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Grammar two



Jennifer Seidl



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OXFORD

New third edition

Grammar

two



Jennifer Seidl



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Contents

1	The Bell family	Present simple and present continuous	4
2	Tom built a go-kart	Past simple; could for ability	8
3	Tom's flying to New York	Present continuous for future plans; a/an and the	12
4	We're going to London	The ; to + base form for purpose	16
5	Jenny writes neatly	Adverbs of manner	20
6	Who's the fastest?	Comparison of adjectives (1)	24
7	The most interesting planet	Comparison of adjectives (2); should	28
Revision 1 (units 1–7)			32
8	A lot of food	Expressing quantity; shall	36
9	Trig was playing football when ...	Past continuous; past continuous and past simple	40
10	I've just finished it	Present perfect simple; just , already , yet	44
11	Have you been to China?	Present perfect simple; would like + verb	48
12	What caused the accident?	Who and what as subjects; word order	52
13	I've had it for five months	For and since ; present perfect or past simple?	56
14	Will I be rich?	Future with will ; may/might for possibility	60
Revision 2 (units 8–14)			64
15	You used to like fishing	The -ing form; used to	68
16	The boy who broke his leg	Relative pronouns	72
17	Jenny has to go	Have to	76
18	Trig is too fat	Prepositions of place and movement; too and enough	80
19	Nobody knows	Something , nobody etc.; verbs of sensation	84
20	How is chocolate made?	The passive	88
21	If the weather's nice ...	Zero and type 1 conditionals	92
22	Trig has been packing	Present perfect continuous; reflexive pronouns	96
Revision 3 (units 15–22)			100
Words to learn			104
Verb forms			108
Spelling			110



Vocabulary exercise



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Speaking activity



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1 The Bell family 2

Present simple and present continuous

This **is** Nick Bell, his sister Jenny, his parents and their dog Chip. Nick **is** thirteen years old. He **goes** to Park Street School in Merton. He **'s got** brown hair. He **can** swim and play football, but he **can't** do maths or French. He **likes** sport and music. He **doesn't like** doing the washing-up. His best friend is Tom, and Jenny's best friend is Amanda. Nick, Jenny and their parents **are** all **smiling** because Tom **is taking** a photograph.



And **do you remember** me? I'm Trig. I **come** from Triglton. Nick and Jenny **are** my friends. I **'m learning** English. I **learn** five words every day.

Words to learn 3

panda adult badge protect danger whale
speed group pair breathe set

Grammar lesson

Present simple

Look at the verb tables on page 108 for the present simple of **be**, **have got** and **like**. Look at page 110 for information on spelling with **he**, **she** and **it**.

We use the present simple

1 for repeated actions, especially with words like **always**, **often**, **never**, **every day**:

*Nick and Jenny always **walk** to school.
Trig **learns** five words every day.*

2 for facts which do not change:

*Nick **'s got** brown hair and brown eyes.*

3 with verbs such as **like**, **love**, **hate**, **dislike**:

*Nick **doesn't like** going to school.*

Present continuous

We form the present continuous with **be** + the **-ing** form of the verb. Look at the verb tables on page 108 and the information on spelling on page 110.

We use the present continuous for something that is happening at the moment of speaking (now, at the moment).

*Tom **'s taking** a photograph.*

*They **are all smiling** for Tom.*

*Trig **'s reading** his English book.*

1 Complete the text. Use the present simple of **be, go, have got, can** and **like**, in the affirmative (✓) or the negative (✗).

▶ Jenny **is** twelve years old. She
 1 _____ (✓) to Park Street School.
 She 2 _____ (✓) blond hair and blue eyes. She 3 _____ (✓) play the piano, but she 4 _____ (✗) play football. She 5 _____ (✓) music, reading and animals. She 6 _____ (✗) football or rain.
 Chip 7 _____ (✓) five years old. He 8 _____ (✓) long ears and a short tail. He 9 _____ (✓) bones. He 10 _____ (✗) Fluff, the neighbours' cat.

2 Jenny is telling Nick about pandas. Circle the correct words.

Jenny This panda **look/looks** like my old teddy bear. He 1 **has got/have got** black and white fur.
 Nick Do you 2 **know/knows** where pandas 3 **live/lives**?
 Jenny Here it 4 **say/says** that they 5 **live/lives** in China. An adult panda 6 **weigh/weights** 125 kilos.
 Nick What do pandas 7 **eats/eat**?
 Elephants?
 Jenny Of course they 8 **don't eat/not eat** elephants! They 9 **eat/eats** leaves.
 Nick Well, I 10 **prefer/prefers** pizza.

3 Complete the conversation. Use the present simple form of the words in brackets.



Jenny Look, Nick. Here's an interesting article about blue whales.
 Nick Great. How long **do blue whales live?** (blue whales, live)?
 Jenny They 1 _____ (live) for 80 to 90 years. It says here that a blue whale 2 _____ (grow) to 30 metres.
 Nick And how much 3 _____ (a blue whale, weigh)?
 Jenny About 200 tons. They 4 _____ (swim) 20 to 50 kilometres an hour. They 5 _____ (live) in the sea, but they 6 _____ (not, like) very cold water. They sometimes 7 _____ (swim) in groups, but they 8 _____ (not, live) in large groups all the time.
 Nick Tell me how a whale 9 _____ (breathe).
 Jenny Well, it 10 _____ (blow) water high into the air.

4 Look at the pictures and answer the questions. Use the present continuous.



▶ Are Bill and Cathy cycling?

No, they aren't. They're dancing.

1 Is Eric walking?

2 Are Kamran and George cycling?

3 Is Helen playing tennis?

4 Is Alan swimming?

5 Are Louise and Mike walking?

6 Is Sita climbing?

5 Circle the correct words.

Amanda Where's Trig?

Jenny He sits is sitting over there in the chair.

Amanda What ¹ is he doing/does he do ?

² Does he watch/Is he watching television?

Jenny No, he ³ doesn't/isn't . He

⁴ is reading/reads .

Amanda What ⁵ does he read/is he reading ?

Jenny He ⁶ likes/is liking looking at

animal books, but he ⁷ is reading/
reads a book about cooking now.

He ⁸ is loving/loves food. He ⁹ eats/
is eating cakes and chocolate
every day.

Amanda But the book's upside down!

Jenny Yes, it is. Trig ¹⁰ is always reading/
always reads books upside down.



6 Complete the text. Use the present simple or the present continuous.



Nick and Jenny **get up** (get up) early on weekdays. They usually
 1 _____ (walk) to school with Amanda and Tom. But today is Sunday. They 2 _____ (not, get up) early on Sundays. Now Mum 3 _____ (set) the table for breakfast and Jenny 4 _____ (help). She 5 _____ (make) toast. Nick and Trig 6 _____ (still, sleep). Trig 7 _____ (not, get up) before eleven o'clock.

Chip is in the garden. He 8 _____ (go) in the garden every morning – if it 9 _____ (not, rain). He 10 _____ (chase) the neighbours' cat now, but he never 11 _____ (catch) her. On Sunday afternoon Nick and Jenny often 12 _____ (go) to the park with Chip. He 13 _____ (like) to chase the birds, but he never 14 _____ (catch) them, either.

7 Write the words in the correct lists.

hospital sailing waitress climbing
 dentist supermarket camping farmer
 wardrobe bed theatre cycling
 post office vet drawers bookshelf
 skateboarding teacher table library

Places in town

hospital _____

Sports and activities

My bedroom

Jobs

8 Partner activity

Ask your partner what he or she usually does at the weekend. Take turns to ask and answer questions.

Student 1 *Do you go to the cinema on Saturday?*

Student 2 *No, I don't. I watch television on Saturday. What do you do on Sunday?*

Student 1 *I usually get up late. Sometimes I ...*

Visit Trig's website for more practice!

TEACHERS: now download the worksheet for this unit.

2 Tom built a go-kart 4

Past simple; could for ability

- Mr Blake What **did** you **do** in the school holiday, Nick?
- Nick I **went** to Spain in August. I **loved** it. I also **played** a lot of football with Tom.
- Mr Blake And what **did** you **do**, Tom?
- Tom I **played** football with Nick and I **built** a go-kart. I like building things. I **could** build things when I was seven years old.
- Mr Blake **Did** you **play** football, Adam?
- Adam No, I **didn't**. I **couldn't** play. Tom's go-kart **crashed** into me and **broke** my leg.



Words to learn 5

build crash break leg diary disco
meet kid competition brilliant rock

Grammar lesson

Past simple

Add **ed** or **d** to the base form of regular verbs in the affirmative.

play – played, love – loved

I played football. I loved it.

Irregular verbs have a special form.

go – went, break – broke

I went to Spain. I built a go-kart.

(There is a list of some irregular verbs on page 109.)

Use **did not** or **didn't** + base form for the negative and **did** for the question form.

Use **did** and **did not (didn't)** in short answers.

I didn't play football.

Did you play football? No, I didn't.

The form is the same for all persons (**he**, **she** and **it** are not different).

We use the past simple for an action that started and finished in the past, often with a **time expression**.

I went to Spain in August.

Could for ability

Could is the past form of **can**. We use **could** or **could not (couldn't)** for ability (or lack of ability) in the past.

After **could** we use the base form.

I could ride a bicycle when I was six.

Questions and short answers

Could you play football? No, I couldn't.

Could Tom build a go-kart? Yes, he could.

1 Write the past simple forms in the correct lists.

break carry come give help lose
love make run see smile stop
take try watch work

Regular

carried

Irregular

broke

2 Complete Jenny's holiday diary. Use the past simple.

Saturday We arrived (arrive) late and were

(be) all hungry. Nice hotel! We ¹_____

(have) dinner and ²_____ (go) to bed.

Sunday It ³_____ (rain) this morning!

We ⁴_____ (stay) in the hotel. In the

afternoon it was warm and sunny. We

⁵_____ (look) round the town. Dad

⁶_____ (take) some photos. Nick and

I ⁷_____ (go) to the kids' disco in

the evening. It ⁸_____ (be) fun. We

⁹_____ (meet) some other English kids.

Monday I ¹⁰_____ (write) six

postcards. I ¹¹_____ (win) the

swimming competition – brilliant!!! We

¹²_____ (see) a film in the evening.

3 Write questions about Nick and Jenny's holiday. Use the past simple.

▶ Nick and Jenny / go to Spain

Did Nick and Jenny go to Spain?

1 they / stay at a nice hotel

2 Dad / take any photos

3 Nick and Jenny / go to the disco

4 Jenny / win the swimming competition

5 Nick / write a holiday diary

4 Write questions. Use the past simple and the words in brackets.

▶ It rained. (When?)

When did it rain?

1 They looked round the town. (When?)

2 Jenny wrote some postcards. (How many?)

3 Dad took some photos. (Where?)

4 Nick and Jenny went to the disco.

(When?)

5 Jenny won the swimming competition.

(When?)

5 Put the words in the correct order. Write questions.

▶ Nick and Jenny / go to Spain / Did / ?

Did Nick and Jenny go to Spain?

▶ did / do in Spain / Nick and Jenny / What / ?

What did Nick and Jenny do in Spain?

1 Nick and Jenny / go to Spain / When / did / ?

2 they / did / arrive / When / ?

3 tired and hungry / they / Were / ?

4 did / rain / When / it / ?

5 Nick and Jenny / take photos / Did / ?

6 they / get sunburned / Did / ?

7 they / do / What / did / in the evenings / ?

8 Jenny and Nick / their holiday / Did / enjoy / ?

9 Tom / When / did / build a go-kart / ?

10 Tom / go to Spain / Did / ?

6 Complete the sentences. Use **didn't and the words in the box.**

break ~~build~~ get crash go play
swim win write

▶ Adam didn't build a go-kart.

1 Tom and Adam _____ to Spain.

2 Adam _____ sunburned.

3 Tom _____ his leg.

4 The go-kart _____ into Nick.

5 Adam _____ football.

6 Nick _____ a holiday diary.

7 Tom _____ a competition.

8 Tom and Adam _____ in the sea.

7 Answer the questions with short answers, then give some extra information. Use the past simple.

▶ Did you go to bed late last night?

