_
- 6 I'm late for school. (never)  
\_\_\_\_\_

## 3 Complete the text. Use the past simple of the verbs in brackets.

Last Saturday, we <sup>1</sup> had (have) a party to celebrate the end of term. Charlie, Harry and I <sup>2</sup> \_\_\_\_\_ (invite) all our friends. There <sup>3</sup> \_\_\_\_\_ (be) lots of people there. Many of them <sup>4</sup> \_\_\_\_\_ (arrive) with some food or drink. My friend Gemma <sup>5</sup> \_\_\_\_\_ (play) the piano. Everyone <sup>6</sup> \_\_\_\_\_ (have) so much fun. We <sup>7</sup> \_\_\_\_\_ (be) very happy because the holidays were starting.

4 Tick (✓) the correct sentences.

- |  |  |
|--|--|
| 1 We arrived three days ago. <input checked="" type="checkbox"/> | 2 The concert was last year good. <input type="checkbox"/> |
| We arrived ago three days. <input type="checkbox"/>              | The concert was good last year. <input type="checkbox"/>   |
| 3 Diana rang me evening yesterday. <input type="checkbox"/>      | 4 Two weeks ago, I visited Zoe. <input type="checkbox"/>   |
| Diana rang me yesterday evening. <input type="checkbox"/>        | I two weeks ago, visited Zoe. <input type="checkbox"/>     |
| 5 Night last, it rained. <input type="checkbox"/>                | 6 Yesterday, we had a party. <input type="checkbox"/>      |
| Last night, it rained. <input type="checkbox"/>                  | We had a yesterday party. <input type="checkbox"/>         |

5 Complete the sentences. Use the past simple of the verbs in brackets.

- Emma saw (see) dinosaurs at the museum. She didn't see (not see) fish.
- They \_\_\_\_\_ (eat) outside. They \_\_\_\_\_ (not eat) inside.
- Sidney and I \_\_\_\_\_ (go) to school. We \_\_\_\_\_ (not go) to the swimming pool.
- The girls \_\_\_\_\_ (buy) cheese. They \_\_\_\_\_ (not buy) fruit.
- I \_\_\_\_\_ (hear) a cat. I \_\_\_\_\_ (not hear) a dog.
- Seb \_\_\_\_\_ (make) lunch today. He \_\_\_\_\_ (not make) breakfast.

6 Look at exercise 5. Write past simple questions and answers.

- Emma / see / dinosaurs  
Did Emma see dinosaurs? Yes, she did.
- where / they / eat  
Where did they eat? They ate outside.
- Sidney and I / go / to the swimming pool  
\_\_\_\_\_
- the girls / buy / fruit  
\_\_\_\_\_
- what / you / hear  
\_\_\_\_\_
- what / Seb / make  
\_\_\_\_\_



# 4 Our camping trip

Possessive pronouns  
Adverbs

## Possessive pronouns



We use possessive adjectives before nouns to say who something belongs to.

*Is this **your** rucksack?*

We use possessive pronouns instead of nouns to talk about possession.

*Is this **yours**?*

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	its
our	ours
your	yours
their	theirs



We often use possessive pronouns in answer to the question **whose ... is this/that?** or **whose ... are these/those?**

***Whose jacket is this?** It's **his**.*

***Whose maps are those?** They're **mine**.*

### 1 Tick (✓) the correct sentence.

- 1 That's my water bottle. ☒  
That's mine water bottle. ☐

- 3 There are ours DVDs. ☐  
There are our DVDs. ☐

- 5 Is this their ball? No, it isn't theirs. ☐  
Is this their ball? No, it isn't their. ☐

- 7 Look at their new car. ☐  
Look at theirs new car. ☐

- 2 Is this yours? ☐  
Is this your? ☐

- 4 This isn't my uniform. It's her's. ☐  
This isn't my uniform. It's hers. ☐

- 6 Don't take that comic. It's his's. ☐  
Don't take that comic. It's his. ☐

- 8 No, that isn't her rucksack. It's mine. ☐  
No, that isn't hers. It's mine rucksack. ☐

**2 Replace the underlined words with a possessive pronoun.**

- 1 This isn't my trumpet. mine
- 2 This is my water bottle. Where is your water bottle? \_\_\_\_\_
- 3 I've got my uniform. Where is his uniform? \_\_\_\_\_
- 4 I've got my recorder, but I haven't got her recorder. \_\_\_\_\_
- 5 Whose CDs are these? They're Gary and Tom's CDs. \_\_\_\_\_
- 6 Those rackets aren't mine and Leo's. \_\_\_\_\_
- 7 The ice creams are for you and Billy. \_\_\_\_\_
- 8 They're nice instruments. Are they Anna and Zoe's? \_\_\_\_\_

**3 Circle the correct answer.**

- 1 That's **ours** / **our** favourite toy.
- 2 The little dog is **her** / **hers**.
- 3 This T-shirt is **your** / **yours**.
- 4 Some of the sweets are **his** / **his's**.
- 5 Those rucksacks are **their** / **theirs**.
- 6 The ice cream is **my** / **mine**.
- 7 Is this CD **yours** / **your**?
- 8 The DVD player is **ours** / **our**.

**4 Complete the sentences. Use possessive pronouns.**

- 1 Mum and Dad have got a trophy. The trophy is theirs.
- 2 Leo's got a football. The football is \_\_\_\_\_.
- 3 You and I have got a guitar. The guitar is \_\_\_\_\_.
- 4 Katie's got a plant. The plant is \_\_\_\_\_.
- 5 You've got some trainers. The trainers are \_\_\_\_\_.
- 6 Zoe and Kim have got a ladder. The ladder is \_\_\_\_\_.
- 7 We've got a water bottle. The water bottle is \_\_\_\_\_.
- 8 I've got a rucksack. The rucksack is \_\_\_\_\_.



5 Look at the pictures. Circle the correct answer.



The trainers are his / hers.



Is that **theirs** / **their** car?



The trophy is **ours** / **us**.



This jumper's **my** / **mine**.



It's **theirs** / **their** doll.



The water bottle's **hers** / **his**.



Is it **you** / **your** football?



The MP3 player's **hers** / **her**.





We use adjectives to describe nouns (things). We use adverbs to describe verbs (actions).

Adjective	Example	Change	Adverbs
most adjectives	slow	+ -ly	slowly
ends consonant + -y	healthy	<del>-y</del> + -ily	healthily

Some adverbs are irregular. **Good** changes to **well** and **fast** becomes **fast**. We put adverbs at the end of a sentence, or after a verb. Compare with adjectives.

Adjective *He is a **slow** runner. She is a **fast** walker.*

Adverb *He runs **slowly**. She walks **fast**.*

## 6 Change the adjectives into adverbs. 7 Circle the correct answer.

- quick quickly
- fast \_\_\_\_\_
- nice \_\_\_\_\_
- happy \_\_\_\_\_
- good \_\_\_\_\_
- healthy \_\_\_\_\_

- That car is very slowly / slow.
- You played really good / well.
- They played happily / happy together.
- We always eat healthy / healthily food.
- Why does Fin always talk loud / loudly?
- That team can't run very quick / quickly.

## 8 Write sentences. Use adverbs and the verb in brackets.

- Molly is a loud singer. (sing) Molly sings loudly.
- Jack and Leo are good tennis players. (play) \_\_\_\_\_
- I'm a fast runner. (run) \_\_\_\_\_
- Milly eats healthy meals. (eat) \_\_\_\_\_
- Some animals are very slow. (move) \_\_\_\_\_
- The sun is very bright today. (shine) \_\_\_\_\_
- Isabelle has a nice voice. (talk) \_\_\_\_\_



# 5 We have to hurry!

Have to  
The imperative  
Why and because

## Have to and the imperative



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

turn left

We use **have to** + base form when we talk about something that we must do.

*It's late. We **have to** leave now.*

We often use **have to** when we give directions to someone.

*You **have to** go left at the traffic lights.*

The past simple form is **had to** + base form.

*They **had to** go over the bridge.*

When giving directions, we often use the imperative. This is a more direct form of giving an instruction than **have to**.

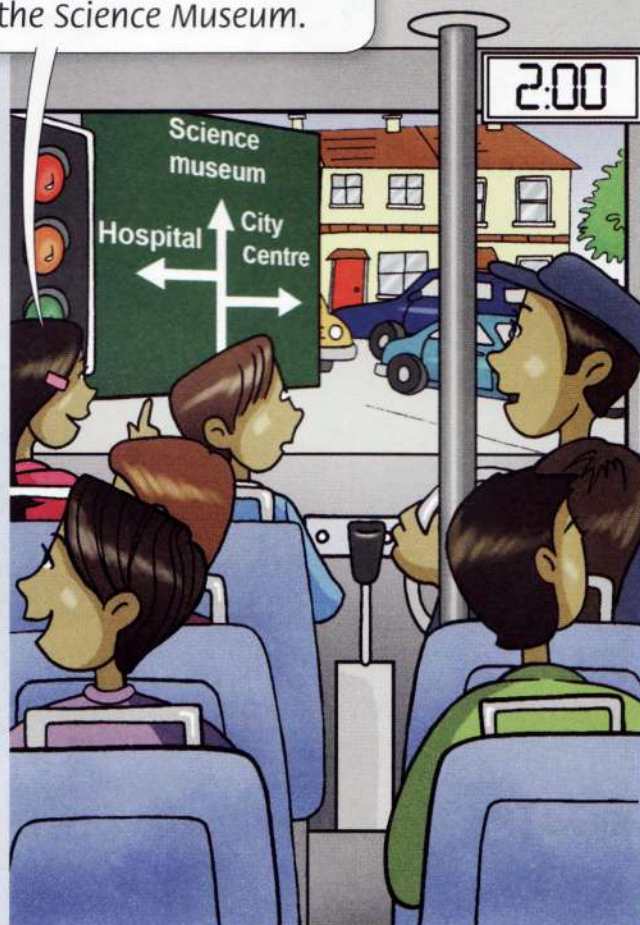
***Turn left. Go** over the bridge.*



We often use **at** when we talk about where we have to turn or stop.

*Stop **at** the traffic lights. Go straight on **at** the roundabout.*

You **have to** go straight on for the Science Museum.



## 1 Look at the list of jobs. Write sentences with the correct form of **have to**.

- 1 Jamie has to help Dad in the garden.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

- 1 Jamie / help Dad in the garden
- 2 Bob and Paul / wash the car
- 3 Amy / make lunch
- 4 you and I / go shopping
- 5 I / do my homework
- 6 you / clean the kitchen

2 Complete the conversation. Use **have to** and the verb in brackets.

Anna Excuse me. Where's the cinema?

Mr Lee You <sup>1</sup> have to go (go) straight on for 200 metres. Then, you <sup>2</sup> \_\_\_\_\_ (turn) left. At the roundabout, you <sup>3</sup> \_\_\_\_\_ (turn) right.

Anna OK, thanks.

Mr Lee No, wait. You <sup>4</sup> \_\_\_\_\_ (go) over the railway line.

Anna Yes, I know it. The cinema's by the petrol station.

Mr Lee No, you <sup>5</sup> \_\_\_\_\_ (go) past the petrol station. The cinema's another 500 metres.

3 Look at the map. Give directions from the school to the Science Museum. Use **have to** and the words from the box.

~~go straight on~~ go over turn left turn right go straight on

From the school, you

<sup>1</sup> have to go straight on. Then

you <sup>2</sup> \_\_\_\_\_

at the bank. After that, you

<sup>3</sup> \_\_\_\_\_

the bridge. Then you

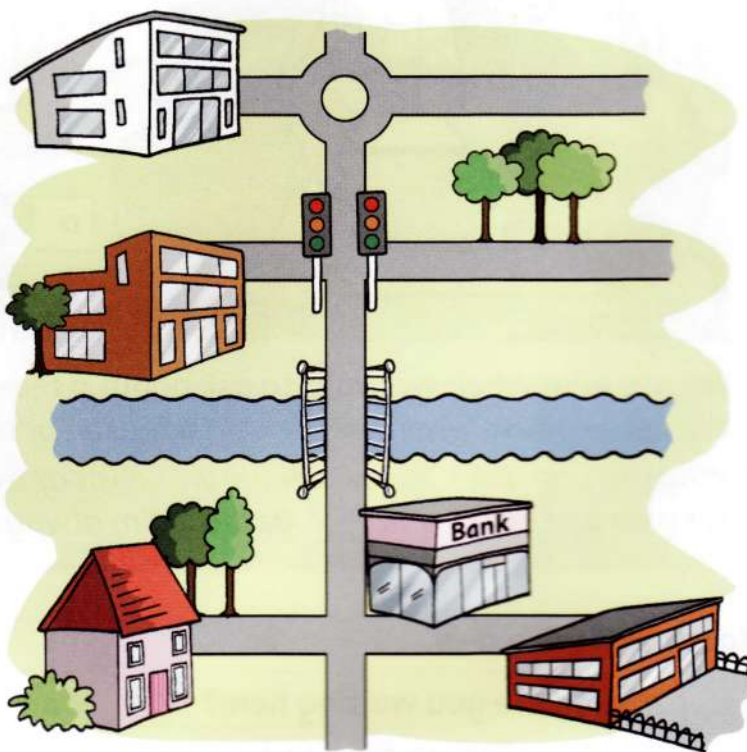
<sup>4</sup> \_\_\_\_\_

at the traffic lights. Finally, you

<sup>5</sup> \_\_\_\_\_

at the roundabout. The Science

Museum is the big white building.



4 Look at exercise 3. Write about the journey in the past. Use **I had to**.

1 First, I had to go straight on.

2 Then, \_\_\_\_\_.

3 After that, \_\_\_\_\_.

4 Then, \_\_\_\_\_.

5 Finally, \_\_\_\_\_.



## 5 Change the instructions into the imperative.

- 1 You have to go straight on. Go straight on.
- 2 You have to turn left at the roundabout. \_\_\_\_\_
- 3 You have to go back to the city centre. \_\_\_\_\_
- 4 You have to turn right at the traffic lights. \_\_\_\_\_
- 5 You have to go over the railway line. \_\_\_\_\_
- 6 You have to go straight on at the roundabout. \_\_\_\_\_

## Why and because



We use **why** when we want to ask about a reason or cause.

We use **because** when we explain a reason or cause.

**Why** are you late? **Because** there was a lot of traffic.

**Why** do you eat so quickly? **Because** I'm always hungry!

## 6 Match 1–8 with a–h.

- |                                       |   |
|---------------------------------------|---|
| 1 <u>f</u> Why are you waiting here?  | a Because I study hard.                     |
| 2 ____ Why is Tara so tired today?    | b Because it's my birthday tomorrow.        |
| 3 ____ Why do you like books?         | c Because it's Wednesday.                   |
| 4 ____ Why do you find exams easy?    | d Because you didn't bring a map!           |
| 5 ____ Why are you so happy?          | e Because it's my favourite food.           |
| 6 ____ Why is the museum closed?      | f Because I'm going to meet Alice here.     |
| 7 ____ Why do you eat pizza so often? | g Because I enjoy reading.                  |
| 8 ____ Why are we lost?               | h Because she didn't sleep well last night. |

**7 Write the words in the correct order to make questions.**

1 why / hungry / are / you

Why are you hungry?

2 England / so green / why / is

3 drive / do / you / so fast / why

4 Harriet / is / why / crying

5 did / get / why / we / lost

6 score / a lot of / does / Frank / goals / why

7 enjoy / you and Jason / why / camping / do

8 arrive / at the concert / late / Penny and Tina / did / why

9 why / Cara / tired / is / always

**8 Look at exercise 7. Write answers. Use **Because**, a pronoun and the words from the box.**

~~not eat breakfast~~ not leave home on time go to bed late go the wrong way  
be in a hurry like being outside be a good player it rain a lot there be sad

1 Because I didn't eat breakfast.

2

3

4

5

6

7

8

9



# 6 The best holiday!

Comparative and superlative adjectives

## Comparative adjectives



To make comparative adjectives, we normally add **-er** or **-r**.

*This table is **cheaper** than that table. It's **nicer** than those over there.*

For adjectives ending in consonant + **-y**, we delete **-y** and add **-ier**.

*William is funny but Eric is **funnier** than William.*

For adjectives with two or more syllables, we put **more** before the adjective.

*These new chairs are **more comfortable** than the old chairs.*

The opposite of **more** is **less**. We use **less** in the same way as **more**.

*This sofa is **less comfortable** than that sofa.*

The two most common adjectives that have irregular comparatives are **good** and **bad**.

*Ryan is good at football, but Olly is **better** than Ryan.*

*Ryan is **worse** at football.*

### 1 Change the adjectives into comparative adjectives.

1 white whiter

2 happy \_\_\_\_\_

3 comfortable \_\_\_\_\_

4 soft \_\_\_\_\_

5 expensive \_\_\_\_\_

6 modern \_\_\_\_\_

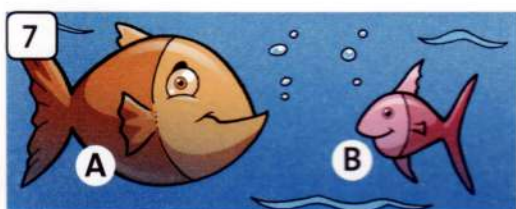
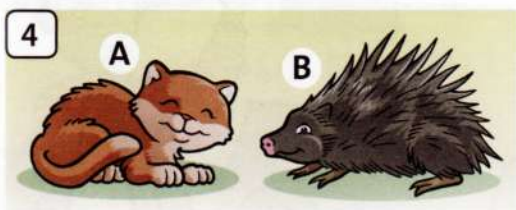
7 big \_\_\_\_\_

8 tall \_\_\_\_\_

2 Look at the pictures and write sentences. Use the comparative adjectives from exercise 1 in the same order.



B is whiter than A.





### 3 Look at the table. Complete the sentences. Use comparative adjectives and **less**.

	Tall	Intelligent	Happy
Theo	1 1.55 m	2 ✓✓	3 ✓
Alice	4 1.50 m	✓✓✓	✓✓
Olly	1.48 m	5 ✓	6 ✓✓✓

- Theo is taller than Alice.
- Theo is \_\_\_\_\_ Olly.
- Theo is \_\_\_\_\_ Alice.
- Alice is \_\_\_\_\_ Olly.
- Olly is \_\_\_\_\_ Alice.
- Olly is \_\_\_\_\_ Alice.

### Superlative adjectives



To make superlative adjectives, we normally add **-est** or **-st**. For adjectives with two or more syllables, we put **the most** before the adjective.

*I like French and Geography, but History is **the most interesting** subject.*

The opposite of **the most** is **the least**. We use **the least** in the same way as **the most**.

*All the lamps are expensive, but this one is **the least expensive**.*

The two most common adjectives that have irregular superlatives are **good** and **bad**.

*Olly is **the best** at football.*

*Ryan is **the worst** at football.*



### 4 Write superlative adjectives.

Adjective	Comparative	Superlative
1 nice	nicer	<u>the nicest</u>
2 hungry	hungrier	_____
3 interesting	more interesting	_____
4 bright	brighter	_____
5 important	more important	_____
6 comfortable	more comfortable	_____
7 cold	colder	_____
8 beautiful	more beautiful	_____

5 Circle the correct answer.

- 1 Lily got the worst / worse mark in maths.
- 2 She's **most intelligent** / **the most intelligent** girl in the class.
- 3 **The most important** / **The importantest** thing to remember is someone's name.
- 4 Which subject is **the least** / **the less** difficult?
- 5 You must come with us. It's the **best** / **goodest** market in the world!
- 6 That is **worst** / **the worst** idea I can think of.
- 7 That film was the **least funny** / **least funniest**.
- 8 I like these shoes. They're the **more comfortable** / **most comfortable**.
- 9 Andy's **a nicest** / **the nicest** person in the class!
- 10 My Grandpa's the **oldest** / **most old** person in our family.

6 Look at Molly's school report. Complete the text. Use comparative and superlative adjectives, **less** and **the least**.

## School Report

Name: Molly Jones

French	68%
Maths	40%
English	83%
Geography	62%
History	96%
Science	59%
Art	49%

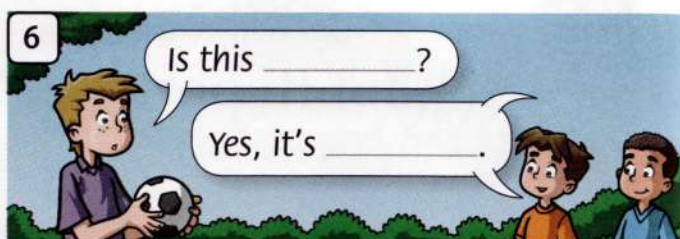
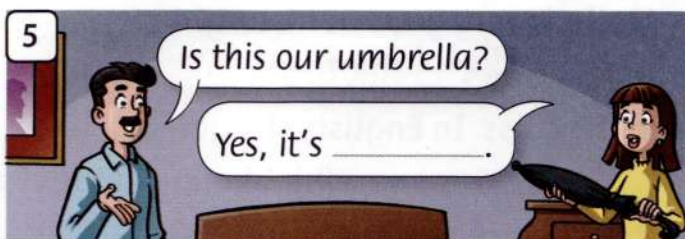
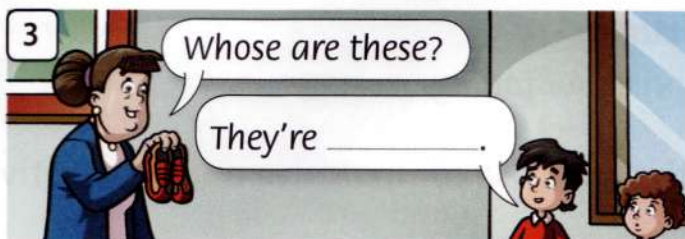
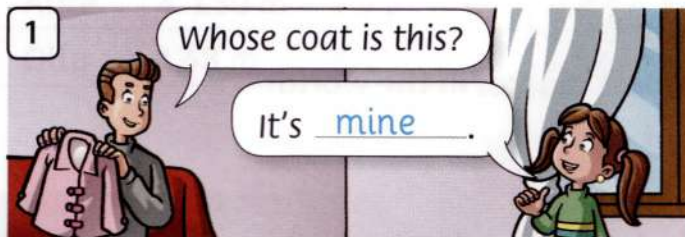
Molly is very good at history.

In fact, she's <sup>1</sup> the best (good) in the class. In English, she got <sup>2</sup> \_\_\_\_\_ (high) mark in the class.

It isn't surprising that Molly is <sup>3</sup> \_\_\_\_\_ (good) in the class at English. She reads a lot of English stories. She likes maths the least, so it isn't surprising that she got <sup>4</sup> \_\_\_\_\_ (low) marks in that subject. The subject that she is <sup>5</sup> \_\_\_\_\_ (happy) about is art. She likes art a lot, so she was sad when she saw her mark. When she discovered that her marks for science were <sup>6</sup> \_\_\_\_\_ (bad) than most other subjects, she didn't want to tell her parents!



## 1 Complete the sentences. Use possessive pronouns.



## 2 Complete the sentences. Make adverbs with words from the box.

fast careful heavy good quiet bad loud

- 1 They were late. They ran fast.
- 2 I'm very pleased. I played football \_\_\_\_\_.
- 3 We got wet. It was raining \_\_\_\_\_.
- 4 The ice was dangerous. We walked \_\_\_\_\_.
- 5 People were asleep. We talked \_\_\_\_\_.
- 6 He got a low mark for his homework. He did it \_\_\_\_\_.
- 7 We could hear her from the next room. She sang \_\_\_\_\_.

## 3 Complete the dialogue. Use the verb in brackets and **have to**, **had to** or an imperative.

"Are you looking for the cinema? You <sup>1</sup> have to turn (turn) left here.  
<sup>2</sup> \_\_\_\_\_ (go) straight on, then <sup>3</sup> \_\_\_\_\_ (turn) right. You <sup>4</sup> \_\_\_\_\_ (go) over the bridge. It isn't easy to find.  
 I <sup>5</sup> \_\_\_\_\_ (ask) someone when I first moved here!"