No, I didn't. I went to bed at nine o'clock.

1 Did you watch television last night?

2 Did you do your homework yesterday?

3 Did your friend visit you yesterday?

4 Did it rain last week?

5 Did you go to the cinema last weekend?

6 Did you help your parents last week?

8 What **could** Adam do? What **couldn't** he do? Complete the sentences.

When Adam broke his leg ...

- ▶ He **could** lie on the sofa at home.
- ▶ He **couldn't** play football.
- 1 He _____ go out with his friends.
- 2 He _____ watch television.
- 3 He _____ go swimming.
- 4 He _____ use his computer.
- 5 He _____ ride his bicycle.
- 6 He _____ go skateboarding.
- 7 He _____ talk to his friends.
- 8 He _____ read comics.

9 Complete the sentences. Use **couldn't**.



Last week ...

▶ George was ill, so he **couldn't go to school**.

- 1 Tom lost his football boots, so he _____.
- 2 Carlo didn't have any money, so he _____.
- 3 Zoe broke her arm, so she _____.
- 4 It rained all week, so Chip _____.
- 5 Nick had a lot of homework, so he _____.

10 Write the missing words. Use the correct form.

- ▶ In the school holidays Tom **built** a go-kart.
- 1 There was an accident with Tom's go-kart and Adam _____ his leg.
- 2 When Jenny was in Spain, she wrote a holiday _____.
- 3 Jenny is a good swimmer. She won a swimming _____.
- 4 In the evening, Jenny and Nick went to the _____ in the hotel.
- 5 In the hotel they _____ some other kids from England.

11 Partner activity

Ask your partner three questions about a holiday. Your partner must answer and add more information. Your partner then asks you three questions.

Student 1 *Where did you go?*

Student 2 *We went to Spain. I went with my mum and dad.*

Student 1 *When did you go?*

Student 2 *We went in July. It was hot and sunny.*

Student 1 *What did you do?*

Student 2 *We played volleyball on the beach every day.*

www Visit Trig's website for more practice!

TEACHERS: now download the worksheet for this unit.

3 Tom's flying to New York 6

Present continuous for future plans; a/an and the

Tom I'm **flying** to New York at **the** weekend. The plane leaves at half past twelve. I'm **staying** at **a** hotel with my Uncle Joe and Aunt Julie. He's **an** artist and she's **a** photographer.

Nick What's **the** hotel called?

Tom **The** New York Tower. It has **a** restaurant on top. **The** restaurant turns round eighteen times **a** day so you can see **the** whole city. **An** orchestra plays there in **the** evening.



Words to learn 7

photographer studio airport
mechanic reporter actor/actress
hairdresser offer piece ugly

Grammar lesson

Present continuous for future plans

We use the present continuous to talk about future plans, often with time expressions.

*I'm **flying** to New York at the weekend.*

If we are talking about fixed travel arrangements we can use the present simple.

*The plane **leaves** at half past twelve.*

A/an and the

We use **a/an**

- 1 with singular countable nouns:
***a** hotel, **a** restaurant, **an** orchestra*
- 2 before a singular job or occupation:
***an** artist, **a** photographer*
- 3 in expressions with numbers when it means 'every':
*eighteen times **a** day*

We use **the**

- 1 when we mean 'a particular thing or person'. The listener knows about it. Often we have already mentioned it.
*Tom is staying at **a** hotel. What's **the** hotel called?*
*There's **a** nice restaurant. **The** restaurant turns round.*
- 2 with some time expressions:
*at **the** weekend, in **the** evening, on **the** first of January*

- 1 Tom is telling Nick his plans for next week. Look at Tom's diary and complete the text.

Diary

Sunday	Fly to New York.
Monday	Visit Uncle Joe's studio. Meet Uncle Joe's friends.
Tuesday	Take a boat to the Statue of Liberty.
Wednesday	Watch a baseball game.
Thursday	Go up the Empire State Building.
Friday	Walk round Central Park.
Saturday	Fly home.

I'm flying to New York tomorrow. On Monday I ¹ _____ Uncle Joe's studio and we ² _____ his friends. On Tuesday I ³ _____ a boat to the Statue of Liberty. On Wednesday afternoon I ⁴ _____ a baseball game with Uncle Joe and on Thursday we ⁵ _____ up the Empire State Building. On Friday I ⁶ _____ round Central Park with Aunt Julie. Then on Saturday I ⁷ _____ home.



- 2 Nick's class is having a party next week. Write questions with the present continuous.

► Where / you / have the party?

Where are you having the party?

1 What time / the party / start?

2 How many students / come?

3 How many teachers / come?

4 Who / make the food?

5 Where / you / buy the drinks?

6 What music / you / play?

7 What time / the party / finish?

8 you / take any photos?

9 you / have / a dancing competition?

10 you / invite friends from other schools?

3 What are they doing next week? Complete the sentences with the present continuous and the words in the box.

watch her favourite television programme
 go shopping meet a friend
 go to the cinema cook dinner
 visit his grandparents



▶ On Saturday Anna is watching her favourite television programme.

- 1 On Sunday Ed _____
- 2 On Saturday Sanjay _____
- 3 On Friday Bill and Rob _____
- 4 On Saturday Kate _____
- 5 On Friday Cathy and Nina _____

4 Match the names to the jobs. Then complete the sentences.

~~doctor~~ mechanic artist reporter
 actor hairdresser photographer



▶ Ben is a doctor.

- 1 Helen _____
- 2 John _____
- 3 Lisa _____
- 4 Liz _____
- 5 Sue _____
- 6 Bill _____

5 Complete the sentences. Use **a**, **an** or **the**.

- ▶ Tom sometimes phones his Uncle Joe in New York in **the** evening.
- 1 Tom flew to New York at _____ weekend.
 - 2 His mum and dad drove him to _____ airport.
 - 3 Tom's Uncle Joe is _____ artist.
 - 4 His Aunt Julie is _____ photographer.
 - 5 In New York Tom bought _____ baseball cap and _____ T-shirt. _____ cap was cheap, but _____ T-shirt cost 20 dollars.
 - 6 Uncle Joe thinks New York is the best city in _____ world.
 - 7 When Tom was in New York, _____ sun shone every day.
 - 8 Tom met two of Uncle Joe's friends, _____ man and _____ woman. _____ man's name was Greg and _____ woman's name was Patsy.
 - 9 In New York Tom stayed at _____ hotel. _____ hotel was called The New York Tower.
 - 10 On Wednesday, Tom watched _____ baseball game. _____ game was very exciting.



6 Write **a**, **an** or **the**.

At **the** weekend, Trig and Jenny saw **a** film. ¹ _____ film was called 'An Ugly Monster in Love'. They arrived at ² _____ cinema at six o'clock in ³ _____ evening. Jenny bought ⁴ _____ big bar of chocolate. She offered ⁵ _____ little piece to Trig but Trig took ⁶ _____ bar of chocolate and gave ⁷ _____ little piece to Jenny. ⁸ _____ film was about ⁹ _____ ugly monster who loved ¹⁰ _____ actress. ¹¹ _____ actress didn't like ¹² _____ ugly monster.



7 **ABC** Find the job words.

brother burger computer corner
drawer ~~farmer~~ father hairdresser
newspaper photographer reporter
river sister summer teacher

farmer _____

8 **Class game**

A student chooses one of the jobs from exercise 4 and mimes it in front of the class. The class guesses the job.

Are you a/an ... ?

www Visit Trig's website for more practice!



TEACHERS: now download the worksheet for this unit.

4 We're going to London 8

The; to + base form for purpose

Jenny On Saturday we're going to London **to show** you **the** Tower of London. We're leaving after breakfast. We're going by train.

Nick London is **the** capital of England. It's on **the** River Thames.

Jenny We're going to a restaurant **to have** lunch.

Nick I'm going to borrow Dad's camera **to take** some photos.



Words to learn 9

capital ocean desert mountain
river lake famous sights oil

Grammar lesson

The

We use **the**

1 when there is only one:

the capital of England, **the** sun

2 with the names of rivers, oceans, seas, deserts and mountain ranges:

the River Thames, **the** Atlantic Ocean,
the Red Sea, **the** Sahara Desert,
the Himalayas

We do not usually use **the** with the names of cities, countries or continents (Paris, Brazil, Africa), but we say **the** UK (the United Kingdom) and **the** USA (the United States of America). We talk about lakes, parks and mountains without **the** (Lake Geneva, Central Park, Mount Everest).

We do not use **the** to talk about

1 ways of travelling:

by car/bus/train/plane, on foot

2 meals:

have breakfast/lunch/dinner

3 days, months and special occasions:

on Monday, in June, at Christmas

4 our places of work, our school, our home:

go to work, be at school, be at home

To + base form for purpose

We use **to** with the base form of the verb to show a purpose or reason. It usually answers the question 'Why?'.

*We're going to London (Why?) **to show** you the Tower of London.*

1 Write **the** where it is necessary.



▶ **The** Red Sea is between ___ Europe and Asia.



1 ___ capital of ___ England is London.



2 ___ Lake Geneva is in ___ Switzerland.



3 ___ capital of ___ USA is Washington DC.



4 ___ Sahara Desert is in ___ Africa.



5 ___ London is on ___ River Thames.

2 Look at the questionnaire. Write **the** where it is necessary.

▶ Are you sometimes late for ___ school?

1 What do you usually eat for ___ breakfast?

2 Do you go to ___ school by ___ bus, or do you go on ___ foot?

3 Do you have ___ lunch at ___ school?

4 When do you do your homework, before or after ___ dinner?

5 What do you do in ___ evening?

6 How often do you go to ___ cinema?

7 What do you do in your free time at ___ home?

8 What time do you go to ___ bed?

9 What do you do at ___ weekend?

10 Do you do homework on ___ Sunday?

3 Answer the questions in exercise 2.

▶ **Yes, I'm sometimes late for school.** OR

No, I'm never late for school.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

4 Complete the conversation. Write **the** where it is necessary.



Tom Last year Uncle Joe came to **the** UK.

Nick How did he get here?

Tom He came by ¹_____ plane, of course, over ²_____ Atlantic Ocean. He visited ³_____ London and saw ⁴_____ Tower of London and other famous sights. He went on a boat along ⁵_____ River Thames. He went to ⁶_____ Scotland, too - by ⁷_____ train, not on ⁸_____ foot.

Nick What did you see in New York? Did you take a boat trip on ⁹_____ Hudson River?

Tom Yes, of course. It was great. And we also walked round ¹⁰_____ Central Park.



5 Complete the sentences. Use **to** and the words in the box.

learn some English repair his bike
look for her pen get his coat
make a cake chase the cat
~~watch cartoons~~ wash her hands
get the milk

▶ Trig turned on the television **to watch cartoons**.

1 Nick went to the fridge

2 Jenny opened her pencil case

3 Nick opened his wardrobe

4 Jenny went to the bathroom

5 Chip went into the garden

6 Nick went to the garage

7 Trig opened his book

8 Mrs Bell bought some flour



6 Write where they are going and why. Use the words in the box.

the bike shop / buy / some oil
 the zoo / see / the penguins
 New York / visit / his uncle
 his bedroom / sleep
 the park / play / tennis
 the café / meet / Tom

▶ Nick is going to the café to meet Tom.

1 Jenny _____

2 Tom _____

3 Trig _____

4 Amanda _____

5 Nick _____



7 Write the missing words.

▶ How big is Lake Geneva?

1 Mount Everest is the highest _____ in the world.

2 The Atlantic and the Pacific are large _____.

3 The name of the _____ in London is the Thames.

4 The Sahara _____ is almost as big as the United States of America.

5 Which city is the _____ of Australia?
 Is it Canberra?

8 Partner activity

Write the first part of a sentence on a piece of paper. Begin with **I went to**.

I went to
 New York

Fold the paper to hide the words. Give your paper to your partner. Don't read your new piece of paper. Write the end of a sentence on it. Use **to** for purpose. Open the paper and read the sentence to the class.

I went to New York to clean my teeth.

www Visit Trig's website for more practice!

TEACHERS: now download the worksheet for this unit.