4 Write the words in the correct order. Use **why** or **because**.

- 1 you / are / here / waiting / ? Why are you waiting here?
- 2 didn't / a map / we / have \_\_\_\_\_
- 3 is / happy / Judy / ? \_\_\_\_\_
- 4 angry / are / Mum and Dad / ? \_\_\_\_\_
- 5 we / did / get lost / ? \_\_\_\_\_
- 6 her / it's / birthday \_\_\_\_\_

5 Look at the tables. Complete the sentences. Use comparative adjectives, including **less**.

expensive	comfortable	interesting	good/bad
1 red carpet £20 per square metre	2 trainers ✓✓	3 history ✓✓	4 Seb can swim 400 metres
5 blue carpet £40 per square metre	6 high-heeled shoes ✓	7 maths ✓	8 Leo can swim 10 metres

- 1 The red carpet is less expensive than the blue carpet.
- 2 The trainers are \_\_\_\_\_ the high-heeled shoes.
- 3 History is \_\_\_\_\_ maths.
- 4 In swimming, Seb is \_\_\_\_\_ Leo.
- 5 The blue carpet is \_\_\_\_\_ the red carpet.
- 6 The high-heeled shoes are \_\_\_\_\_ the trainers.
- 7 Maths is \_\_\_\_\_ history.
- 8 In swimming, Leo is \_\_\_\_\_ Seb.

6 Look at the tables. Complete the sentences. Use superlative adjectives, including **least**.

	tall	comfortable	old	good
Hotel Albert	1 ✓✓✓	✓	✓✓	2 ✓✓✓✓
Hotel Charles	✓	3 ✓✓✓	✓	4 ✓
Hotel Victoria	✓✓	✓✓	5 ✓✓✓✓	✓✓

- 1 Hotel Albert is the tallest \_\_\_\_\_.
- 2 Hotel Albert is \_\_\_\_\_.
- 3 Hotel Charles is \_\_\_\_\_.
- 4 Hotel Charles is \_\_\_\_\_.
- 5 Hotel Victoria is \_\_\_\_\_.



# 7 Will we be famous?

Will and won't  
Future time expressions

## Will and won't



We use **will** and **won't** to talk about the future.

Affirmative = **will** or **'ll** + base form.

*It **will** be warmer. We'll travel by rocket.*

We often use the contracted form **'ll** after pronouns like **I** and **you**, and after **there**.

*We'll eat better food. There'll be more pollution.*

We make negatives with **won't** + base form.

*People **won't** have big cars. Money **won't** be important.*

We make questions with **will** + subject + base form.

*Will the test be easy? Yes, it **will**. / No, it **won't**.*

The forms **will**,  
**'ll** and **won't**  
don't change.



### 1 Look at the notes about Harry's life in the future. Write sentences with **'ll** or **won't** and **be**, **have** or **live**.

- 1 Age? 26
- 2 Married? Yes
- 3 Nationality of wife? French
- 4 Children? No
- 5 Job? No, student at a French university
- 6 Address? 5 Rue du Marché, Paris
- 7 House or flat? Flat

- 1 He 'll be 26.
- 2 He \_\_\_\_\_ married.
- 3 He \_\_\_\_\_ a French wife.
- 4 He \_\_\_\_\_ children.
- 5 He \_\_\_\_\_ a job.
- 6 He \_\_\_\_\_ in England.
- 7 He \_\_\_\_\_ in a flat.

**2 Look at the notes. Write sentences about Charlie's life in the future. Use **will** and **won't**.**

- 1 I / drive / a fast car ✓
- 2 I / have to / go to school ✗
- 3 my dad / have to / work ✓
- 4 there / be / cartoons / on TV all the time ✓
- 5 I / take / my friends / to the moon ✓
- 6 there / be / any pollution ✗
- 7 robots / do / all the boring work ✓
- 8 people / travel / by plane ✗
- 9 towns and cities / be / safe ✓
- 10 I / have to pay for / anything ✗



- 1 I'll drive a fast car.
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

**3 Look at exercise 2. Write questions and short answers.**

- 1 Will I drive a fast car? Yes, I will.
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10





We often use time expressions when we talk about the future. Here are some common future time expressions:

*next week next month next year next Tuesday next July*  
*this evening this afternoon this week this year*  
*on Monday*  
*tomorrow*  
*in a week's time in a month's time in a year's time*

When we talk about more than one day, week, month or year, we write the apostrophe after the noun.

*in two months' time in a few years' time*

To talk about something that will happen in the very near future, we use **soon**.

*Will you write soon?*

To talk about something that will happen on the same day, after a short time, we use **later**.

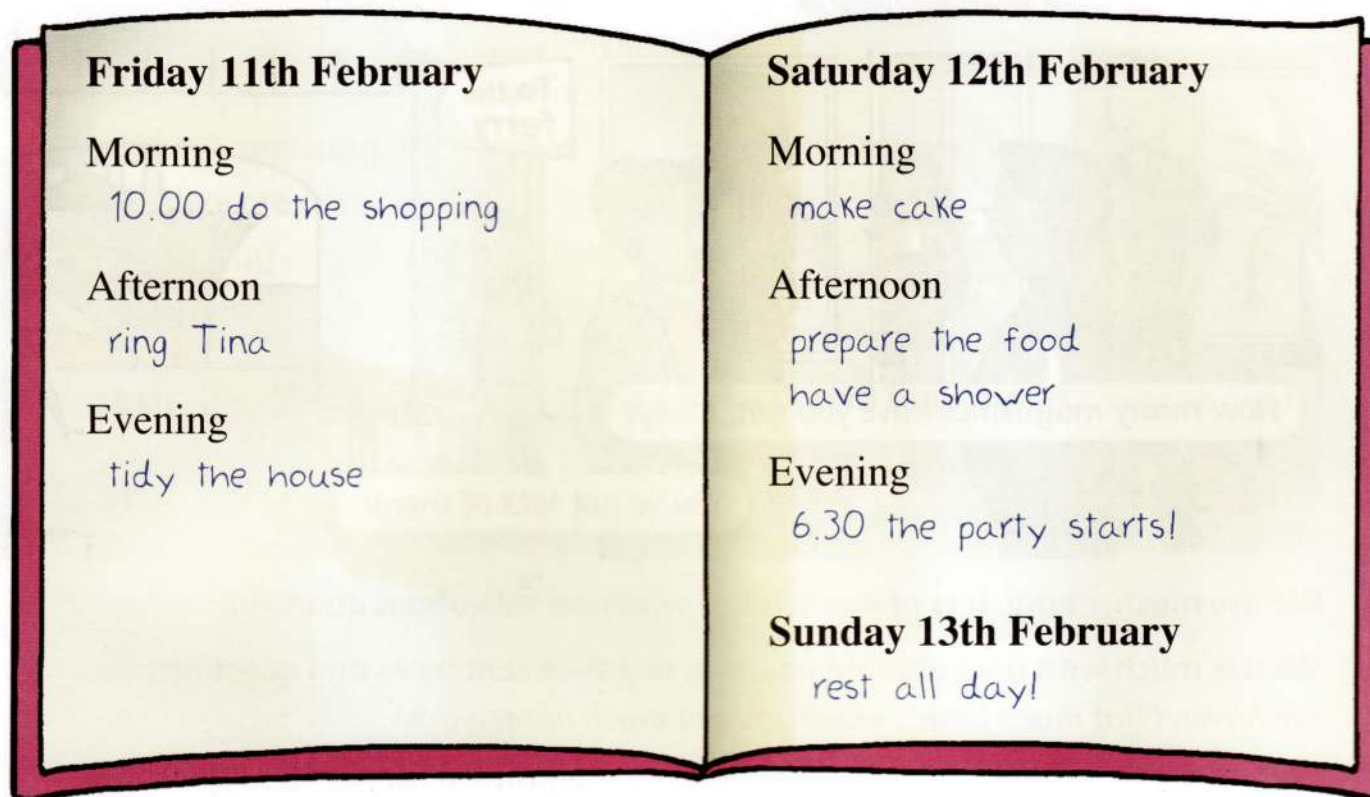
*Jane will be here later.*

## 4 Today is Saturday 10th January at 10 o'clock. Match 1–8 with a–h.

- |                               |                         |
|-------------------------------|-------------------------|
| 1 <u>d</u> 10th February      | a this year             |
| 2 ____ Wednesday 14th January | b soon                  |
| 3 ____ Sunday 11th January    | c in three months' time |
| 4 ____ Saturday 17th January  | d next month            |
| 5 ____ 30th November          | e tomorrow              |
| 6 ____ 3 p.m. today           | f this afternoon        |
| 7 ____ in ten minutes' time   | g next Wednesday        |
| 8 ____ in April               | h next week             |

- 5 Look at Molly's diary and write sentences. Use time expressions from the box. It is Friday 11th February at 9.55 a.m.

on Sunday tomorrow Later five minutes' time Saturday This evening Soon



- 1 I'll do the shopping in five minutes' time.
- 2 I'll make the cake on \_\_\_\_\_.
- 3 \_\_\_\_\_, I'll ring Tina.
- 4 The second thing I'll do \_\_\_\_\_ is prepare the food.
- 5 \_\_\_\_\_ after that, I'll have a shower.
- 6 \_\_\_\_\_, I'll tidy the house.
- 7 I'll rest all day \_\_\_\_\_.

- 6 Look at exercise 5. Complete the sentences with **will** or **won't** and **on** or **-**.

- 1 Molly won't do the shopping on Saturday.
- 2 Molly \_\_\_\_\_ ring Tina \_\_\_\_\_ this afternoon.
- 3 Molly \_\_\_\_\_ rest all day \_\_\_\_\_ Friday.
- 4 Molly \_\_\_\_\_ prepare the food \_\_\_\_\_ tomorrow.
- 5 Molly \_\_\_\_\_ have a shower \_\_\_\_\_ later.
- 6 Molly \_\_\_\_\_ tidy the house \_\_\_\_\_ Sunday.
- 7 Molly \_\_\_\_\_ have a shower \_\_\_\_\_ Saturday.



## Much, many, lots of and a lot of



We use **much**, **many**, **lots of** and **a lot of** when we talk about quantity.

We use **much** with uncountable nouns in negative sentences and questions.

*We haven't got **much** time. Have you got **much** homework?*

We use **many** with plural countable nouns in negative sentences and questions.

*I didn't visit **many** museums. Did you buy **many** souvenirs?*

We can use **much** and **many** in the expressions **how much ...?** and **how many ...?**

These expressions are often followed by a noun.

***How much** food did you bring? **How many** tourists were there?*

We use **a lot of** and **lots of** with uncountable and plural countable nouns, in affirmative and negative sentences, and in questions.

*We haven't got **a lot of** time. Has Tom got **lots of** sweets?*

1 Complete the sentences. Write **much** or **many**.

- I haven't got much time.
- Did you bring \_\_\_\_\_ luggage?
- There aren't \_\_\_\_\_ passengers on the plane.
- We don't need to buy \_\_\_\_\_ food.
- We won't have to take \_\_\_\_\_ money with us.
- Have you got \_\_\_\_\_ suitcases?
- There aren't \_\_\_\_\_ newspapers in the shop.
- I can't see \_\_\_\_\_ hotels.

## 2 Complete the sentences. Use words from the box.

~~lot~~ lots much many lot of many a lot

- 1 Ella's got a lot of books.
- 2 There aren't \_\_\_\_\_ sandwiches.
- 3 He hasn't got \_\_\_\_\_ time.
- 4 That shop's amazing. They've got \_\_\_\_\_ of magazines.
- 5 Look! There are a \_\_\_\_\_ toys!
- 6 We didn't buy \_\_\_\_\_ of food.
- 7 Have you got \_\_\_\_\_ coins?

## 3 Look at the list. Write questions. Use **how much** and **how many**.

Clare - oranges and apples  
Martin - lemonade (2 litres)  
George - bread (lots!)  
Tara - 500g cheese  
Fred - cakes (6)  
Carrie - water (1 big bottle)  
Henry - dates (half a kilo)

- 1 How many oranges and apples will Clare bring?
- 2 \_\_\_\_\_ will Martin bring?
- 3 \_\_\_\_\_ will George bring?
- 4 \_\_\_\_\_ will Tara bring?
- 5 \_\_\_\_\_ will Fred bring?
- 6 \_\_\_\_\_ will Carrie bring?
- 7 \_\_\_\_\_ will Henry bring?

## 4 Look at exercise 3. Write answers with **lots of** or **a lot of**.

- 1 (lots of) Clare will bring lots of oranges and apples.
- 2 (a lot of) \_\_\_\_\_
- 3 (lots of) \_\_\_\_\_
- 4 (a lot of) \_\_\_\_\_
- 5 (a lot of) \_\_\_\_\_
- 6 (lots of) \_\_\_\_\_
- 7 (a lot of) \_\_\_\_\_





We use **some** with uncountable and plural countable nouns in affirmative sentences.  
*I've got **some** fruit. She's got **some** bottles of water.*

We use **any** with uncountable and plural countable nouns in negative sentences and in questions.

*The shop hasn't got **any** soap. Have you got **any** coins?*

## 5 Complete the sentences. Write **some** or **any**.

- 1 I'd like some ice cream.
- 2 There aren't \_\_\_\_\_ flights until tomorrow.
- 3 There are \_\_\_\_\_ of the people from our plane.
- 4 Amy hasn't brought \_\_\_\_\_ sun cream.
- 5 Is there \_\_\_\_\_ information about our flight?
- 6 I've got \_\_\_\_\_ cheese here. Are you hungry?
- 7 There won't be \_\_\_\_\_ shops near the hotel.
- 8 Did you buy \_\_\_\_\_ souvenirs?
- 9 She hasn't got \_\_\_\_\_ luggage.
- 10 Mum didn't buy \_\_\_\_\_ bananas yesterday.

**6 Complete the conversation. Use *some, any, How much* and *How many*.**

**Mrs Lane** Good afternoon. Have you got <sup>1</sup> any bananas?

**Assistant** Yes, certainly. <sup>2</sup> \_\_\_\_\_ would you like?

**Mrs Lane** Five, but I haven't got <sup>3</sup> \_\_\_\_\_ money. I've got four pounds.

**Assistant** That's OK. They aren't very expensive.

**Mrs Lane** Yes, but I need <sup>4</sup> \_\_\_\_\_ cheese as well.

**Assistant** Here you are.

**Mrs Lane** <sup>5</sup> \_\_\_\_\_ is that?

**Assistant** That's three pounds, please.

**Mrs Lane** Here you are.

**Assistant** Thanks. <sup>6</sup> \_\_\_\_\_ money have you got now? One pound? Would you like to buy <sup>7</sup> \_\_\_\_\_ of our lovely grapes?

**Mrs Lane** Yes, please. I love grapes.

**Assistant** You're lucky. We don't usually have <sup>8</sup> \_\_\_\_\_ left at this time of day.

**Mrs Lane** I'll bring more money next time!

**7 Tick (✓) the correct sentences.**

1 ☒ The shop on the ferry has got a lot of comics.

☐ The shop on the ferry has got a lot comics.

2 ☐ There were many children in the gift shop.

☐ There were lots of children in the gift shop.

3 ☐ How much of money have you got?

☐ How much money have you got?

4 ☐ Are there many people in the café?

☐ Are there a lot people in the café?

5 ☐ We haven't got some ice cream.

☐ We haven't got any ice cream.

6 ☐ There isn't much information about the ferry.

☐ There isn't some information about the ferry.

7 ☐ I can't carry many luggage.

☐ I can't carry any luggage.



## The infinitive of purpose



We use **to** + base form after an action to say why we did the action.

*She went upstairs **to get** her coat. Dad switched on the TV **to watch** the news.*

1 Match 1–10 with a–j. Write sentences. Use **to**.

- |                                       |                        |
|---------------------------------------|------------------------|
| 1 Edward switched on the camcorder    | a see the adverts      |
| 2 Andy and Max went upstairs          | b pay for the tickets  |
| 3 Mum put on her best dress           | c take on holiday      |
| 4 Sue took the glass into the kitchen | d play a trick on him  |
| 5 Dad turned up the radio             | e go to the party      |
| 6 They bought a new suitcase          | f listen to the news   |
| 7 People use a remote control         | g change TV channels   |
| 8 We saved all our money              | h film his family      |
| 9 Theo went into Sidney's bedroom     | i play a computer game |
| 10 Mum only watches TV                | j get some more water  |

- 1 h Edward switched on the camcorder to film his family.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

## How often...? and adverbs of time

We use **how often...?** to ask someone how frequently they do something.

**How often** do you eat in a restaurant?

To talk about how frequently we do things, we can use the expression **once/twice/three times a + day/week/month/year**.

*I eat in a restaurant about **once a month***

*Sally goes on holiday **twice a year**.*

We also use **every + hour/afternoon/day/Tuesday/week/month/year**.

*I get up at 7 o'clock **every day**.*

*We play basketball **every Friday**. = We play basketball on Fridays.*



- 1 = one time once
- 2 = two times twice
- 3 = three times
- 4 = four times



### 4 Rewrite these expressions. Use **every, once, twice** or **three times**.

- |                                     |                           |
|-------------------------------------|---------------------------|
| 1 On Mondays, Tuesdays and Fridays  | <u>three times</u> a week |
| 2 On Saturdays and Sundays          | _____ weekend             |
| 3 At 10 a.m. and 2 p.m.             | _____ a day               |
| 4 In January, May and October       | _____ a year              |
| 5 On the first Friday of every June | _____ year                |
| 6 On Sundays                        | _____ Sunday              |
| 7 At 10 o'clock every day           | _____ a day               |
| 8 Every Tuesday and Thursday        | _____ a week              |
| 9 On my birthday                    | _____ year                |
| 10 Every day before breakfast       | _____ morning             |



**2 Complete the sentences. Use verbs from the blue box, nouns from the red box and to.**

climb ~~play~~ carry take  
switch on travel to listen to  
know buy make film open

pictures music ~~games~~ people and places  
food and clothes the time holiday things  
a wall a door the TV the moon the news

- 1 We can use a computer to play games.
- 2 We use a camera \_\_\_\_\_
- 3 We use a rocket \_\_\_\_\_
- 4 We use a suitcase \_\_\_\_\_
- 5 We use a clock \_\_\_\_\_
- 6 We use money \_\_\_\_\_
- 7 We use a remote control \_\_\_\_\_
- 8 We can use a radio \_\_\_\_\_
- 9 We use instruments \_\_\_\_\_
- 10 We use a camcorder \_\_\_\_\_
- 11 We use a key \_\_\_\_\_
- 12 We use a ladder \_\_\_\_\_

**3 Write the words in the correct order to make sentences and questions.**

- 1 upstairs / tidy / to / her room / Molly / went  
Molly went upstairs to tidy her room.
- 2 Dad / to the petrol station / some petrol / went / get / to  
\_\_\_\_\_
- 3 go / can / to the zoo / the animals / to / we / see / ?  
\_\_\_\_\_
- 4 to the hospital / get / to / he / turned left  
\_\_\_\_\_
- 5 some dolphins / we / the zoo / to / see / visited  
\_\_\_\_\_
- 6 people / write / the alphabet / to / words / use  
\_\_\_\_\_
- 7 walked / watch / to the park / Katie / the fireworks / to  
\_\_\_\_\_
- 8 the food / make / Mum / to / bought / a picnic  
\_\_\_\_\_

5 Look at the table about Libby. **True** or **false**? Write **T** or **F**.

Activity	How often?
1 go to the hairdresser's	1st Saturday of each month
2 walk to school	once a week
3 do the housework	in the mornings
4 go on holiday	in March and August
5 visit her Grandma	on Sundays
6 have a picnic	1st Sunday in June, July and August
7 gets presents	on her birthday

- 1 Libby goes to the hairdresser's once a month. T
- 2 Libby walks to school every day. \_\_\_\_\_
- 3 Libby does the housework every day. \_\_\_\_\_
- 4 Libby goes on holiday twice a year. \_\_\_\_\_
- 5 Libby visits her Grandma every weekend. \_\_\_\_\_
- 6 Libby has a picnic four times a year. \_\_\_\_\_
- 7 Libby gets presents every year. \_\_\_\_\_

6 Write questions with **How often**. Then write the answers with **once**, **twice** or **three times**.

- 1 Henry / visit his grandparents How often does Henry visit his grandparents?  
three times / year Henry visits his grandparents three times a year.
- 2 Mandy / watch a documentary \_\_\_\_\_  
on Saturdays \_\_\_\_\_
- 3 Clare / argue with someone \_\_\_\_\_  
2 times / year \_\_\_\_\_
- 4 Max / watch a film \_\_\_\_\_  
on Tuesdays and Thursdays \_\_\_\_\_
- 5 Fin / go swimming \_\_\_\_\_  
1 time / week \_\_\_\_\_
- 6 Zak / visit his grandparents \_\_\_\_\_  
3 times / week \_\_\_\_\_



## 1 Rewrite the sentences and questions. Use **will** or **won't**.

- |   |   |
|---|---|
| 1 We don't travel by hologram.<br><u>We won't travel by hologram.</u> | 2 There are flights to the moon.<br>_____     |
| 3 I have more money to spend.<br>_____                                | 4 Children don't eat unhealthy food.<br>_____ |
| 5 Do people go on holiday every year?<br>_____                        | 6 We don't have to work.<br>_____             |
| 7 Are there robots in every home?<br>_____                            | 8 There isn't any pollution.<br>_____         |

## 2 Complete the text. Use future time expressions from the box.

later on Thursday tomorrow  
this Friday in 24 hours' time next week

I have to go shopping <sup>1</sup> later, because we're going to need lots of food. Alice and Jason are arriving <sup>2</sup> tomorrow. I can't believe they'll be here <sup>3</sup> \_\_\_\_\_. Jason loves museums, so I've decided we're going to visit the town museum <sup>4</sup> \_\_\_\_\_. Alice wants to see the countryside, so we're going on a picnic <sup>5</sup> \_\_\_\_\_. And of course, we'll have a party for them <sup>6</sup> \_\_\_\_\_.

## 3 Circle the correct answer.

- Have you got many / much suitcases?
- Don't worry. We've got **much of** / **lots of** time.
- Do we need **many** / **much** food?
- There are **a lot of** / **many** newspapers over there.
- How much** / **How many** money is one dollar?
- How many** / **How much** bread have we got?
- I haven't got **a lot of** / **lots** orange juice.
- We need to get **much** / **lots of** ice cream for the party.

Monday go shopping  
Tuesday meet Alice and Jason  
at the airport  
Wednesday  
Thursday visit the town museum  
Friday have a party  
Saturday  
Sunday  
Monday go on picnic

**4 Complete the sentences. Use **some** or **any**.**

- 1 Mum needs some shampoo.
- 2 Wait a minute. I'd like to buy \_\_\_\_\_ chocolates for Sue.
- 3 I can't see \_\_\_\_\_ shop assistants.
- 4 They haven't got \_\_\_\_\_ biscuits.
- 5 Would you like \_\_\_\_\_ ice cream?

**5 Match 1–7 with a–g.**

- |  |                            |
|--|----------------------------|
| 1 <u>c</u> My Dad listens to classical music | a to do her homework.      |
| 2 _____ He bought a new tent                 | b to see the dolphins.     |
| 3 _____ We went to town                      | c to relax.                |
| 4 _____ Bobby and Max went to the aquarium   | d to buy some new clothes. |
| 5 _____ Mum switched on the radio            | e to put my books in.      |
| 6 _____ She used the computer                | f to listen to some music. |
| 7 _____ I need a new school bag              | g to take on holiday.      |

**6 Write the words in the correct order to make sentences and questions.**

- 1 often / you / how / late for school / are / ?  
How often are you late for school?
- 2 my family / a / goes / on holiday / twice / year  
\_\_\_\_\_
- 3 day / football practice / I / every / have  
\_\_\_\_\_
- 4 visit / often / you / do / your grandparents / how / ?  
\_\_\_\_\_
- 5 Aunt Lucy / year / a / stays / with us / three / times  
\_\_\_\_\_
- 6 go / we / a / year / on holiday / twice  
\_\_\_\_\_
- 7 day / cleans / Mum / the house / a / once  
\_\_\_\_\_
- 8 I / with Charlie / swimming / Friday / go / every  
\_\_\_\_\_
- 9 gym / the / six / my sister / visits / week / times / a  
\_\_\_\_\_



## Present perfect affirmative and negative



	Affirmative	Short form	Negative
I/you/we/you/they	have finished	've finished	haven't finished
he/she/it	has finished	's finished	hasn't finished



We use the present perfect to talk about something that happened very recently.

*I've sent you a message.*

*We've finished our homework.*

We also use the present perfect to talk about an action in the past that is still true now.