Adverbs of manner

Park Street
School

Report

Name: Jenny Bell

English: Writes **neatly**.**French:** Learns **carefully** and works **quietly**.**Maths:** Works **hard**.**PE:** Jenny tries **hard** but she isn't good at PE.Jenny behaves **well** in class.Park Street
School

Report

Name: Nick Bell

English: Writes **untidily**.**French:** Learns **slowly** and speaks **badly**.**Maths:** Works **carelessly**.**PE:** Nick can run **fast**. He swims and plays football very **well**.Nick often behaves **noisily** in class.Words to learn  11neat hard well untidy noisy
careless angry loud easy correct
quick happy move bark

Grammar lesson

Adverbs of manner

Adjectives (for example, **neat**, **noisy**) tell us what something or someone is like.They describe **nouns** and **pronouns**.Jenny's **writing** is **neat**. **It** is **neat**.Nick is a **noisy person**. **He** is **noisy**.Adverbs of manner (for example, **neatly**, **noisily**) tell us how someone does something. They describe **verbs**.Jenny **writes neatly**.Nick **behaves noisily**.To form an adverb of manner, we usually add **ly** to the adjective.AdjectiveAdverb

neat

neatly

careful

carefully

We change **y** to **i** before **ly**.

untidy

untidily

noisy

noisily

When the adjective ends with **le** we change the **e** to **y**.

gentle

gently

simple

simply

Learn these irregular forms.

good

well

hard

hard

fast

fast

silly

in a silly way

friendly

in a friendly way

1 Circle the correct words.

▶ Nick's writing is bad/badly .

▶ He doesn't write neat/neatly .

1 Jenny's writing is always neat/neatly .

2 She writes careful/carefully .

3 She works good/well in class.

4 Her work is usually good/well .

5 Nick often works careless/carelessly .

6 He sometimes learns slow/slowly .

7 He often behaves bad/badly in class.

8 Nick is often noisy/noisily in class, too.

9 Nick's teachers are sometimes angry/angrily .

10 Mr Blake sometimes talks loud/loudly .

11 But Nick is always good/well at PE.

12 His PE teacher is very happy/happily .

2 Write the words in the correct boxes.

simply quietly noisy bad well

angrily noisily badly easy hard

quiet slow easily simple good

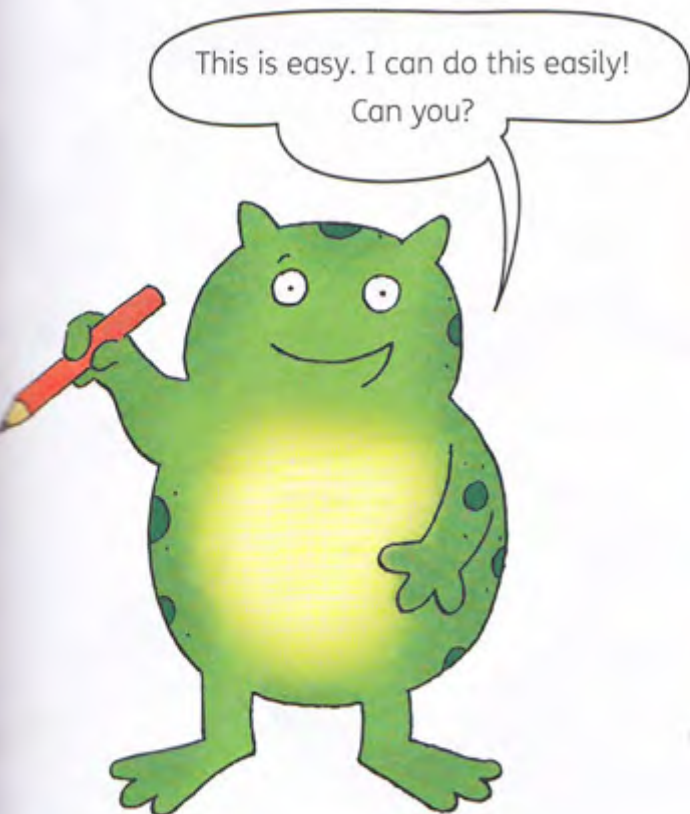
slowly angry fast

Adjective

Adverb

simply _____

Adjective or adverb



3 Write two sentences about each animal. Use the words in the boxes.

swim move bark jump run sing

slowly quietly loudly well badly easily beautifully fast noisily

▶ Tigers run fast. Tigers move quietly.

- 1 Mice _____

- 2 Dogs _____

- 3 Lions _____

- 4 Cats _____

- 5 Snails _____

- 6 Birds _____

- 7 Sharks _____

- 8 Kangaroos _____

4 Write questions about the animals in exercise 3. Use the words in the boxes.

▶ Do tigers bark loudly?

▶ Do lions sing beautifully?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



tiger

mouse (mice)



dog



cat



lion



bird



shark



kangaroo



snail


- 5 Trig is having a dream. Complete the sentences with adverbs.




In his dream Trig ...

- ▶ can spell English words **correctly** (correct).

- 1 can understand Jenny and Nick _____ (easy).
- 2 can read _____ (good).
- 3 can make English sentences _____ (quick).
- 4 can write English words _____ (neat).
- 5 can sing an English song _____ (beautiful).
- 6 can learn new words _____ (fast).

- 6  What animal is it? Write the missing words.

- ▶ It lives in Asia. It can run fast. It's got very sharp teeth. It's a **tiger**.
- 1 It doesn't run, but it can jump very well. It's a _____.
 - 2 It's long. It swims fast. It's got very sharp teeth. It's a _____.
 - 3 It's small. It moves very slowly. It carries its house. It's a _____.
 - 4 It lives in Africa. It can run fast and has got sharp teeth. It's a _____.
 - 5 It's small. It runs fast and very quietly. It's a _____.

7  **Class game**

A student thinks of an animal and says what that animal can and can't do. The class asks questions then guesses the animal.


Student 1 *It can jump. It can't sing.*


Student 2 *Can it climb trees easily?*

Student 1 *No, it can't.*

Student 3 *Is it a kangaroo?*

Student 1 *Yes, it is.*

 Visit Trig's website for more practice!

 **TEACHERS:** now download the worksheet for this unit.

6 Who's the fastest? 12

Comparison of adjectives (1)



Is Trig **as fast as** Jenny and Nick? Nick's running. He's fast. Jenny's on her rollerblades. She's **faster** than Nick. But look at Trig on Nick's skateboard! He's **the fastest**. He's **faster than** Jenny and Nick.

Words to learn 13

heavy long large wide strong
thin fat young high building

Grammar lesson

Comparison of adjectives (1)

We can compare two people or things with the comparative form.

*Jenny is **faster** than Nick.*

We can compare three or more people or things with the superlative form.

*Nick is fast, Jenny is faster, but Trig is **the fastest**.*

One-syllable adjectives: add **er** or **r** to the adjective for the comparative and **est** for the superlative.

fast	faster	the fastest
nice	nicer	the nicest

One-syllable adjectives with one vowel + one consonant: double the consonant (except **w**) before **er** and **est**.

hot	hotter	the hottest
big	bigger	the biggest
new	newer	the newest

One-syllable or two-syllable adjectives ending in **y**: change **y** to **i** before **er** and **est**.

dry	drier	the driest
easy	easier	the easiest
heavy	heavier	the heaviest

We can use the comparative + **than** or we can use (**not**) **as** + adjective + **as**.

*Jenny is faster **than** Nick.*

*Nick is **not as fast as** Jenny.*

1 Complete the table. -

Adjective	Comparative	Superlative
fast	faster	fastest
happy	happier	happiest
tall	1	2
3	easier	4
slow	5	6
7	8	fattest
heavy	9	10
big	11	biggest
dirty	12	13
hot	14	15
cold	16	17
18	wider	widest



2 Compare the cars. Write sentences with **than**.



Mrs Todd's car

Mr Allen's car

▶ small Mr Allen's car is smaller than Mrs Todd's car.

▶ quiet Mrs Todd's car is quieter than Mr Allen's car.

1 old _____

2 fast _____

3 big _____

4 new _____

5 slow _____

6 wide _____

7 dirty _____

8 clean _____

3 Compare the animals. Write sentences with **than**.



▶ mouse cat (big)
A cat is bigger than a mouse.



1 bear dog (heavy)



2 monkey gorilla (strong)



3 snail cat (fast)



4 whale fish (long)



5 snake crocodile (thin)

4 Now write sentences with **not as ... as**.

▶ mouse cat (big)
A mouse is not as big as a cat.

1 bear dog (heavy)

2 monkey gorilla (strong)

3 snail cat (fast)

4 whale fish (long)

5 snake crocodile (thin)

5 Complete the sentences about Trig and his friends. Use the comparative form of the words in the box and **than**.

old young small tall heavy

	Mike	Pete	Trig	Kate
Age	14	11	??	11
Weight	56kg	40kg	54kg	35kg
Height	1.51m	1.45m	0.50m	1.60m

▶ Mike is **older than** Pete and **younger than** Kate.

1 Mike is _____ Pete and Trig and _____ than Kate.

2 Pete is _____ Mike and Kate and _____ Mike and Kate.

3 Trig is _____ Mike, Pete and Kate.

4 Kate is _____ Mike and Pete and _____ Pete, Trig and Mike.

5 Mike is _____ Pete, Kate and Trig.


6 Complete the text about the friends in exercise 5. Use the superlative form of **old**, **young**, **small**, **tall** and **heavy**.

Trig is **the smallest**. Pete is ¹_____. (We don't know how old Trig is!) Kate is ²_____ and ³_____. Mike is ⁴_____.


7 Complete the facts about the countries and places. Use the superlative form of the words in brackets.

- ▶ The Pacific Ocean is the largest ocean in the world. (large)
- 1 Mount Everest is _____ mountain in the world. (high)
- 2 The Atacama Desert is _____ desert in the world. (dry)
- 3 Columbia is _____ country in the world. (wet)
- 4 Asia is _____ continent in the world. (large)
- 5 The Nile is _____ river in the world. (long)
- 6 Antarctica is _____ continent in the world. (cold)
- 7 The Sahara Desert is _____ desert in the world. (big)
- 8 The Burj Khalifa in Dubai is _____ building in the world. (tall)



8  Complete the words.

- ▶ Trig is fat, but Nick is thin.
- 1 I can't carry this box. It's very h_____.
- 2 Which is the tallest b_____ in New York?
- 3 I can't move the piano. I'm not very s_____.
- 4 Asia is a very l_____ continent.
- 5 How h_____ is Mount Everest? Do you know?

9  Partner activity


Read what Jenny and Nick say. Then take turns to ask and answer similar questions with your partner. Use the ideas in the box or your own ideas.


the biggest shop
the oldest building
the tallest building
the nicest place to buy sweets

Nick *Which is the tallest building in Merton?*

Jenny *I think it's the new hotel in Wilton Street.*

Nick *I think the church is taller than the hotel.*

 Visit Trig's website for more practice!

 TEACHERS: now download the worksheet for this unit.

Comparison of adjectives (2); should

Jenny The solar system is very interesting. You **should** always listen in your science class. There are nine planets. Venus is the closest planet to Earth and Pluto is the **furthest** away from Earth.

Nick I know, Jenny. I sometimes listen. The **worst** planet to visit is Venus, because it's the hottest. Mars is the **most interesting** planet because scientists are looking for life there. Perhaps we'll all go to Mars in a spaceship one day.

Jenny But Trig thinks we **should** visit Trignon!



I think Mars is **more boring** than Trignon. Trignon is the **best** planet. It's **better** than Mars, but it's **more difficult** to find.

Words to learn  15

close science life boring dangerous
comfortable difficult important waste

Grammar lesson

Comparison of adjectives (2)

With long adjectives (three syllables or more) we use **more** in the comparative form and **most** in the superlative form.

interesting
more interesting
the **most** interesting

We use **more** and **most** with two-syllable adjectives, except adjectives ending in **y** (for example, **happy, heavy**).

boring
more boring
the **most** boring

Irregular comparisons

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

Should for obligation and advice

We use **should** and **shouldn't** (**should not**) + base form to say what is the right thing to do and to give advice. Don't use an **s** with **he/she/it**.