*It's very clean in here. Yes, Amy's tidied up!*

We normally use the short form, especially in conversation.

We form the present perfect with **has** or **have** + past participle.

In many cases, the past participle (**finished**) is the same as the past simple form. However, many verbs have irregular past participle forms, e.g. **do** → **done**, **have** → **had**.

There is a list at the back of this book on page 80.

## 1 Change the base forms into past participles.

- |                    |               |
|--------------------|---------------|
| 1 make <u>made</u> | 2 play _____  |
| 3 put _____        | 4 go _____    |
| 5 finish _____     | 6 have _____  |
| 7 say _____        | 8 throw _____ |



2 Complete the sentences. Use the present perfect and a verb from the box.

~~sail~~ tidy do write catch make throw win

- 1 That boat 's sailed all around the world.
- 2 Amy \_\_\_\_\_ her bed.
- 3 Judy and Carrie \_\_\_\_\_ their rooms.
- 4 We \_\_\_\_\_ our homework.
- 5 Harry and Olly \_\_\_\_\_ a big fish.
- 6 You \_\_\_\_\_ the wrong address.
- 7 I \_\_\_\_\_ my ball into your garden.
- 8 My friends \_\_\_\_\_ the match.

3 Look at exercise 2. Write negative verbs. Use short forms.

- 1 hasn't sailed
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

4 Look at the pictures. Write sentences. Use the verbs from the box.

~~not put~~ make return print not turn on finish



Lewis hasn't put his toys away.



Dad \_\_\_\_\_ a long document.



William \_\_\_\_\_ the computer.



Grandma and Grandpa \_\_\_\_\_ dinner.



Tina \_\_\_\_\_ her bed.



Mum \_\_\_\_\_ from the shops.



## Present perfect questions and short answers



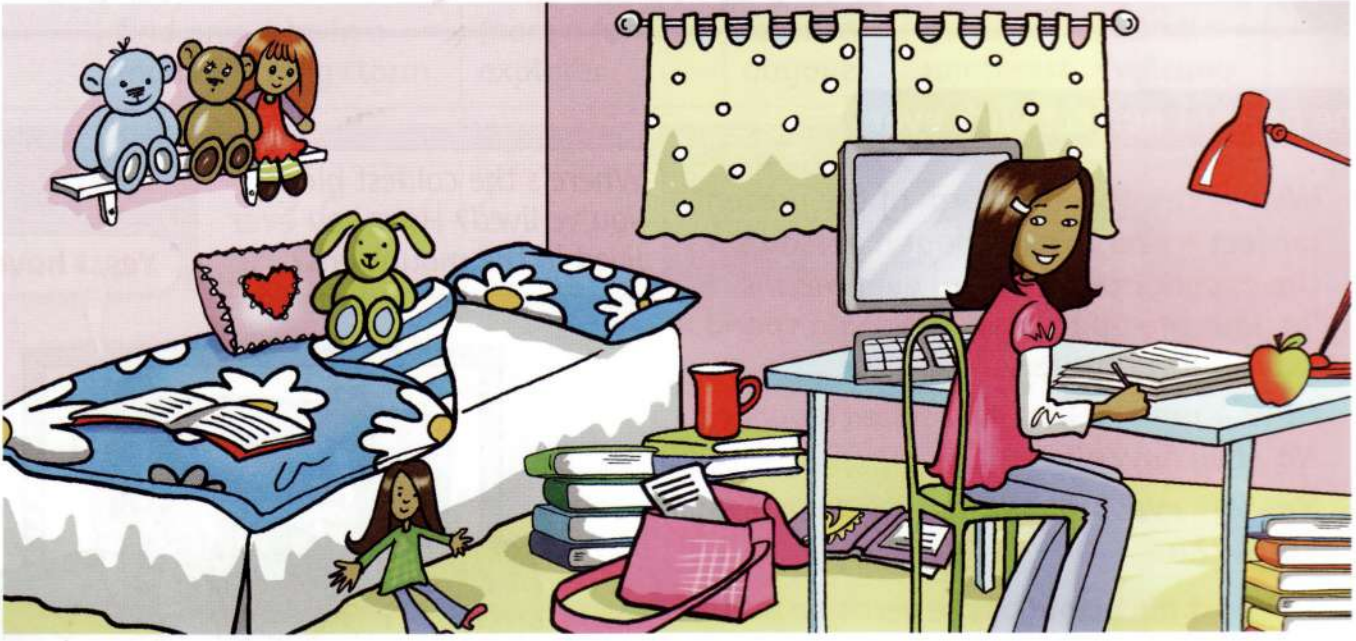
We form present perfect questions with **have/has** + subject + past participle. In affirmative short answers, we always use the full form.

*Has Fin tidied up? Yes, he has. / No, he hasn't.*

### 5 Look at the sentences. Write questions. Use the present perfect.

- |   |  |
|---|--|
| 1 I've looked at your diary.<br><u>Have I looked at your diary?</u> | 2 Cara's seen the Eiffel Tower.<br>_____       |
| 3 We've logged on to the computer.<br>_____                         | 4 They've searched the Internet.<br>_____      |
| 5 You've turned off the printer.<br>_____                           | 6 The match has started.<br>_____              |
| 7 Mum and Dad's tickets have arrived.<br>_____                      | 8 You and Tim have won the trophy.<br>_____    |
| 9 Gary's hurt his leg.<br>_____                                     | 10 I've attached a photo of my house.<br>_____ |

6 Look at the picture. Write questions. Use the present perfect.



1 Molly / use / a lot of books  
Has Molly used a lot of books?

2 Molly / switch off / the computer

3 Molly / tidy / her bedroom

4 Molly / finish / her homework

5 Molly / make / her bed

6 Molly / eat / the apple

7 Molly / close / the curtains

8 Molly / put / her books away

7 Look at exercise 6. Write short answers.

1 Yes, she has.

3 \_\_\_\_\_

5 \_\_\_\_\_

7 \_\_\_\_\_

2 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

8 \_\_\_\_\_



The present perfect with **ever**

We use the question form of the present perfect + **ever** to ask about a person's life experience. The word **ever** means 'in your life up to now'. We can respond using short answers.

*Have Mum and Dad **ever** sailed a yacht?*

*No, they **haven't**.*

*Has Tom **ever** brought home a dangerous insect?*

*Yes, he **has**.*

The past participle of the verbs **be** and **go** is the same.

**be** *Olly was on TV last week.*

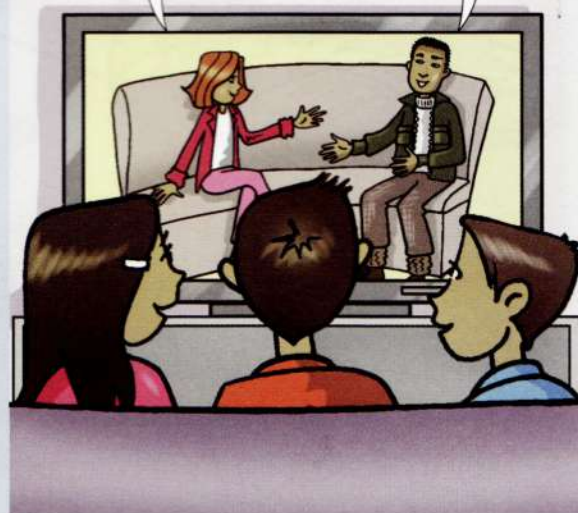
*Have you **ever been** on TV?*

**go** *Jamie has travelled a lot.*

*Has he **ever been** to the desert?*

Where's the coldest place you've lived? Have you **ever** lived in the mountains?

**Yes, I have.**



## 1 Write the words in the correct order to make questions.

- 1 lived / ever / you / village / a / have / in

Have you ever lived in a village?

- 2 your / a volcano / have / seen / ever / grandparents

- 3 has / Jim / met / a diver / ever

- 4 ocean / sailed / across / I / an / ever / have

- 5 a child / ever / Mount Everest / has / climbed

- 6 you / been / have / to / ever / Australia

- 7 it / ever / snowed / has / July / in

- 8 had / have / English / ever / an / you / penfriend

**2 Look at the table. Write questions and short answers. Use **ever**.**

	find any money	be in a big storm	meet a famous explorer	rescued anyone	go to a rainforest	climb a volcano
You	1 ✗	✓	2 ✗	3 ✓	✗	4 ✓
Ed	✓	5 ✗	✗	6 ✗	7 ✓	8 ✗

1 Have you ever found any money? No, I haven't.

- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**3 Write short answers.**

- 1 Have Jake and Bella ever seen a tiger? ✗ No, they haven't.
- 2 Have you ever visited America? ✓ \_\_\_\_\_
- 3 Have we ever had ice cream at 7 a.m.? ✗ \_\_\_\_\_
- 4 Has Ethan ever gone to school by taxi? ✗ \_\_\_\_\_
- 5 Have you ever travelled abroad? ✓ \_\_\_\_\_
- 6 Has Grandpa ever been in a cave? ✓ \_\_\_\_\_
- 7 Have Mum and Dad ever seen a lifeboat? ✗ \_\_\_\_\_
- 8 Have I ever spent a week in a tent? ✓ \_\_\_\_\_

**4 Complete the text. Use the verbs in brackets and **ever**.**

- 1 Have you ever been (go) to England? Yes, I \_\_\_\_\_.
- 2 \_\_\_\_\_ your team \_\_\_\_\_ (win) a trophy? Yes, my team  
\_\_\_\_\_ (win) lots of trophies.
- 3 \_\_\_\_\_ Gary \_\_\_\_\_ (ride) a bike? No, he \_\_\_\_\_.
- 4 \_\_\_\_\_ Ted and Lewis \_\_\_\_\_ (go) to an oasis? No, they \_\_\_\_\_.
- 5 \_\_\_\_\_ I \_\_\_\_\_ (meet) your brother? No, you \_\_\_\_\_.



## The present perfect with never



Charlie's **never** climbed a mountain.



We use **never** in the present perfect to talk about something that we have not done in our life up to now. We always use **never** with an affirmative verb. *I've **never** climbed the Eiffel Tower. My grandparents have **never** been to London.*

### 5 Complete the sentences. Use **never** and the verb in brackets.

- 1 Leo 's never met (meet) an Australian.
- 2 We \_\_\_\_\_ (see) that film.
- 3 The explorer \_\_\_\_\_ (be) in a dangerous situation.
- 4 I \_\_\_\_\_ (go) to America.
- 5 My parents \_\_\_\_\_ (sail) on an ocean.
- 6 Toby \_\_\_\_\_ (get) lost.
- 7 Lara and Holly \_\_\_\_\_ (use) a camcorder.
- 8 You \_\_\_\_\_ (find) a dinosaur.
- 9 We \_\_\_\_\_ (lose) our homework.
- 10 Grandma and Grandpa \_\_\_\_\_ (send) an email.

### 6 Complete the text. Use the present perfect of the verb in brackets.

Hi Billy,

It was great to hear about your trip to Australia. I <sup>1</sup> 've never been (never go) to that part of the world, but I <sup>2</sup> \_\_\_\_\_ (visit) Canada. I've got a friend there, but his parents <sup>3</sup> \_\_\_\_\_ (never travel) abroad. They <sup>4</sup> \_\_\_\_\_ (never see) America, and they <sup>5</sup> \_\_\_\_\_ (never catch) a plane. My friend <sup>6</sup> \_\_\_\_\_ (travel) by plane ten times! <sup>7</sup> \_\_\_\_\_ (you ever want) to live in a different country? I have! I'll call you soon for a chat. Bye for now, Andy

7 Look at the pictures. Complete the sentences, questions and short answers. Use **ever** or **never** and the verbs from the box.

lose send sail meet get find go like



Anna 's never sailed around the world.



Has Mandy \_\_\_\_\_ to Egypt?



Has Fred \_\_\_\_\_ a Japanese person?



\_\_\_\_\_ Mum and Dad \_\_\_\_\_ cheese?



Jack \_\_\_\_\_ a letter.



\_\_\_\_\_ you \_\_\_\_\_ a twenty-pound note in the street?



Fin and Gary \_\_\_\_\_ high marks for maths.



\_\_\_\_\_ you \_\_\_\_\_ any money?



## Should and shouldn't



To give advice we use **should** or **shouldn't** + base form.

*I'm tired.*

*You **should** go to bed earlier.*

*Billy's got backache.*

*He **shouldn't** play football.*

It's a lovely day. You **shouldn't** play computer games all day.  
You **should** play outside.



1 Match problems 1–9 with advice a–i. Write sentences with **should** or **shouldn't**.

1 I can't study for my exams.

2 I'm getting fatter.

3 I've got a headache.

4 I haven't got any money.

5 I've got a cold.

6 I've lost the tickets.

7 I haven't got any energy.

8 I've got a sore throat.

9 I think the lessons are difficult.

a Look for them.

b Drink some hot lemon.

c Sit in the library.

d Do more exercise.

e Drink some water.

f Get a job.

g Talk to your teacher.

h Eat something.

i Don't talk.

1 c You should sit in the library.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

2 Look at the list. Write sentences with **should** or **shouldn't**.

**Tips for healthy living**

- Don't go to bed too late.
- Eat more fruit and vegetables.
- Don't eat lots of sweets.
- Relax.
- Don't work too hard.
- Walk to school.
- Don't catch the bus all the time.
- Go to bed early.
- Don't drink fizzy drinks.
- Do lots of sport.

- 1 You shouldn't go to bed too late.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

3 Write sentences. Use **should** or **shouldn't** and the words in brackets.

- 1 Billy wants to save money. (spend all his pocket money)  
He shouldn't spend all his pocket money.
- 2 Fin has hurt his leg. (play football)  
He \_\_\_\_\_
- 3 Linda wants to get a good school report. (work hard in class)  
She \_\_\_\_\_
- 4 Penny wants to be healthy. (buy sweets and biscuits)  
She \_\_\_\_\_
- 5 William wants to help his Mum and Dad. (tidy his room)  
He \_\_\_\_\_
- 6 The teacher wants her students to learn a lot every day. (give lots of homework)  
She \_\_\_\_\_
- 7 The children want to speak good English. (practise a lot)  
They \_\_\_\_\_
- 8 Helen doesn't want any breakfast. (take an apple to school)  
She \_\_\_\_\_



## Could and couldn't



We use **could** or **couldn't** + base form to talk about ability in the past. **Could** and **couldn't** are the past forms of **can** and **can't**.

The children **could** speak two languages when they were five.

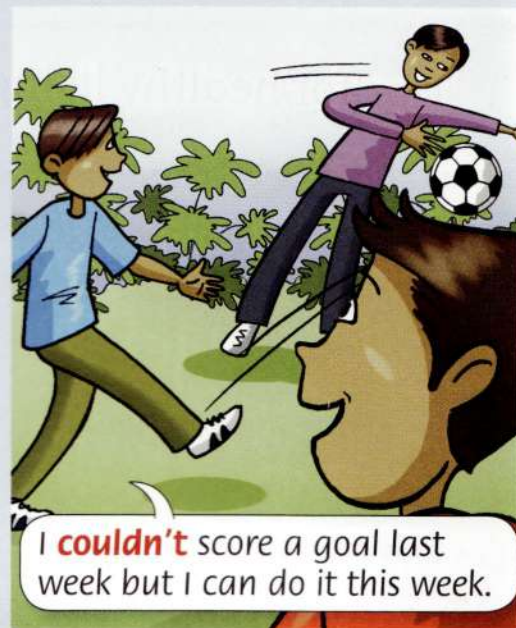
He **couldn't** see the board because he needed glasses.

We can use **can** to compare a situation or ability in the past with one now.

Max **couldn't** speak French when he was young, but he **can** now.

A few months ago, Irina **couldn't** swim. She **can** now.

Oliver **could** swim very fast when he was little, but he **can't** now.



### 4 Circle the correct answer.

- I could / can do gymnastics when I was young.
- Why **couldn't** / **can't** you come to the party? It was great.
- Ethan **can't** / **couldn't** play football because he hasn't got his trainers.
- Dad **couldn't** / **could** drive when he was fourteen, but he **could** / **can** now.
- Leo and Ella **can** / **could** speak French, but they don't speak French very often.
- Grandpa was a swimmer when he was young. He **can't** / **can** swim now, but he **couldn't** / **could** then.
- I've lost my keys. I **can't** / **couldn't** open the door when I got home.

### 5 Look at the list. Complete the sentences with **could** or **couldn't**.

Ten years ago ...	
drive a car	✓
use a computer	✗
speak Spanish	✓
pitch a tent	✗
run ten kilometres	✗
light a fire	✓
write computer programs	✓
play the guitar	✗
climb trees	✓

- Yasmin could drive a car.
- Rob and I \_\_\_\_\_ use a computer.
- Edward \_\_\_\_\_ speak Spanish.
- Ted and Leo \_\_\_\_\_ pitch a tent.
- Lewis \_\_\_\_\_ run fifteen kilometres.
- Kim and I \_\_\_\_\_ light a fire.
- Clare \_\_\_\_\_ write computer programs.
- Sidney \_\_\_\_\_ play the guitar.
- Seb \_\_\_\_\_ climb trees.

6 Complete the sentences. Use the verbs from the box and **could** or **couldn't**.

ride sit cook eat run play

- 1 Grandpa (✓) could ride a horse when he was young, but he (X) can't now.
- 2 Molly and Gemma (X) \_\_\_\_\_ the violin last year, but they (✓) \_\_\_\_\_ now.
- 3 Dad (✓) \_\_\_\_\_ fast when he was at school, but he (X) \_\_\_\_\_ now.
- 4 Mum (X) \_\_\_\_\_ cakes when she was a child, but she (✓) \_\_\_\_\_ now.
- 5 Grandma (✓) \_\_\_\_\_ on her hair when she was a girl, but she (X) \_\_\_\_\_ now.
- 6 Harry (X) \_\_\_\_\_ apples when he was a baby, but he (✓) \_\_\_\_\_ now.

7 Look at the table. Write sentences about Jason. Use **could** or **couldn't**.

	When he was five ...	Now, he ...
1 drive a car	X	X
2 play football	X	✓
3 run fast	✓	✓
4 swim	X	✓
5 read	X	✓
6 speak English	X	✓

When Jason was five, ...

- 1 He couldn't drive a car. He can't drive a car now.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

8 Complete the email. Use **can**, **can't**, **could**, **couldn't**, **should** or **shouldn't**.

● ● ●

○

Hi Penny,  
I'm sorry I <sup>1</sup> couldn't email you yesterday. I was ill so I <sup>2</sup> \_\_\_\_\_ go to school.  
Mum said I <sup>3</sup> \_\_\_\_\_ stay in bed, but I <sup>4</sup> \_\_\_\_\_ sleep so I watched TV. I saw  
a show about monkeys. They <sup>5</sup> \_\_\_\_\_ climb trees very quickly! I <sup>6</sup> \_\_\_\_\_  
climb the big tree in our garden too. Come and visit me at the weekend! Mum  
says I <sup>7</sup> \_\_\_\_\_ run around too much, but we <sup>8</sup> \_\_\_\_\_ climb the tree!  
Write to me soon! Sally



**1 Write statements or questions and short answers. Use the present perfect.**

1 I / switch off / the computer

I've switched off the computer.

2 we / not finish / our school project

\_\_\_\_\_

3 Holly / tidy / her room / ? / ✓

\_\_\_\_\_

4 George and Theo / not put / the books away

\_\_\_\_\_

5 Eric / make / his bed today / ? / ✗

\_\_\_\_\_

6 Dad / print / all the documents

\_\_\_\_\_

7 we / search / the Internet for the information / ? / ✗

\_\_\_\_\_

8 Gemma / not log on / today

\_\_\_\_\_

**2 Write statements or questions and short answers. Use the present perfect and go.**

1 ever / Heidi / America / ? / ✓

Has Heidi ever been to America? Yes, she has.

2 Mr and Mrs Cooke / Africa / never

\_\_\_\_\_

3 Jasper / ever / Australia / ? / ✗

\_\_\_\_\_

4 Lily and Marion / never / America

\_\_\_\_\_

5 Frank / Australia / ever / ? / ✓

\_\_\_\_\_

6 ever / Andy and Theo / Africa / ? / ✗

\_\_\_\_\_

3 Look at the pictures. Write sentences. Use **should** and **shouldn't**.

~~eat so many sweets~~    do more exercise    work so hard  
 drink some water    spend all day playing computer games



You shouldn't eat so many sweets.



4 Look at the chart. Complete the sentences. Use **could**, **couldn't**, **can** or **can't**.

	Five years ago	Now
Tim / play the guitar	X	✓
I / speak French	X	✓
we / cook	X	✓
you / speak English	X	✓
Grandma and Grandpa / walk a long way	✓	X
we / play in the afternoon	✓	X

- Five years ago, Tim couldn't play the guitar. Now, he can.
- Now, I \_\_\_\_\_ speak French. Five years ago, I \_\_\_\_\_.
- Five years ago, we \_\_\_\_\_ cook. Now, we \_\_\_\_\_.
- Five years ago, you \_\_\_\_\_ speak English. Now, you \_\_\_\_\_.
- Five years ago, Grandma and Grandpa \_\_\_\_\_ walk a long way. Now, they \_\_\_\_\_.
- Now, we \_\_\_\_\_ play in the afternoon. Five years ago, we \_\_\_\_\_.



# 13 Helping others

Object pronouns  
Relative pronouns: *who* and *which*

## Object pronouns



When a pronoun is the subject of a sentence, we use subject pronouns (I, you, he, she, it, we, you, they).

*I like him.*

When a pronoun is the object of a verb, we use direct object pronouns (me, you, him, her, it, us, you, them).

*I like **him**. Play with **us**.*

We also use a direct object pronoun instead of a noun.

*She bought the bananas. She used **them** to make a smoothie.*

(them = the bananas)

With verbs that have two parts, like **switch on** and **chop up**, we put the pronoun after the verb.

*Switch **it** on. Chop **them** up.*



### 1 Complete the table.

#### Subject pronouns

I

you

he

4

it

we

6

they

#### Object pronouns

1

2

3

her

it

5

you

7

2 Circle the correct object pronouns.



The television is too quiet.  
I can't hear it / him.



Your toys are untidy.  
Tidy them / it away



She hasn't seen us / her.



Look at me / us!



Can I play with you / me?



Who's singing? It's her / she.

3 Write the words in the correct order to make sentences and questions. Change the underlined words into object pronouns.

1 to buy / like / that CD / I'd  
I'd like to buy it.

2 the vegetables / you / chop / can / up / ?

3 can't / Tanya / find / I

4 pour / into / the blender / the milk

5 change / you / your ticket / can / at the station

6 to the concert / going to / Tim / with / Gary / is / go



## Relative pronouns **who** and **which**



We use relative pronouns to connect two facts.

*There is the boy. He made the smoothie.*

*There is the boy **who** made the smoothie.*

We use **who** when we are talking about people. In the sentence above, **who** replaces **he**.

We use **which** when we are talking about animals or things. In the sentence below, **which** replaces **it**.

*This is the drink. It is very popular here.*

*This is the drink **which** is very popular here.*

### 4 Circle the correct answer.

- 1 the milk which / **who** you poured
- 2 the girl **which** / **who** we like
- 3 the boy **which** / **who** is deaf
- 4 the pan **which** / **who** she used
- 5 the danger **which** / **who** the girls didn't know about
- 6 the person **which** / **who** logged on before me
- 7 the photos **which** / **who** I attached
- 8 the crisps **which** / **who** Harry bought
- 9 the horses **which** / **who** ran into the field
- 10 the money **which** / **who** we haven't got



5 Write sentences. Use relative pronouns.



There's the dog which is dangerous.



She's the girl who saw a hurricane.



That's the photo that Dad took.



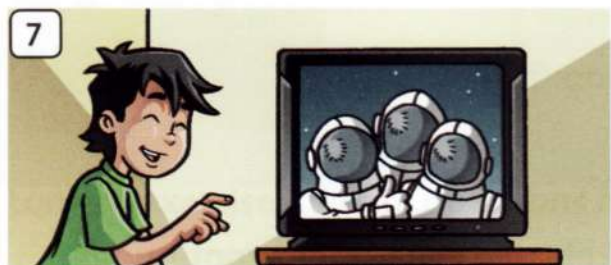
Here's the statue that broke.



That's the smoothie that Carrie made.



Here's the information that we need.



Those are the astronauts who are going to the moon.



Look. There's the boy who won all the trophies.