Trig thinks that they **should** visit planet Trignon.

Nick **shouldn't** waste time in class.

Questions and short answers

Should Nick **listen** to his science teacher?

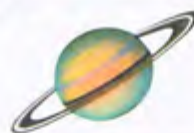
Yes, he **should**.

Should Nick **waste** time in school?

No, he **shouldn't**.

1 Complete the table.

Adjective	Comparative	Superlative
interesting	<i>more interesting</i>	<i>most interesting</i>
<i>good</i>	<i>better</i>	best
beautiful	1	2
3	worse	4
useful	5	6
boring	7	8
9	further	10
11	more comfortable	12
13	14	most important



2 What do you think? Write sentences with **more ... than**.

- ▶ trains, buses (comfortable)

Trains are more comfortable than buses.

- ▶ comics, books (expensive)

Books are more expensive than comics.

- 1 maths, music (useful)

- 2 school, holidays (boring)

- 3 dogs, cats (intelligent)

- 4 geography, science (interesting)

- 5 funny stories, animal stories (good)

- 6 skateboards, bikes (dangerous)

3 Complete the text. Use the superlative form of the words in brackets.

Jenny thinks that history is the **most interesting** (interesting) subject at school. Nick thinks that PE is the ¹ _____ (good) subject. He thinks that maths is the ² _____ (boring) subject. It's his ³ _____ (bad) subject, too. Jenny and Amanda like maths. They think it's one of the ⁴ _____ (interesting) subjects. Tom thinks that maths is the ⁵ _____ (difficult) subject. He likes science more than maths. Trig should learn English. He knows it's the ⁶ _____ (useful) thing to learn, but he thinks that skateboarding is the ⁷ _____ (exciting) thing to do.

4 What do you think? Write two sentences for each sport with the superlative form of the words in the box.

good interesting expensive exciting
boring dangerous difficult bad

▶ running



I think running is the most boring sport.

I don't think running is the best sport.

1 swimming



2 climbing



3 tennis



4 golf



5 football



5 What should Trig do? What shouldn't he do? Write sentences.

▶ Trig gets up late.

He shouldn't get up late.

▶ He doesn't study English every day.

He should study English every day.

1 He goes to bed late.

2 He doesn't practise writing every day.

3 He wastes time.

4 He eats chocolate in bed.

5 He behaves badly.

6 He draws on the walls.

7 He never uses his dictionary.

8 He pulls up the flowers.

9 He eats Chip's dog biscuits.

10 He doesn't often help in the kitchen.



6 Write sentences with **should** and **shouldn't**.

- ▶ Amanda must get up at six o'clock tomorrow. (go to bed early / stay up late).

She should go to bed early. She shouldn't stay up late.

- 1 Nick has got a lot of homework. (watch television / start his homework now)

- 2 Jenny has got a bad cold. (stay at home / go out)

- 3 Tom's leg hurts. (play football / see a doctor)

- 4 George is going to school soon. It's raining. (walk / go by bus)

- 5 Maria hasn't got time for breakfast. (take an apple to school / buy sweets)

7 Find the opposites.

~~badly~~ best careful cold careless
difficult dry early easy fast hot
inside late loud outside quiet slow
~~well~~ wet worst

badly


well

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

8 Team game

In two teams take turns to say sentences with **should** and **shouldn't**. Give advice to Amanda, Carlo and Zoe. The team that says the most correct sentences wins.

- Nick wants a good school report.
Team A *He should listen in class.*
Team B *He shouldn't waste time.*
- Amanda wants to save money.
- Carlo wants to get fit.
- Zoe wants to be better at English.

 Visit Trig's website for more practice!



TEACHERS: now download the worksheet for this unit.

Revision 1 (units 1-7)

- 1 Complete the sentences. Use the present simple or the present continuous of **go**, **listen**, **play** or **read**. (Unit 1)



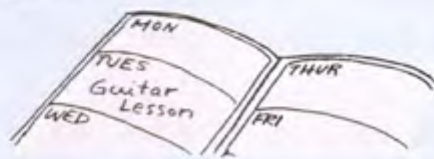
- ▶ Tom **plays** football for the school team.



- ▶ Tom **'s playing** in a football match.



- 1 Amanda _____ to her guitar lesson.



- 2 Amanda _____ to her guitar lesson every Tuesday.



- 3 Jenny often _____ books about horses.



- 4 Jenny _____ a book about dogs.



- 5 Nick _____ to the radio.



- 6 Nick usually _____ to music on his MP3 player.

2 Write questions. Use **did**. (Unit 2)

- ▶ Tom built a go-kart. (When?)

When did Tom build a go-kart?

- 1 Tom's go-kart crashed into Adam. (Why?)

- 2 Adam broke his leg. (How?)

- 3 Jenny and Nick went to Spain. (When?)

- 4 They went swimming. (Where?)

- 5 They saw a film. (When?)

3 What are Sophia and her family doing in London next week? Write sentences. (Unit 3)

Monday

- ▶ (morning) go on a boat along the River Thames
- 1 (afternoon) feed the pigeons in Trafalgar Square

Tuesday

- 2 (morning) visit the Tower of London
- 3 (evening) see 'The Lion King' at the Lyceum Theatre

Wednesday

- 4 (morning) look round the British Museum
- 5 (afternoon) buy presents

Thursday

- 6 travel home

▶ On Monday morning they're going on a boat along the River Thames.

- 1 On Monday afternoon they _____
- 2 On Tuesday _____
- 3 On _____
- 4 _____
- 5 _____
- 6 _____

4 Write sentences. Use **a** or **an**. (Unit 3)



▶ Sally is a waitress.

- 1 Joe _____
- 2 Leo _____
- 3 Peter _____
- 4 Jane _____
- 5 Tina _____

5 Write sentences. Use the correct form of the verbs and write any missing words. (Unit 3)

▶ Jenny / clean / teeth / twice / day / her
Jenny cleans her teeth twice a day.

- 1 Jenny and Nick / walk / school / five times / week / to _____
- 2 Jenny / go / dentists / twice / year / to _____
- 3 Tom / play / football / three times / week _____
- 4 Nick / go / cinema / once / month / to _____
- 5 Trig / eat / six times / day _____

6 Write the where it is necessary. (Units 3, 4)

▶ It's hot in here. Nick, can you open the window, please?

- 1 It's a nice day. _____ sun is shining.
- 2 What's for _____ lunch today?
- 3 Who's coming at _____ weekend?
- 4 We're going to _____ cinema tonight.
- 5 Where's Chip? Is he in _____ garden?
- 6 Tom bought a comic and a magazine. _____ magazine was expensive.
- 7 Maria's birthday is in _____ March.
- 8 It's _____ first of July today.
- 9 Which is bigger? _____ Sahara Desert or _____ USA?
- 10 Maria and Carlo go to _____ school by _____ bus.

7 Complete the sentences. Use the adverb form of the words in the box. (Unit 5)

careless noisy good hard neat quiet

- ▶ Tom had an accident because he was riding his bike carelessly.
- 1 Speak _____. Dad's asleep.
 - 2 Nick doesn't write _____. His homework is often untidy.
 - 3 Mr Blake is happy. His students usually behave _____ in class.
 - 4 Nick didn't pass his French test. He didn't work very _____.
 - 5 Chip barks _____ when he sees birds in the garden.

8 Tom is talking about New York. Complete the text with the comparative or superlative form of the words in brackets. (Units 6, 7)

The people of New York think they have the best (good) city in America. They think that everything is ¹_____ (big) and ²_____ (good) than in other cities. They have some of the ³_____ (tall) and ⁴_____ (famous) buildings in the world. Uncle Joe says New York is one of the ⁵_____ (interesting) cities in the world, but it is one of the ⁶_____ (noisy) and ⁷_____ (expensive) cities, too. I don't care, because I think it's much ⁸_____ (exciting) than London.





Read the conversation and choose the best answer. Write a letter (a-h) for each answer. You do not need to use all the letters. (Units 1-7)



- ▶ Adam Let's go to the cinema.
George **c**
- 1 Adam But there's an exciting film about a scary monster at the Roxy.
George _____
- 2 Adam Well, let's buy some crisps and a drink and have a picnic.
George _____
- 3 Adam I know! Let's play table tennis at the sports centre.
George _____
- 4 Adam Oh. Can you come to my house to watch television?
George _____
- 5 Adam I've got a better idea. Let's go skateboarding in the park!
George _____

- a I've hurt my hand, so I can't play.
- b I'm not hungry or thirsty.
- ☒ Good idea, but I haven't got much money.
- d No, I don't.
- e I don't like horror films. They're stupid.
- f Watching television's boring.
- g We went on holiday to Scotland.
- h Yes! That's the best idea - and it's the cheapest.

10 Find the mistakes. Write the correct words. (Units 1-7)

- ▶ Trig ~~is learning~~ some new words every day.
Learns
- 1 Nick and Jenny didn't went to Italy last year. They went to Spain. _____
- 2 We're going to the cinema for to see the new 3D film. _____
- 3 Carlo's dad is mechanic. _____
- 4 What do you do next week? _____
- 5 We're travelling to Manchester by the train. _____
- 6 Nick often writes very untidy. _____
- 7 Where played Nick and Tom basketball yesterday? _____
- 8 Trig is the most fast on his skateboard. _____
- 9 Nick thinks PE is easier as maths. _____
- 10 I think this picture is the most good. _____

Expressing quantity; shall

- Nick Here's Trig's suitcase, ready for his holiday.
Shall we look inside to see what he's taking?
- Jenny I can't open it. It's stuck. I think there's **a lot of** food in it.
- Nick **Shall** I open it for you?
- Jenny Yes, please. Look, there are **lots of** bananas, **a jar of** honey, **a few** pears and some cheese.
- Nick But there **isn't much** chocolate, there **aren't many** cakes and there's only **a little** orange juice. What **shall** we do? He can't live without them!

Words to learn  17

suitcase jar bag tube loaf flour
 carton bottle packet tin crisps

Grammar lesson

Expressing quantity

Apple is countable.

an apple (one)

some apples (more than one)

Honey is uncountable.

some honey (NOT ~~a~~ honey)

We can make uncountable nouns countable. We use the container (for example, **jar, bag, bowl**) or the quantity (for example, **kilo, pound**) + **of**.

a jar of honey, a kilo of meat

We use **a lot of / lots of** with countable and uncountable nouns to talk about 'a large amount' or 'a large number'.

a lot of food, a lot of apples

lots of food, lots of apples

We use **a little** with uncountable nouns and **a few** with countable nouns to talk about 'a small amount' and 'a small number'.

a little orange juice, a few apples

We use **not much** with uncountable nouns and **not many** with countable nouns to talk about 'a small amount' and 'a small number'.

not much chocolate, not many apples

Shall

We use **Shall I?** to offer to do something for someone.

Shall I open it for you?

We use **Shall we?** to make and ask for suggestions.

Shall we look inside?

What shall we do?

1 Look at Trig's shopping list. Find the mistakes and write the correct words.

- ▶ a bag of toothpaste
- ▶ a tube of shampoo
- ▶ a loaf of flour
- ▶ a carton of tea
- ▶ a bottle of soup
- ▶ a packet of yoghurt
- ▶ a jar of bread
- ▶ a kilo of honey
- ▶ a tin of potatoes

tube

2 How much do they eat and drink? Write sentences with **a lot of**, **not much** or **not many**.

▶ Jenny **cheese** eggs **milk**

Jenny eats a lot of cheese. She doesn't eat many eggs. She drinks a lot of milk.