Where's the food that I asked you to buy?



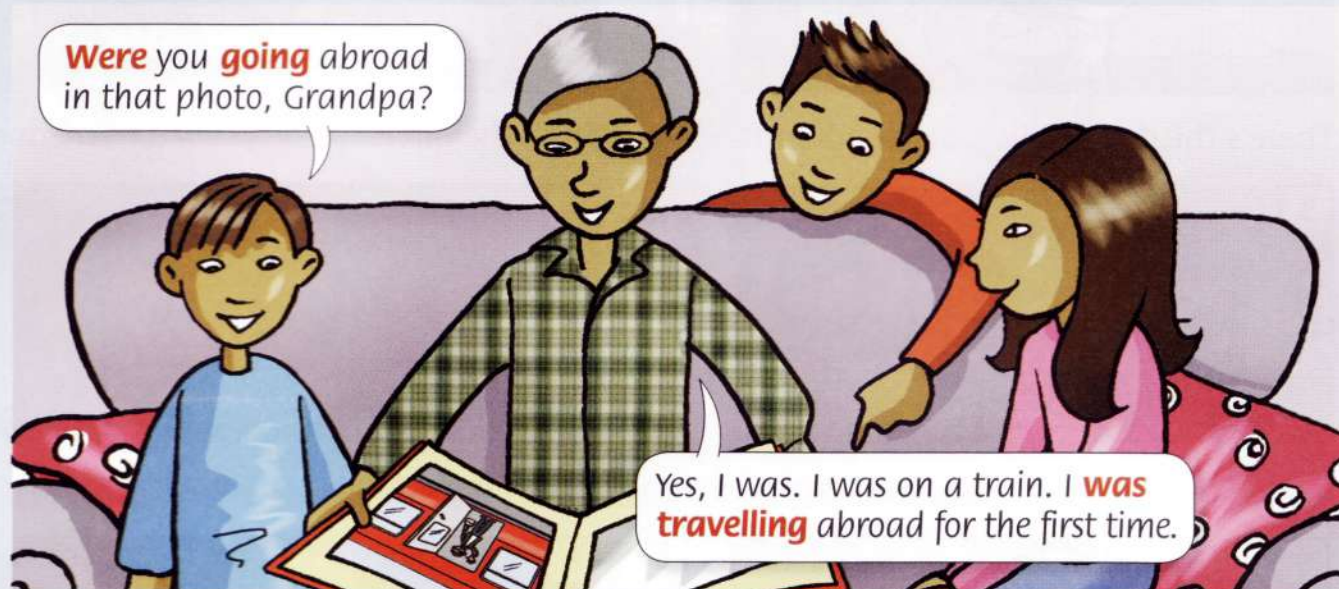
Camels are animals that don't drink much water.



# 14 Happy memories

The past continuous  
Dates and *was born*  
*On and in*

## The past continuous



We use the past continuous to talk about an action that was in progress at a certain time in the past.

We form the past continuous with **was/were** + past participle. For negative sentences, use **wasn't/weren't**. For questions, we use **was/were** + subject + past participle.

*I **was walking** slowly.*

*Holly **wasn't listening** to her MP3 player.*

***Were you making** dinner? **Yes, I was.** / **No, I wasn't.***

See page 78 for formation of the **-ing** form.

### 1 Complete the sentences. Use the verb in brackets and the present continuous.

- 1 Judy was making (make) dinner.
- 2 Amy and Zoe \_\_\_\_\_ (not watch) a film at the cinema.
- 3 It \_\_\_\_\_ (rain) very heavily.
- 4 You and Jack \_\_\_\_\_ (not wait) at the bus stop.
- 5 I \_\_\_\_\_ (feel) very cold.
- 6 You \_\_\_\_\_ (tidy) your room.
- 7 The traffic \_\_\_\_\_ (move) very slowly.
- 8 William \_\_\_\_\_ (not send) an email to Jamie.
- 9 Oscar and I \_\_\_\_\_ (talk) about the football match.

**2 Look at the pictures. Write a negative sentence and an affirmative sentence. Use the past continuous.**



Lewis and Gary / wait / at the bus stop

Lewis and Gary weren't waiting at the bus stop.

They were waiting at the cinema.



Dad / clean / the house



Mum and Sophy / make coffee



Jess / write a letter



the boys / play tennis

**3 Look at exercise 2. Write questions and short answers.**

1 Lewis and Gary / wait / at the bus stop

Were Lewis and Gary waiting at the bus stop? No, they weren't.

2 Dad / clean / the car

3 Mum and Sophy / make / dinner

4 Jess / write / a letter

5 the boys / play / basketball



## Dates and **was born**



The way we talk about dates when speaking is different from the way we write dates.

We say *the sixth of May*. We write *6th May*.

For a list of ordinal numbers, see page 79.

Use **was born** with I/he/she/it. Use **were born** with you/we/you/they.

*Grandpa **was born** on 12th February 1952.*

*The twins **were born** on 21st April 1991.*

## On and in

With dates and days of the week, use **on**.

***on** 20th March, **on** 7th December 2010, **on** Saturday, **on** 29th September*

With years and months, use **in**.

***in** 1969, **in** May*

### 4 Circle the correct answer.

- 1 We're going on holiday **on** / **in** July.
- 2 Did your sister leave school **in** / **on** 1995?
- 3 We first had electricity in our village **on** / **in** 20th May 1935.
- 4 Gustave Eiffel built the Eiffel Tower **on** / **in** 1889.
- 5 My nephew's going to live in America **in** / **on** May this year.
- 6 Do you think there will be cars **in** / **on** 2050?
- 7 We got married **on** / **in** Saturday 6th May 2000.
- 8 People from Europe first arrived in America **in** / **on** 1620 **in** / **on** 21st November.

5 Look at the table. Complete the sentences. Use **was born on** and a date.

- When was Mr Dixon born ?  
Mr Dixon was born on 1st February 1973.
- When \_\_\_\_\_ Mrs Dixon \_\_\_\_\_ ?  
Mrs Dixon \_\_\_\_\_.
- When \_\_\_\_\_ Fin and Jasper \_\_\_\_\_ ?  
Fin and Jasper \_\_\_\_\_.
- When \_\_\_\_\_ Angela \_\_\_\_\_ ?  
Angela \_\_\_\_\_.
- When \_\_\_\_\_ Grandpa \_\_\_\_\_ ?  
Grandpa \_\_\_\_\_.
- When \_\_\_\_\_ Grandma \_\_\_\_\_ ?  
Grandma \_\_\_\_\_.

Mr Dixon	1st January 1971
Mrs Dixon	14th February 1973
Fin	30th May 2000
Jasper	30th May 2000
Angela	21st September 2003
Grandpa	7th March 1953
Grandma	5th May 1954

6 Look at Polly's calendar. Complete the sentences.

**September**

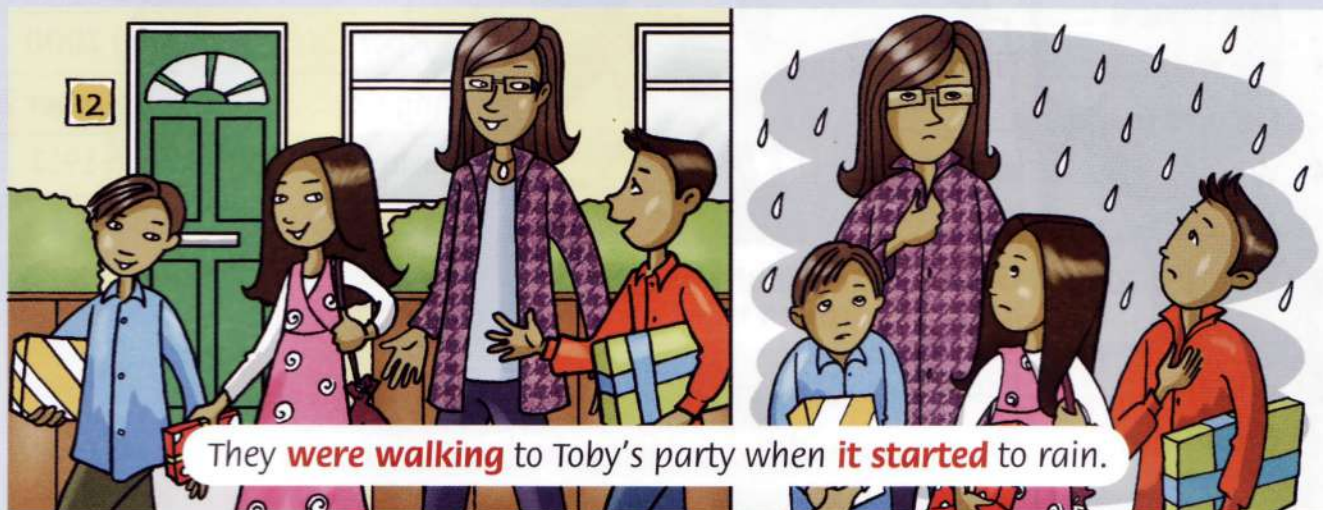
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1st <i>Jack starts new job</i>	2nd	3rd	4th <i>10.30 Dentist (Max)</i>	5th	6th
7th	8th	9th	10th	11th	12th	13th <i>visit Tina</i>
14th	15th	16th <i>Kate staying</i>	17th	18th	19th <i>Poppy's party</i>	20th
21st <i>Poppy's birthday</i>	22nd	23rd	24th	25th	26th	27th
28th	29th	30th				

*Mum and Dad's wedding anniversary*

- Jack is starting his new job on 1st September.
- Max is going to the dentist \_\_\_\_\_.
- I'm going to visit Tina \_\_\_\_\_.
- Kate is going to stay with me \_\_\_\_\_.
- Poppy's party is \_\_\_\_\_.
- Poppy's birthday is \_\_\_\_\_.
- Mum and Dad's wedding anniversary is \_\_\_\_\_.



## The past simple and the past continuous



They **were walking** to Toby's party when **it started** to rain.

We use the past continuous with the past simple when we want to talk about something that happened in the middle of another, longer, action. Look at these sentences:

Past continuous

Past simple

*I **was walking** to the shops.*

*It **started** to rain.*

We can make these two actions into one sentence by connecting them with **when**.  
*I **was walking** to the shops **when** it **started** to rain.*

We can use **when** in the middle or at the beginning of the sentence. If we put it at the beginning, we must put a comma (,) after the first part of the sentence.

*The phone rang **when** Mr Taylor was talking to his boss.*

***When** Mr Taylor was talking to his boss, the phone rang.*

# 1 Circle the shorter action that happened in the middle of another, longer one.

- 1 The children were playing outside when it started raining.
- 2 When I was making dinner, Mrs Cooper phoned.
- 3 When Tim was running for the ball, he fell over.
- 4 Tommy was telling a scary story when the lights went out.
- 5 Everyone was waiting when I walked into the room.
- 6 When I woke up, my brother was doing his homework.
- 7 George and William were buying CDs when they heard the alarm.
- 8 You were talking to the fisherman when the big boat arrived.



2 Look at the pictures. Complete the sentences. Use the past simple or past continuous of the verbs in brackets.



The mechanic was repairing (repair) the car when the phone rang (ring).



The Green family \_\_\_\_\_ (walk) to the beach when the storm \_\_\_\_\_ (start).



He \_\_\_\_\_ (read) a magazine when someone \_\_\_\_\_ (take) his bag.



Edward \_\_\_\_\_ (play) football when he \_\_\_\_\_ (hurt) his leg.



Alice \_\_\_\_\_ (do) her homework when the fireworks \_\_\_\_\_ (start).



**3 Do we write commas in these sentences? Write , or –.**

- 1 When I first saw you ☐ you were standing over there.
- 2 I was wearing my best shoes ☐ when I fell over.
- 3 It was starting to snow ☐ when we left school.
- 4 When they were driving past their house ☐ they saw a man outside.
- 5 She was talking to a journalist ☐ when the crime happened.
- 6 You were laughing ☐ when you answered the phone.
- 7 When she was looking at the zebras ☐ a monkey jumped up at her.