1 Nick **potatoes** fish lemons

2 Tom **orange juice** crisps rice

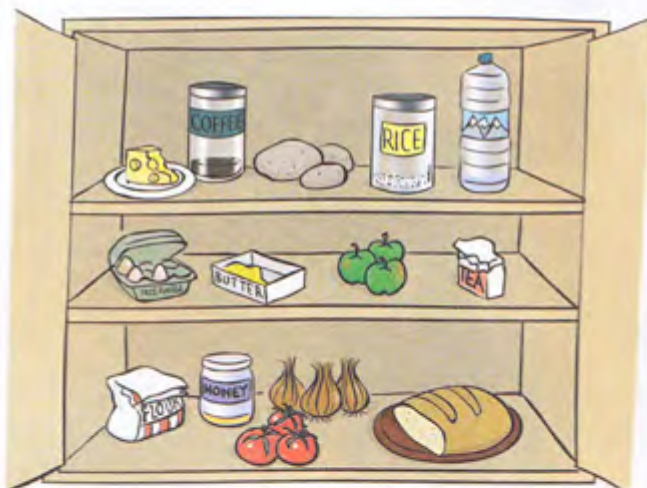
3 Amanda chocolate sweets **fruit**

4 Mr Bell **coffee** cheese **fish**

5 Mrs Bell **tea** bread **vegetables**

6 Chip **bones** dog **biscuits** meat

3 What's in the cupboard? Complete the sentences with **a little** or **a few**.



▶ There's a little tea.

▶ There are a few apples.

1 _____ cheese.

2 _____ potatoes.

3 _____ bread.

4 _____ onions.

5 _____ coffee.

6 _____ eggs.

7 _____ rice.

8 _____ water.

9 _____ tomatoes.

10 _____ honey.

11 _____ butter.

12 _____ flour.

4 What's left on the table? Complete the sentences with **a/an ... of, much, many, a few, a little, a lot of**.



- ▶ There are **a few** burgers.
- ▶ There isn't **much** cheese.
- 1 There are _____ grapes.
- 2 There's _____ orange juice.
- 3 There are _____ bottles of cola.
- 4 There's a _____ water.
- 5 There aren't _____ sandwiches.
- 6 There isn't _____ salad.
- 7 There are _____ biscuits.
- 8 There's a _____ crisps.
- 9 There are _____ apples.
- 10 There's _____ bread.
- 11 There are _____ strawberries.
- 12 There are _____ sweets.

5 Look at the pictures. Offer to help with **Shall I?** and the words in the box.

carry do repair lift close get



▶ **Shall I lift** you?



1 _____ your suitcase?



2 _____ the washing-up?



3 _____ the window?

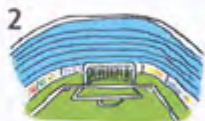


4 _____ your bike?



5 _____ your kite?

6 Look at the pictures. Make suggestions with **Shall we?** and the words in the box.



have ~~look at~~ watch play visit see

▶ **Shall we look at the bikes?**

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

7 Ask for suggestions. Use the words in the box and **shall we?**

~~where~~ when where
how long how what

▶ **Where shall we** go on holiday? To Scotland?

- 1 _____ go? In August?
- 2 _____ stay? Two weeks?
- 3 _____ travel? By car or by train?
- 4 _____ stay? At a hotel?
- 5 But _____ do in Scotland if it rains?

8 **ABC** Circle the correct words.

- ▶ a bottle/a bag/a tube of sugar.
- 1 a tin/a tube/a bag of toothpaste.
- 2 a carton/a jar/a loaf of bread.
- 3 a bag/a tin/a bottle of tomato soup.
- 4 a packet/a carton/a tin of tea.
- 5 a packet/a bottle/a jar of honey.
- 6 a tin/a bag/a bottle of water.

9 **Class game**

A student says what they went to the supermarket to buy. He or she uses **a/an, some** or **a tin/tube/bottle/jar/bag/packet/carton of**. The next student repeats what the first student says and adds his or her own idea. Students who make a mistake are out of the game.

Student 1 *I went to the supermarket to buy a jar of honey.*

Student 2 *I went to the supermarket to buy a jar of honey and some carrots.*

Student 3 *I went to the supermarket to buy a jar of honey, some carrots and a tin of soup.*

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TEACHERS: now download the worksheet for this unit.

9 Trig was playing football when ... 18

Past continuous; past continuous and past simple

At three o'clock yesterday afternoon Nick, Tom and Trig **were playing** football in the garden. Trig **was wearing** Nick's football boots. When Nick **was talking** to Tom, Trig **kicked** the ball. His boot **came** off and **hit** Nick on the head.



Words to learn 19

kick head stand light cut
finger fall wind blow

Grammar lesson

Past continuous

We form the past continuous tense with the past simple of **be** + the **-ing** form of the verb.

I **was**
you **were**
he/she/it **was**
we/you/they **were** } playing

I **was not** OR **wasn't**
you **were not** OR **weren't**
he/she/it **was not** OR **wasn't**
we/you/they **were not** OR **weren't** } playing

Questions and short answers

Was he playing? **Yes, he was.**

Were you playing? **No, I wasn't.**

We use the past continuous tense for an action that was already happening at a particular time in the past.

At three o'clock yesterday afternoon Nick, Tom and Trig **were playing** football.

Past continuous and past simple

When one action interrupts another, we use the past continuous and the past simple together in one sentence.

When Nick **was talking** to Tom, Trig **kicked** the ball.

We use the past continuous (**was talking**) for the longer action.

We use the past simple (**kicked**) for the shorter 'interrupting' action.

1 What were Jenny's friends doing at three o'clock on Saturday afternoon? Complete the sentences.



▶ Trig was eating a banana.

1 Paul and George _____.

2 Ann _____.

3 Diana _____.

4 Leo and Ed _____.

5 Lucy and Emma _____.

6 David _____.

7 Beth _____.

8 Sarah _____.

9 Peter and Joe _____.

10 Mike _____.

11 Amanda _____.



2 What were the students doing when the teacher walked into the classroom? Complete the sentences with the words in the box.

listen to music dance read comics
 play the piano ~~draw on the board~~
 eat a sandwich play football
 stand on the teacher's desk

▶ Amanda was drawing on the board.

- 1 Mike _____
- 2 Sarah and David _____
- 3 Beth and Kate _____
- 4 Diana _____
- 5 Lucy _____
- 6 Peter and Joe _____
- 7 Sanjay _____

3 Complete the text with the past simple or past continuous form of the words in brackets.

Last night Amanda **was sitting** (sit) on the sofa. She ¹ _____ (watch) television. Suddenly she ² _____ (see) her favourite singer. She ³ _____ (phone) Jenny to tell her. When she ⁴ _____ (talk) to Jenny, she ⁵ _____ (fell) off the sofa. After the programme Amanda ⁶ _____ (go) into the kitchen to get a drink. When she was ⁷ _____ (drink) the telephone ⁸ _____ (start) to ring and she ⁹ _____ (drop) the glass. It ¹⁰ _____ (break). When she ¹¹ _____ (clean) the floor, she ¹² _____ (cut) her finger.



4 Write the missing words.

- ▶ Wear a helmet to protect your **head** when you ride a bike.
- 1 Be careful! Don't c_____ your finger when you use a knife.
- 2 When the w_____ is blowing, don't wear a baseball cap.
- 3 Don't s_____ on the table! You might fall off.
- 4 At night, use the l_____ on your bike.
- 5 Don't k_____ a ball in your bedroom.

5 Partner activity

Write the first part of a sentence on a piece of paper. Use **When I** + past continuous.

When I was having a bath

Fold the paper to hide the words.




Give your paper to your partner. Don't read your new piece of paper. Write the end of a sentence on it. Use **I** + past simple.

I made some sandwiches.

Open the paper and read the sentence to the class.

When I was having a bath I made some sandwiches.

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 **TEACHERS:** now download the worksheet for this unit.

10 I've just finished it 20

Present perfect simple (1); just, already, yet

Mum and Dad are out. Jenny and Nick are cooking dinner to surprise them.

Jenny I've washed the lettuce and I've chopped the tomatoes. I can make the salad now.

Nick No, you can't. You haven't sliced the cucumber yet.

Jenny Oh yes, I have. Look! I've already done it. And what have you done? Have you finished the washing-up yet?

Nick Yes, I've just finished it. All the dishes are clean.

Words to learn 21

lettuce slice pudding comb
set (the table) dish rubbish

Grammar lesson

Present perfect simple (1)

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

I/you/we/they **have finished**
he/she/it **has finished**

I've/you've/we've /they've **finished**
he's/she's/ it's **finished**

I/you/we/they **have not** OR **haven't finished**
he/she/it **has not** OR **hasn't finished**

Questions and short answers

Have you finished? No, I haven't.

Has he finished? Yes, he has.

The past participle for regular verbs is the same as the past simple. The past participle for irregular verbs is often different.

Base form	Past simple	Past participle
wash	washed	washed
finish	finished	finished
do	did	done
be	was	been

Look at page 109 for a list of some irregular verbs and their past participles.

We use the present perfect simple for a completed action which has an effect or result in the present.

► I've sliced the cucumber. Look! Here it is.

Just, already, yet

Use **just** for a very recent action (a few seconds or minutes ago).

Nick has **just** finished the washing-up.

Use **already** in positive sentences.

I've **already** done it.

Use **yet** in negative sentences and in questions. It goes at the end of the sentence.

You haven't sliced the cucumber **yet**.

Have you finished the washing-up **yet**?



1 Write the words in the correct lists.

went seen gave saw did drove
given ~~eaten~~ wrote took forgotten
written taken drunk done driven
drank forgot gone ~~ate~~

Past simple

ate

Past participle

eaten

2 Write sentences. Use the present perfect simple.

▶ Trig / eat / the chocolate pudding

Trig has eaten the chocolate pudding.

1 Mum and Dad / go out

2 Jenny and Nick / make dinner

3 Nick / do the washing-up

4 Trig / drink lots of orange juice

5 Jenny and Nick / be / very busy

3 Match.

▶ **Nick** I've done the washing-up. **b**

1 **Nick** I haven't eaten much today. _____

2 **Jenny** I've washed the vegetables. _____

3 **Jenny** I've made tomato soup. _____

4 **Jenny** And I've made some chocolate pudding. _____

5 **Nick** Mum and Dad have just come home. _____

6 **Jenny** Trig, you haven't washed your hands. _____

a I'm hungry now.

b Now I can set the table.

c It's nice and hot.

d I can make the salad now.

e We can all eat now.

f They're dirty.

g It's in the fridge, I think.



4 What have they just done? Write sentences with the present perfect simple and **just**.

break (x2) comb cut eat ~~finish~~
have make wash



▶ Trig **has just finished the chocolate pudding.**



1 He _____



2 She _____



3 They _____



4 She _____



5 He _____



6 He _____



7 She _____



8 He _____

5 What have they already done? What haven't they done yet? Look at the list of jobs and write sentences.

Jenny's jobs


- ▶ slice the cucumber ✓
- ▶ cook the fish ✗
- 1 wash the lettuce ✓
- 2 chop the tomatoes ✓
- 3 make the salad ✗
- 4 make the chocolate pudding ✓

Nick's jobs

- 5 do the washing-up ✓
- 6 dry the dishes ✗
- 7 tidy the kitchen ✗
- 8 set the table ✗
- 9 take Chip for a walk ✗
- 10 empty the rubbish bin ✓


- ▶ Jenny **has already sliced the cucumber.**
- ▶ She **hasn't cooked the fish yet.**

- 1 Jenny _____
- 2 She _____
- 3 _____
- 4 _____
- 5 Nick _____
- 6 He _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

6  Write the words.

clise gdpinduhissed
~~eltucet~~ bhrbisu tse

- ▶ Where's the **lettuce**? Let's make a salad.
- 1 I can _____ the cucumber.
- 2 I can make the chocolate _____.
- 3 I can _____ the table.
- 4 You must dry the _____.
- 5 You can empty the _____ bin.

7  Partner activity

Ask your partner what he or she has done today. Use the present perfect and **just, already** or **yet**. Take turns to ask and answer questions. Use the ideas in the box or your own ideas.

watch television help at home
have a maths lesson phone a friend

- Student 1 *Have you had lunch yet?*
- Student 2 *Yes, I've already had lunch.
Have you just had a maths lesson?*
- Student 1 *No, I haven't just had a maths lesson. Have you ...*



TEACHERS: now download the worksheet for this unit.



Visit Trig's website for more practice!

11 Have you been to China? 22

Present perfect simple (2); would like + verb

- Mr Blake Today we're going to talk about China.
Has anyone **been** to China?
- Tom I've never **been** to China, but I'd like to go there.
- Nick I've never **been** to China, but I've **walked** through Chinatown. I've **eaten** Chinese food at the China Palace restaurant lots of times! **Have** you ever **been** there, Mr Blake?



Words to learn 23

through coconut go fishing
snake trousers forget plant

Grammar lesson

Present perfect simple (2)

We use the present perfect simple for a finished action when we don't know the time of the action, or when the time of the action isn't important.

*She's **been** to China.*

*I've often **eaten** Chinese food.*

(We don't know when. The fact is important, not the time.)

We often use **ever** and **never** with the present perfect simple to ask or talk about past events and situations.

*Have you **ever** been to China?*

(= Have you been to China in your life?)

*Nick has **never** been to China.*

(= Nick has not been to China in his life.)

Would like + verb

Would like means 'want', but it is more polite. We usually use the short forms.

I'd/you'd/he'd/she'd/we'd/they'd like

I/you/he/she/we/they wouldn't like

When a verb follows **would like**, use **to** + base form.

*I'd like **to go** to China.*

*Would you like **to see** the Great Wall of China?*

1 Put the words in the correct order. Write questions.

▶ Nick / Has / ever / to China / been / ?

Has Nick ever been to China?

1 an / English comic / you / Have / ever / read / ?

2 Jenny / Has / been / to Greece / ever / ?

3 ever / eaten / a coconut / Have / you / ?

4 Nick and Tom / been fishing / Have / ever / ?

5 Has / Jenny / a tree / ever / climbed / ?

2 Write short answers.

▶ Have you ever been to England?

Yes, I have. OR No, I haven't.

1 Have you ever been to America?

2 Has your best friend ever been to America? _____

3 Have you ever been fishing?

4 Have you ever swum in the sea?

5 Has your teacher ever given you homework? _____

3 Write sentences. Use **has/have been and **has/have seen**.**



▶ Angela has been to France. She's seen the Eiffel Tower.

1 Jenny and Nick _____ the Coliseum.

2 Ahmed _____ the Taj Mahal.

3 Anna and Maria _____ the Tower of London.

4 Dimitris _____ the Great Wall of China.

5 Fatima and Layla _____ the Pyramids.

Nick's room yesterday



Nick's room today



4 Nick has tidied his room. What has he done? Write sentences with the present perfect simple.

► his books (put)

He has put his books on the bookshelf.

1 his trousers (hang)

2 the bin (empty)

3 his bed (make)

4 his coat (hang)

5 his school bag (put)

6 the drawers (close)

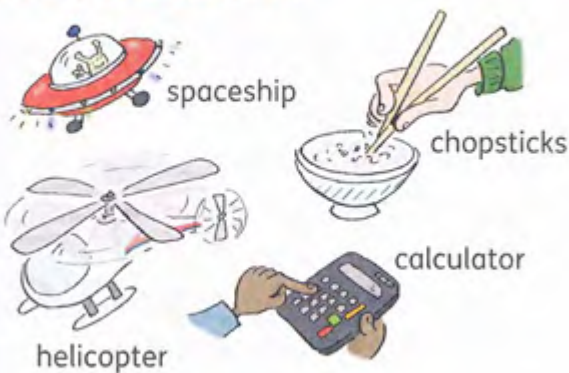
7 his desk (tidy)

8 his shoes (put)

9 the plant (water)

10 his guitar (put)

5 Answer the questions. Use **never**, **once**, **twice** or **lots of times**.



Have you ever ...

▶ been to London?

I've never been to London.

OR I've been to London once.

1 flown in a helicopter?

2 used a computer?

3 been late for school?

4 climbed a mountain?

5 broken an arm or a leg?

6 been fishing?

7 eaten with chopsticks?

8 seen a snake?

9 fallen off a bike?

10 used a calculator?

6 **ABC** Write the missing words.

t n u o o c c s n a t l p ~~r n e e v~~
s t s u r o r e t g e r f o k n s e a

▶ Jenny and Nick have **never** been to America.

1 Have you ever eaten a _____?

2 Have you ever seen a big _____ near your house?

3 Nick has hung his _____ in his wardrobe.

4 Has Nick watered the _____ in his room?

5 Chip's hungry. Nick mustn't _____ to feed him.

7 **Q** Class game

A student draws a picture on the board to show what he or she would like to be, have or do. The class guesses what the student would like to be, have or do.



*You'd like to be a vet.
You'd like to have a cat.*



*You'd like to be a pilot.
You'd like to go on holiday.*

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TEACHERS: now download the worksheet for this unit.

12 What caused the accident? 24

Who and what as subjects; word order



Nick It was a bit foggy, and it was getting dark. I was watching television. Then I heard a loud noise, so I went outside to look.

Tom **What** made the loud noise?

Nick I don't know, but I saw a dog, a van and a car. I think the car crashed into the van because the dog ran into the road.

Nick There was a car accident in my street yesterday.

Tom **Who** saw the accident? Did you see it? **What** caused it?

Words to learn 25

accident cause fog foggy weather
van police ambulance happen

Grammar lesson

Who and what as subjects

When **who** or **what** ask about the subject of the sentence, the verb is usually in the affirmative form. We do not use the auxiliary verb **do** for the question.

Subject	Main verb	Object
Somebody	saw	the accident.
Who	saw	the accident?
Something	caused	the accident.
What	caused	the accident?

When **who** or **what** is the object of the sentence, we use the auxiliary verb **do** for the question.

Who did you see? (**You** is the subject. **Who** is the object.)

What did you do? (**You** is the subject. **What** is the object.)

Word order

In subordinate clauses the word order is the same as in the main clause: **Subject-Verb-Object**.

Main clause			Subordinate clause		
S	V	O	S	V	O
I	saw	an accident,	so	I	called the police.
I	called	the police	because	I	saw an accident.

Subordinate clause			Main clause		
When	I	saw the accident	I	called	the police.

Complete the questions. Use **who** or **what**.

▶ **Who** saw the accident?

- _____ told the police?
- _____ made the loud noise?
- _____ phoned for the ambulance?
- _____ came first? The police car or the ambulance?
- _____ happened to the van driver?
- _____ went to hospital?
- _____ happened to the dog?
- _____ answered the policeman's questions?

2 What happened yesterday? Write questions about the words in **red**. Use **who** or **what**.

▶ **Someone** phoned Nick.

Who phoned Nick?

▶ Nick phoned **someone**.

Who did Nick phone?

- Someone** invited Tom to a party.

- Nick forgot **something**.

- Mr Bell lost **something**.

- Someone** asked about the accident.

- Something** happened to Chip.

- Nick met **someone** in the park.


7 Trig broke **something**.

8 **Someone** helped Trig.

9 Mr Bell bought **something**.

10 Tom built **something**.

3 Tom is talking to Nick on his mobile phone about a football match. Nick can't hear Tom very well. Complete the conversation.

▶ Tom  won the match.

Nick **Who won the match?**

▶ Tom I met  after the match.


Nick **Who did you meet after the match?**

1 Tom  played badly.

Nick _____

2 Tom  said Manchester played well.


Nick _____

3 Tom My dad said .


Nick _____

4 Tom I saw  at the match.


Nick _____

5 Tom  asked me to his party.

Nick _____

6 Tom I told him .

Nick _____

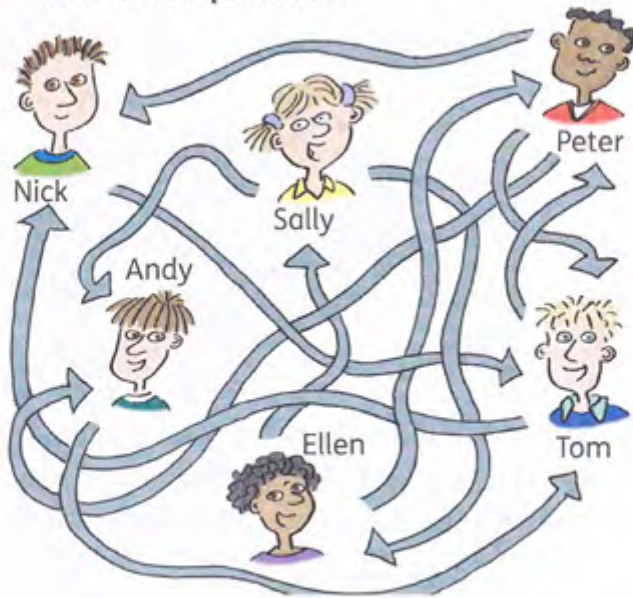
7 Tom I phoned .

Nick _____

8 Tom  phoned me.

Nick _____

4 Who likes who? Look at the picture and answer the questions.



▶ Who likes Peter?

Ellen and Tom like Peter.

▶ Who does Peter like?

Peter likes Nick, Tom and Andy.

1 Who likes Nick?

2 Who does Nick like?

3 Who likes Ellen?

4 Who does Ellen like?

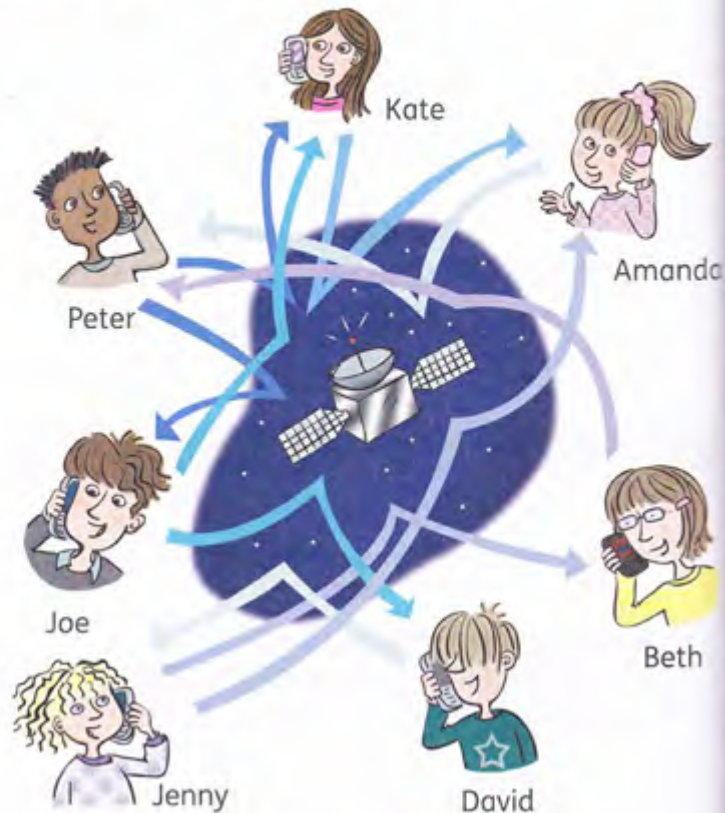
5 Who likes Tom?

6 Who does Tom like?

7 Who likes Andy?

8 Who does Andy like?

5 Who telephoned who? Look at the picture and answer the questions.



▶ Who phoned Peter? Beth.

▶ Who did Peter phone? Kate and Joe.

1 Who phoned Jenny? _____

2 Who phoned David? _____

3 Who did Jenny phone? _____

4 Who did Kate phone? _____

5 Who phoned Kate? _____

6 Who did David phone? _____

7 Who phoned Joe? _____

8 Who did Amanda phone? _____

9 Who phoned Beth? _____

10 Who did Joe phone? _____

6 Put the words in brackets in the correct order. Complete the sentences.

▶ Nick heard a loud noise when (was watching / he / last night / television).

Nick heard a loud noise when he was watching television last night.

1 He heard a loud noise so (went / he / outside).

2 He didn't see what happened because (foggy and dark / was / it).

3 When (arrived / the police), they (questions / asked).


4 When (arrived / the ambulance), (took / the driver of the car / to hospital / they).

5 The van driver didn't go to hospital because (wasn't / hurt / he).

6 Nick thinks that (the accident / the dog / caused).

7 Nick looked for the dog later but (wasn't / there / it).

8 Nick told his mum about the accident when (got / he / home).

7  Complete the words.

▶ Last night there was an accident in Elm Street.