**4 Look at the table. Write sentences. Use **when** and the correct form of the verb.**

First action	Second action
1 I / get / ready for school	something strange / happen
2 Dad / eat / breakfast	his boss / ring
3 Dad / look / worried	he / put / the phone down
4 he / smile	he / tell / us the good news
5 I / walk / to school	I / realized it was the weekend
6 the builder / drink tea	the wall / fell down
7 Kate / smile	I / look at her
8 we / look for / Kim's present	we / saw Kim

- 1 I was getting ready for school when something strange happened.
- 2 Dad \_\_\_\_\_
- 3 When \_\_\_\_\_
- 4 He \_\_\_\_\_
- 5 When \_\_\_\_\_
- 6 When \_\_\_\_\_
- 7 Kate \_\_\_\_\_
- 8 We \_\_\_\_\_

## There, they're and their



It is very easy to confuse the words **there**, **they're** and **their**. They sound the same, but their meaning and use are very different.

**There** is the opposite of **here**.

Look at the fisherman in his boat out **there**.

We also use **there** in the expressions **there is** and **there are**.

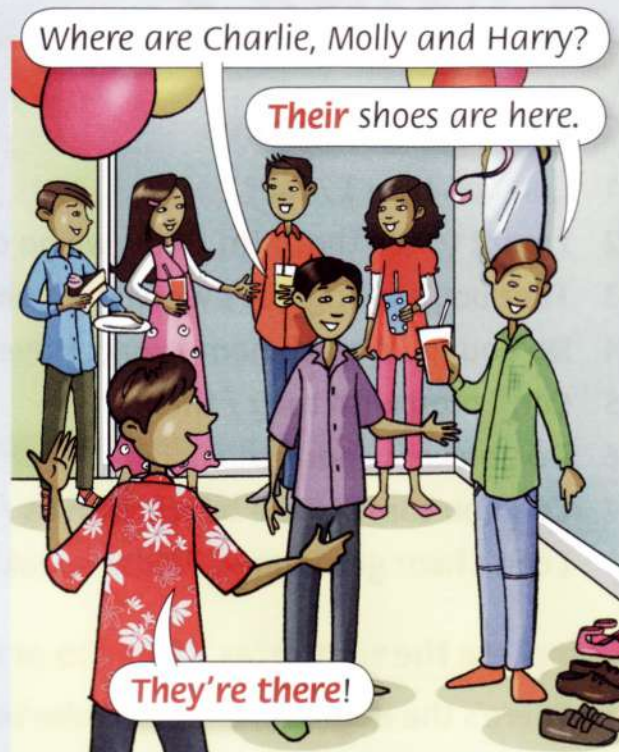
Is **there** a restaurant near here?

**They're** is the short form of **they are**.

**They're** worried about the exams.

**Their** is a possessive adjective. Use **their** to talk about something that belongs to more than one person.

We stayed with Sally and Tom, and played tennis in **their** garden.



### 5 Look at the pictures. Complete the sentences. Use **they're**, **their** or **there**.



Seb has got their ball.



Is \_\_\_\_\_ a bank near here?



Sally and Lily are eating \_\_\_\_\_ dinner.



\_\_\_\_\_ having a picnic.

### 6 Complete the conversation. Use **they're**, **their** or **there**.

Amy What are those over <sup>1</sup> there ?

Clare <sup>2</sup> \_\_\_\_\_ presents for Kim and Tina. <sup>3</sup> \_\_\_\_\_ good friends of mine.

Amy Are they sisters? I think my brother knows <sup>4</sup> \_\_\_\_\_ brother.

Clare You've been to <sup>5</sup> \_\_\_\_\_ house. Do you remember the party they had <sup>6</sup> \_\_\_\_\_ ?



## 1 Circle the correct answer.

- 1 Can you hear I / **me**?
- 2 I want to see that film. Shall we go and see it / her?
- 3 That boy's funny. Let's watch he / him.
- 4 Do you have much homework? Have you finished it / them yet?
- 5 Can I play with they / them?
- 6 Do you know her / she?
- 7 Can you come to the beach with us / ours at the weekend?
- 8 I can't hear you / your. Please speak louder.

## 2 Complete the sentences. Use **who** or **which**.

- 1 There's the boy who won the trophy.
- 2 I'd like to meet the man \_\_\_\_\_ invented this.
- 3 Here's the milk \_\_\_\_\_ you need for the smoothie.
- 4 Look. There's the monument \_\_\_\_\_ I told you about.
- 5 A man \_\_\_\_\_ was born deaf and blind can now see and hear.
- 6 Are those the glasses \_\_\_\_\_ you like?
- 7 Where's the man \_\_\_\_\_ helped you carry the bags?
- 8 They're the people \_\_\_\_\_ moved here from America recently.

## 3 Rewrite the sentences and questions with the past continuous.

- 1 I looked at the photos. I was looking at the photos.
- 2 The man didn't listen to me. \_\_\_\_\_
- 3 She painted a picture. \_\_\_\_\_
- 4 Did it rain? \_\_\_\_\_
- 5 Who did you talk to? \_\_\_\_\_
- 6 We finished our homework. \_\_\_\_\_
- 7 The children made a mess in the kitchen. \_\_\_\_\_
- 8 An hour ago, I made dinner. \_\_\_\_\_

**4 Look at the notes. Write sentences. Use **was born**, **in** or **on** and a date.**

- 1 Tina: May 1975 Tina was born in May 1975.
- 2 Frank: 7th June 1980 \_\_\_\_\_
- 3 Fred: 1988 \_\_\_\_\_
- 4 Carrie: 1st January \_\_\_\_\_
- 5 Lily: 8th October \_\_\_\_\_
- 6 Tina: March 1995 \_\_\_\_\_
- 7 Sidney: 2001 \_\_\_\_\_

**5 Write sentences. Use the past simple, the past continuous and **when**.**

- 1 Phil / run / he / fall over  
Phil was running when he fell over.
- 2 they / arrive / it / snow  
When \_\_\_\_\_
- 3 we / have dinner / you / call  
We \_\_\_\_\_
- 4 Billy / tell a joke / Tim / come into the room  
Tim \_\_\_\_\_
- 5 they / cook dinner / the film / start  
When \_\_\_\_\_
- 6 I / have a bad dream / I wake up  
I \_\_\_\_\_
- 7 everyone / arrive / you / listen to your MP3 player  
When \_\_\_\_\_

**6 Complete the conversation. Use **they're**, **their** or **there**.**

**Cathy** I like Zoe and Tara Smith. I think <sup>1</sup> they're lovely girls.

**Penny** Yes, they are. They live in a very nice house, too. How long have they lived  
<sup>2</sup> \_\_\_\_\_?

**Cathy** In Oxtan Street? About three months. It isn't <sup>3</sup> \_\_\_\_\_ house, though.

**Penny** Really? Whose is it?

**Cathy** It belongs to <sup>4</sup> \_\_\_\_\_ grandparents.

**Penny** It's a big house.

**Cathy** Yes, and <sup>5</sup> \_\_\_\_\_'s a big garden at the back.

**Penny** <sup>6</sup> \_\_\_\_\_ very lucky!



# Grammar reference

## Units 1 and 14 The -ing form

Verb	Example	Change	-ing form
most verbs	play	+ -ing	playing
verbs ending consonant + -e	write	<del>w</del> + -ing	writing
verbs ending vowel + consonant, except -w or -y	travel	double final consonant + -ing	travelling

## Unit 1 The present simple

Affirmative	Negative	Questions	Short answers
I <b>play</b>	I <b>don't play</b>	<b>Do I play?</b>	Yes, I <b>do</b> . No, I <b>don't</b> .
you <b>play</b>	you <b>don't play</b>	<b>Do you play?</b>	Yes, you <b>do</b> . No, you <b>don't</b> .
it <b>plays</b>	it <b>doesn't play</b>	<b>Does it play?</b>	Yes, it <b>does</b> . No, it <b>doesn't</b> .
we <b>play</b>	we <b>don't play</b>	<b>Do we play?</b>	Yes, we <b>do</b> . No, we <b>don't</b> .
they <b>play</b>	they <b>don't play</b>	<b>Do they play?</b>	Yes, they <b>do</b> . No, they <b>don't</b> .

## Unit 1 The present continuous

Affirmative	Negative	Questions	Short answers
I'm <b>playing</b>	I'm <b>not playing</b>	<b>Am I playing?</b>	Yes, I <b>am</b> . No, I'm <b>not</b> .
you're <b>playing</b>	you <b>aren't playing</b>	<b>Are you playing?</b>	Yes, you <b>are</b> . No, you <b>aren't</b> .
it's <b>playing</b>	it <b>isn't playing</b>	<b>Is it playing?</b>	Yes, it <b>is</b> . No, it <b>isn't</b> .
we're <b>playing</b>	we <b>aren't playing</b>	<b>Are we playing?</b>	Yes, we <b>are</b> . No, we <b>aren't</b> .
they're <b>playing</b>	they <b>aren't playing</b>	<b>Are they playing?</b>	Yes, they <b>are</b> . No, they <b>aren't</b> .

## Unit 2 The past simple

Affirmative	Negative	Questions	Short answers
I <b>played</b>	I <b>didn't play</b>	<b>Did I play?</b>	Yes, I <b>did</b> . No, I <b>didn't</b> .
you <b>played</b>	you <b>didn't play</b>	<b>Did you play?</b>	Yes, you <b>did</b> . No, you <b>didn't</b> .
it <b>played</b>	it <b>didn't play</b>	<b>Did it play?</b>	Yes, it <b>did</b> . No, it <b>didn't</b> .
we <b>played</b>	we <b>didn't play</b>	<b>Did we play?</b>	Yes, we <b>did</b> . No, we <b>didn't</b> .
they <b>played</b>	they <b>didn't play</b>	<b>Did they play?</b>	Yes, they <b>did</b> . No, they <b>didn't</b> .

## Unit 10 – 11 The present perfect

### Affirmative

I've played  
you've played  
it's played  
we've played  
they've played

### Negative

I haven't played  
you haven't played  
it hasn't played  
we haven't played  
they haven't played

### Questions

Have I played?  
Have you played?  
Has it played?  
Have we played?  
Have they played?

### Short answers

Yes, I **have**. No, I **haven't**.  
Yes, you **have**. No, you **haven't**.  
Yes, it **has**. No, it **hasn't**.  
Yes, we **have**. No, we **haven't**.  
Yes, they **have**. No, they **haven't**.

## Unit 14 – 15 The past continuous

### Affirmative

I was playing  
you were playing  
it was playing  
we were playing  
they were playing

### Negative

I wasn't playing  
you weren't playing  
it wasn't playing  
we weren't playing  
they weren't playing

### Questions

Was I playing?  
Were you playing?  
Was it playing?  
Were we playing?  
Were they playing?

### Short answers

Yes, I **was**. No, I **wasn't**.  
Yes, you **were**. No, you **weren't**.  
Yes, it **was**. No, it **wasn't**.  
Yes, we **were**. No, we **weren't**.  
Yes, they **were**. No, they **weren't**.

## Unit 14 Ordinal numbers

1st	first	11th	eleventh
2nd	second	12th	twelfth
3rd	third	13th	thirteenth
4th	fourth	20th	twentieth
5th	fifth	21st	twenty-first
6th	sixth	30th	thirtieth
7th	seventh	31st	thirty-first
8th	eighth		
9th	ninth		
10th	tenth		



## Irregular verbs

Base form	Past simple	Past participle
be	was/were	been
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
get	got	got
go	went	been
have	had	had
hear	heard	heard
hurt	hurt	hurt
know	knew	known
learn	learnt	learnt
light	lit	lit
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
wear	wore	worn
win	won	won
write	wrote	written

# Grammar Friends

For 6 – 12 years

The step by step grammar presentations in *Grammar Friends* introduce form, use and meaning in a way that even young beginner learners can understand and remember. The series is an ideal supplement to any elementary course book series.

- **Builds accuracy and confidence:** graded written exercises provide practice and reinforcement.
- **Puts the focus on grammar:** familiar contexts and situations, using basic vocabulary, enable pupils to concentrate on learning grammar.
- **Revises and consolidates:** regular revision units provide extra practice.
- **Interactive practice:** the student CD-ROM features additional exercises and tests for even more practice at home or independently at school.
- **Photocopiable tests:** included in the Teacher's Book, plus answer key.

## Beginner – Elementary (A2)

*For students preparing for the  
Cambridge ESOL Young Learner's exams:*

Starters: Grammar Friends 1 and 2

Movers: Grammar Friends 3 and 4

Flyers: Grammar Friends 5 and 6

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