1 A car crashed into a v_____.

2 How did the accident h_____?

3 What c_____d it?


4 It was already dark and the weather was f_____.


5 Did anyone call the p_____?

6 Yes, and the a_____. They took the car driver to hospital.

8  Group activity

Work in groups of three or four. Make up a story of an accident. Think about what happened where and when, who was in the accident, and how or why the accident happened. Practise your story in your group. Then tell the story to the class.

 **Visit Trig's website for more practice!**

 **TEACHERS:** now download the worksheet for this unit.

13 I've had it for five months 26

For and since; present perfect or past simple?

- Tom How long **have** you **had** your new phone, Nick?
- Nick I've **had** it **since** December. Now it's May, so I've **had** it **for** five months. I **sold** my old one to Pete. And when **did** you **get** your new bike?
- Tom I **got** it in March, so I've **had** it **for** two months.
- Nick Oh, yes. You **gave** your old one to Trig, **didn't** you?



Words to learn 27

year month week day hour minute
sell spring great once twice

Grammar lesson

Present perfect with **for** and **since**

We use **for** with the present perfect when we are talking about a period of time.

December →	March →	May (now)
Nick got a new phone.	Tom got a new bike.	Nick has had his phone for five months. Tom has had his bike for two months.

We use **since** with the present perfect when we are talking about a point in time, such as a date or an event.

March →	May (now)
Tom got a new bike.	Tom has had his bike since March.

Present perfect or past simple?

We use the present perfect for an action that started in the past and is still true in the present.

Nick **has had** his new phone *since* December. (He still has it.)
Tom **has played** football *for the school team for two years*. (He still plays for the school team.)

We use the past simple for an action that started and finished in the past, often with a time expression.

Nick **sold** his old phone *to Pete*.
Tom **played** football *with Trig yesterday*.

Write the time expressions in the correct lists.

~~yesterday~~ three years 2001
~~a long time~~ Wednesday ten minutes
 this morning my birthday three weeks
 two years six hours Friday evening
 a week last month eight o'clock
 two months five days last summer
 June a day

for

since

a long time

yesterday

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Complete the sentences with for or since.

- ▶ The Bell family has lived in Merton **for** six years.
 - ▶ Trig has lived with Nick and Jenny **since** he came to planet Earth.
- 1 Mr Bell has worked in London _____ 2008.
 - 2 Mr Bell is in Beijing now. He has been there _____ a week.
 - 3 Mrs Bell has been at the hairdresser's _____ nine o'clock.

- 4 Chip has lived with Nick and Jenny _____ he was two months old.
- 5 Nick has known Tom _____ he moved to Merton.
- 6 Tom has played in the school football team _____ two years.
- 7 The team hasn't lost a match _____ three months.
- 8 Amanda has been Jenny's friend _____ five years.
- 9 Tom has been Nick's friend _____ six years.
- 10 Mr and Mrs Bell have had their new car _____ the spring.
- 11 The Todd family has lived in Willow Road _____ a long time.
- 12 The Allen family has lived in Cedar Avenue _____ 2007.
- 13 Jenny has had her MP3 player _____ Christmas.
- 14 Tom has had his new bike _____ March.
- 15 Trig has had Tom's old bike _____ two months - but he can't ride it yet.



3 Where has Mr Bell been? When did he go? Write sentences with the present perfect and the past simple.

2007	2008	2009	2010
Bangkok	Bangkok	Rome	Rome
Paris	Paris	Berlin	Tokyo
Cairo	Istanbul	Cairo	Istanbul
	Madrid		Madrid

▶ Mr Bell has been to Bangkok. He went there in 2007 and 2008.

- He has been to _____

- _____
- _____
- _____
- _____
- _____
- _____

4 Answer the questions. Use the present perfect or the past simple.

▶ How many cities did Mr Bell go to in 2008?

He went to four cities in 2008.

▶ Has he been to Berlin since 2009?

No, he hasn't.

1 How many cities did Mr Bell go to in 2009?

2 Did he go to Paris in 2009?

3 How many cities did he go to in 2008?

4 When did he go to Rome?

5 Has he been to Cairo since 2007?

6 Which cities did he go to in 2007?

7 How many cities did he go to in 2010?

8 How many times has he been to Cairo?

9 Did he go to Istanbul in 2008?

10 Has he been to Tokyo more than once?

Istanbul



5 Write conversations. Use the present perfect and the past simple.

- ▶ buy a new computer game – last Saturday
- 1 buy a new T-shirt – yesterday
- 2 get a new mobile phone – for my birthday last week
- 3 hear a great new song – last night
- 4 repair my bike – last weekend
- 5 sell my old phone – two weeks ago

▶ A I've bought a new computer game.

B Oh, great! When did you buy it?

A I bought it last Saturday.

1 A _____

B _____

A _____

2 A _____

B _____

A _____

3 A _____

B _____

A _____

4 A _____


B _____

A _____

5 A _____


B _____

A _____

6  Write the missing words.

el s l ~~co en~~ sy era g is rpn
ke we wie ct

- ▶ How many times has Mr Bell been to Tokyo? Only once.
- 1 Mr Bell has been to Bangkok _____, in 2007 and in 2008.
- 2 Mr and Mrs Bell got their new car in the _____.
- 3 Nick has known Tom for six _____.
- 4 I've got a new bike, so I'm going to _____ my old one.
- 5 How long have you had your new bike? For one _____.

7  Partner activity

Write a negative sentence in the present perfect on a piece of paper.

I haven't cleaned my teeth


Fold the paper to hide the words.


Give your paper to your partner. Don't read your new piece of paper. Now write a time expression with **for** or **since**.

for a year.

Read the sentence to the class.

I haven't cleaned my teeth for a year.

 Visit Trig's website for more practice!

 **TEACHERS:** now download the worksheet for this unit.

14 Will I be rich? 28

Future with **will**; **may/might** for possibility

Jenny and Amanda are talking about what their lives will be like when they grow up.

Jenny I think that you'll be very happy when you grow up. You **won't** be famous, but you'll meet lots of interesting people.

Amanda Will I be rich?

Jenny I'm not sure. You **may** be rich one day but you **might** be poor.

Amanda Will I always live in England?

Jenny I don't know. **There will be** a lot of changes in your life. You **might** live in a different country.

Amanda I hope it **won't** be France. I can't speak French!



Words to learn 29

grow up rich change different
journey windy cloudy snow

Grammar lesson

Future with **will**

I/you/he/she/it/we/they **will** OR **'ll** be rich
I/you/he/she/it/we/they **will not** OR **won't** be rich

Questions and short answers

Will it rain? **Yes, it will.**

Will it be sunny? **No, it won't.**

We use **will** + base form to talk about a future action, event or situation.

You **will be** very happy.

We often use **will** after the verbs **hope**, **expect**, **think**, **be afraid** and **be sure**.

I **hope** it **won't** be France.

The future of **there is** and **there are** is **there will be**.

There will be changes in your life.

We usually use **it** + **will/won't** to talk about future weather.

It will be hot. (**will/won't** + **be** + adjective)

It won't rain. (**will/won't** + verb)

May/might for possibility

I/you/he/she/it/we/they **might** OR **might not** be rich.

We use **might** or **might not** + base form to say what will possibly happen (or not happen) in the future. We can use **may** instead of **might**. The meaning is the same.

There are no short forms of **may**, **might** and **may not**. There is a short form of **might not** (**mightn't**).

1 What will happen in the future? Complete the conversation with will or won't.

Jenny Dad, will we use cars in the future?

Dad Yes, I think we ¹ _____ but they ² _____ use petrol. They ³ _____ be electric.

Jenny ⁴ _____ we still have pollution?

Dad I hope we ⁵ _____, but I think we ⁶ _____.

Jenny And what ⁷ _____ I be like?

Dad You ⁸ _____ be older.

Jenny But ⁹ _____ I be different?

Dad You ¹⁰ _____ be taller.

Jenny I know. But ¹¹ _____ I be green and drive a spaceship?

Dad Don't worry, Jenny. You ¹² _____ look like Trig.

2 Complete the conversations with will, 'll or won't.

▶ Maria Jenny, will you be fourteen next year?

Jenny No, I won't. I'll be thirteen.

1 Maria _____ you be at home on Sunday?

Jenny No, we _____. We're visiting our aunt and uncle in Bristol that day.

2 Jenny Who _____ be at Carlo's party? _____ there be many people there?

Nick I don't know, but I hope they _____ all speak Italian. I can't speak Italian.

3 Jenny Your English is very good now, Maria. I'm sure you _____ pass the English test.

Maria Yes, I hope I _____.

Jenny But Nick _____ pass his French test. He doesn't work very hard.

4 Nick _____ it rain tomorrow?

Mum I hope it _____ rain tomorrow. But it's raining now. Put on your coat, or you _____ get wet.

5 Mum Hurry, or you _____ be late.

Jenny We _____ be late, Mum. It isn't far to the station.

Mum I don't think the train journey to Bristol _____ be very comfortable. I expect the train _____ be crowded.





3 What will the weather be like? Answer the questions with **will** and **won't**.

What will the weather be like in ...

- ▶ the north of Spain? (rain?)

It will be cloudy. It won't rain.

- ▶ the north of France? (windy?)

It will be foggy. It won't be windy.

- 1 England? (rain?)

- 2 the north of Germany? (cold?)

- 3 Turkey? (cloudy?)

- 4 the north of Italy? (hot?)

- 5 Sweden? (rain?)

- 6 Greece? (cloudy?)

- 7 the south of France? (sunny?)

- 8 Norway? (snow?)

- 9 the south of Italy? (windy?)

- 10 Portugal? (cold?)

- 11 the south of Germany? (sunny?)

- 12 the south of Spain? (rain?)

4 What might life be like in 2100? Write new sentences with **might** or **might not**.

- ▶ Perhaps people will live on the moon.

People might live on the moon.

- ▶ Perhaps there won't be enough food on earth.

There might not be enough food on earth.

- 1 Perhaps there will be cities on the moon.

- 2 Perhaps people will live in spaceships.

- 3 Perhaps people won't go to work any more.


- 4 Perhaps robots will do all the work.








- 5 Perhaps there won't be any schools.


- 6 Perhaps there won't be enough houses for everybody.

- 7 Perhaps there will be cities under the sea.

- 8 Perhaps there will be fast underground trains across the world.

5  Write the weather words.

Last summer, the Bell family went on holiday to Spain. It was **sunny**  and 1 _____ . Nick and Jenny were happy, but Mrs Bell wasn't. She likes cool, 2 _____  weather best. In April, they went to Scotland to visit Uncle Peter. The weather was 3 _____  and it 4 _____  a lot. It even 5 _____  on the mountains. One day, they almost had a car accident because the weather was very 6 _____ .


6  Partner activity


Ask your partner questions about the future. Take turns to ask and answer.

You can ask about jobs, family, travel, school or use your own ideas.

Student 1 *Do you think you will be a doctor?*

Student 2 *Yes, I do. Do you think you will live in a different country?*

 Visit Trig's website for more practice!

 **TEACHERS:** now download the worksheet for this unit.

Revision 2 (units 8-14)

- 1** How much food is there? Complete the sentences with **a little**, **a few**, **much** and **many**. (Unit 8)



► There's **a little** milk. There are **a few** grapes.

- 1 There's _____ cheese.
- 2 There aren't _____ eggs.
- 3 There isn't _____ butter.
- 4 There aren't _____ apples.
- 5 There's _____ bread.
- 6 There are _____ biscuits.
- 7 There aren't _____ bananas.
- 8 There isn't _____ honey.
- 9 There are _____ vegetables.
- 10 There's _____ rice.

- 2** Mum is telling Nick what to buy at the supermarket. Complete the conversation with the words in the box. (Unit 8)

a packet of a jar of ~~a tin of~~ a loaf of
a tube of a bag of a bottle of

Buy **a tin of** vegetable soup,

- 1 _____ bread,
- 2 _____ biscuits,
- 3 _____ flour,
- 4 _____ tomato ketchup and
- 5 _____ honey. Don't forget to
- buy ⁶ _____ toothpaste.

- 3** What are they saying? Use the past simple or the past continuous. (Unit 9)

► **Amanda** I burned my hand when I **was helping** (help) my mum in the kitchen.

- 1 **Maria** I cut my finger when I _____ (make) sandwiches.
- 2 **Tom** When I was building my go-kart, I _____ (hurt) my hand.
- 3 **Carlo** I _____ (fall) and broke my arm when I _____ (skate) in the park.
- 4 **George** When Tony and I _____ (play) football I _____ (break) my leg.
- 5 **Zoe** When Maria and I _____ (watch) a football game, the ball _____ (hit) me on the head.

4 Complete the conversation. Use the present perfect of the words in brackets or short answers. (Unit 10)

Nick Mum, I'm hungry. *Have you done* (you/ do) the shopping yet?

Mum No, ¹_____. But I ²_____ (just/make) some sandwiches. They're in the fridge. ³_____ (you/ do) your homework?

Nick Yes, ⁴_____. But Jenny ⁵_____ (not, do) hers yet.

Jenny I ⁶_____ (not, finish) my maths, but I ⁷_____ (already/learn) my French words.

Nick Can we have chicken and chips? You ⁸_____ (not, cook) that for a long time, Mum. And after that, chocolate pudding?

Mum No, we're going to have salad. You ⁹_____ (not, eat) any vegetables this week, Nick.

Trig Let's have a picnic in the garden. We ¹⁰_____ (not, have) a picnic since yesterday!

5 Complete the text and the conversation. Use the present perfect or past simple of the words in brackets. (Unit 11)

Uncle Peter *has lived* (live) in Scotland for twenty years, but he ¹_____ (travel) to many places and he ²_____ (see) a lot of countries. He ³_____ (make) lots of friends all over the world. Last year he ⁴_____ (visit) America and he ⁵_____ (spend) six weeks in Thailand.

Nick Uncle Peter, ⁶_____ (you/ever/be) to Japan?

Peter Yes, I have. I ⁷_____ (fly) to Tokyo three years ago.

Nick And when ⁸_____ (you/go) to China?

Peter I ⁹_____ (go) there four years ago. I ¹⁰_____ (see) lots of interesting places that year.



6 Write new sentences. Use the words in brackets. (Unit 12)

- ▶ Tom hasn't finished his homework. He can't play football. (because)

Tom can't play football because he hasn't finished his homework.

- 1 Jenny likes the school library. It's very quiet there. (because)

- 2 Dad came home. The family had dinner. (when)

- 3 Nick can't buy a new football. He has spent his money. (because)

- 4 Trig has lost his baseball cap. He is unhappy. (so)

- 5 Tom went shopping. It was raining. (when)

7 Write new sentences. Use **for or **since** and the words in brackets. (Unit 13)**

- ▶ Maria has had her new bike for three months. (her birthday)

Maria has had her new bike since her birthday.

- 1 Chip is ill. He hasn't eaten for two days. (the day before yesterday)

- 2 Jenny hasn't been to the dentist's for six months. (November last year)

- 3 Mr Bell has been in Geneva since the beginning of the month. (two weeks)

- 4 Tom has had a bad cold for a week. (last Monday)

- 5 Nick hasn't been to a party since March. (a few weeks)

- 6 Carlo hasn't visited his grandparents in Italy for a few months. (Christmas)



8 Read the story. Write the missing words. You can use 1, 2 or 3 words. (Units 8-14)

A weekend in London

On Friday, Marie, her five-year-old brother Micky and their parents went by train to London for the weekend. It was Micky's first time in the big city. The weather was warm and sunny. They saw Big Ben and Buckingham Palace, but Micky wasn't very interested in the old buildings. So they walked through Hyde Park and Micky got a big strawberry ice cream.

On the next day, the family went for a ride on the London Eye. Micky was excited when he saw the big wheel. Lots of people were waiting for tickets. But Micky didn't like waiting. He was bored, so he got another big strawberry ice cream.

When they got up on Sunday, it was raining, so the family went to the Natural History Museum. Marie asked her dad lots of questions about the dinosaurs. They walked through lots of rooms and saw some very interesting things. Marie and her mum took lots of photographs, but Micky was bored again.

At five-thirty, it was time to leave the museum and go to the station. Everybody was outside, but where was Micky? 'Shall I look for him, Mum? I think I know where he's gone,' said Marie. 'There's an ice cream shop over there. They have very big strawberry ice creams!'

► Micky's family went to London for the weekend.

► They travelled there by train.

1 Micky is _____ years old.

2 For Micky it was the _____ time in London.

3 Micky didn't think the _____ were very interesting.

4 It was sunny and _____ on the first day.

5 The London Eye is a _____.

6 _____ were waiting to buy tickets for the ride.

7 On the last day the family went to a museum because it _____.

8 Marie loved the museum, but Micky was _____.

9 The family left the museum at _____.

10 Marie wanted to _____ Micky in the ice cream shop.

9 Find the mistakes and write the correct words. (Units 8-14)

► Look, there's the bus. If you hurry, ~~you~~ catch it. you'll

1 I didn't hear the phone because I listened to my MP3 player. _____

2 Last year we have stayed at a nice hotel in Berlin. _____

3 Will I go shopping for you, Mum? _____

4 Would you like visit New York? _____

5 I just have cleaned my room. _____

6 There is only a few cheese in the fridge. _____

7 What did cause the accident? The fog? _____

15 You used to like fishing 30

The -ing form; used to

- Tom Shall we go fishing this afternoon?
- Nick No, thank you. **Fishing** is boring. You do nothing. You just sit and wait.
- Tom But you **used to** enjoy **fishing** in the river when we were younger. We **used to** have fun.
- Nick Really? **Did** we **use to** enjoy it?
- Tom Yes, we **did**. But we **didn't use to** catch many fish.
- Nick Well, now I prefer **having** a picnic and **sleeping** under a tree on a hot day. I like **doing** nothing.
- Tom I know! So let's go fishing!



Words to learn 31

nothing wait prefer throw cry
traffic safe helmet underground
crowded sightseeing bus taxi

Grammar lesson

The -ing form

We can use the **-ing** form as a noun. We can use it as a subject or an object. A noun can follow it.

Subject: **Fishing** is boring.

Object: Nick prefers **sleeping** on a hot day.

We use the **-ing** form after **like, enjoy, love, prefer** and **hate**.

Look at the information on spelling on page 110.

Used to

We use **used to** + base form for things that happened regularly in the past, or for things that were true in the past but are not true now.

We **used to** go fishing.

We **didn't use to** catch many fish.

Questions and short answers

Did we **use to** go fishing often?

Yes, we did.

Did Tom and Nick **use to** catch a lot of fish?

No, they didn't.

1 Write the **-ing** forms.

▶ cycle **cycling**

1 ride _____

2 run _____

3 climb _____

4 swim _____

5 ski _____

6 dance _____

7 dive _____

8 surf _____

2 Complete the sentences. Use **-ing** forms.



▶ Nick hates **cleaning** his room.

1 Tom enjoys _____ football in the park.

2 Zoe thinks _____ in the park is boring.

3 Trig enjoys _____ most.

4 All the children love _____ when it's hot.

5 Carlo likes _____ to music.

6 Jenny prefers _____ when it's sunny.

7 They all hate _____ homework in summer.

8 _____ friends is Amanda's favourite activity in the evenings.



3 Write sentences about the sports. Use the words in the box.

boring dangerous difficult easy
exciting expensive fun



▶ **I think dancing is difficult.**

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 Complete the sentences with -ing forms. Use the words in the box.

cross cycle see sit travel ~~walk~~

- ▶ **Walking** is the cheapest way to see London, but you need good shoes.
- 1 _____ in city traffic isn't very safe, so wear a helmet.
- 2 _____ the street can be dangerous too, so wait for the green light.
- 3 _____ on the underground is fast and cheap.
- 4 _____ London by taxi is comfortable but expensive.
- 5 _____ upstairs on a sightseeing bus is fun if it isn't raining.

5 Complete the sentences about Trig. Use used to or didn't use to.

When Trig first came to Merton, ...

- ▶ he **used to** be frightened of Chip. Now he eats Chip's biscuits.
- 1 he _____ be sad. Now he's always happy.
- 2 he _____ understand Nick and Jenny. Now he understands them.
- 3 he _____ sleep on the floor. Now he sleeps in a bed.
- 4 he _____ like chocolate. Now he eats chocolate every day.
- 5 he _____ hate exercise – and he still hates it!

6 Write sentences about Nick and Jenny. Use used to and didn't use to.



	NICK	JENNY
▶ cry a lot	yes	no
1 throw food on the floor	no	yes
2 like water	yes	no
3 sleep a lot	no	yes
4 play with a teddy bear	no	yes
5 like vegetables	yes	no
▶ Nick used to cry a lot. Jenny didn't use to cry a lot.		

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

7 Compare the past and the present.
Complete the sentences with *used to* or *didn't use to* and the words in the box.

buy eat phone send throw away
~~write~~ write

▶ People *used to write* letters on typewriters.
 Now they use computers.

1 People _____ frozen food.
 Now lots of people eat it.

2 People _____ their food in
 small shops, not supermarkets.

3 People _____ emails. They
 _____ letters.

4 People _____ friends at
 their homes, not on their mobile phones.

5 People _____ old paper
 and glass. Now we recycle them.

8 Complete the conversation with *used to*, *didn't use to* or *did ... use to*?

Dad We *didn't use to* have computers when
 I was young.

Nick What ¹ _____ do in your
 free time?

Dad Well, I ² _____ get
 up at six o'clock every morning and
 I ³ _____ study until
 nine o'clock every evening, so I
⁴ _____ have a lot of
 free time.

Nick ⁵ _____ get lots of
 homework?

Dad Yes, of course. But at weekends I
⁶ _____ enjoy going
 swimming in the lake.

Nick Well, you ⁷ _____
 have computers but you
⁸ _____ have fun!

9 Write the opposites.

~~cheap~~ clean crowded dangerous
 dirty empty ~~expensive~~ neat noisy
 poor quiet rich safe untidy

cheap

expensive

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10 Partner activity

With your partner think of two
 things that were different when your
 grandparents were children. Then take
 turns to tell the class.

*My grandparents didn't use to have
 computers.*

www Visit Trig's website for more practice!



TEACHERS: now download the worksheet
 for this unit.

16 The boy who broke his leg

32

Relative pronouns

Tom has been on an adventure holiday. He's showing Nick his photos.

Tom This is Alan. He's the boy **who** fell in the lake on the first day. This is the climbing wall **which** was five metres high.

Nick Who is the girl **who's** on the climbing wall?

Tom That's Susie, the girl **who** won the climbing competition. And here's Simon, the boy **who** broke his leg.

Nick How did he break his leg?

Tom He fell off the climbing wall. This photo shows the ambulance **that** took him to hospital and the doctor **that** looked after him. And here's a photo **that** shows all the kids in our group. We had a great time.



Words to learn 33

adventure show look after
someone something news

Grammar lesson

Relative pronouns

We use **who** for **people** and **which** for **things**.

*He's the **boy who** fell in the lake.*

*This is the **climbing wall which** was five metres high.*

We can also use **that** for **people** and **things**.

*The **doctor that** looked after him.*

*The **ambulance that** took him to hospital.*

We use **which** or **that** for animals, but we often use **who** or **that** for pets.

People: who or that

Things: which or that

Animals: which (or who for pets) or that

Relative pronouns are the same in the singular and the plural.



1 Who are they and what do they do? Write sentences with **who**.



▶ Jack (make, bread)



1 John (go, into space)



2 David (build, houses)



3 George (repair, cars)



4 Ken (plant, flowers)



5 Diane (take photos)



6 Charles (cook, food)



7 Helen (cut, hair)



8 Sophie (report, news)



9 Nancy (fly, planes)



10 Louise (paint, pictures)

▶ **Jack** is a baker. That's someone who makes bread.

1 _____ is an astronaut. That's someone _____.

2 _____ is a builder. _____

3 _____ is a mechanic. _____

4 _____ is a gardener. _____

5 _____ is a photographer. _____

6 _____ is a cook. _____

7 _____ is a hairdresser. _____

8 _____ is a reporter. _____

9 _____ is a pilot. _____

10 _____ is an artist. _____

2 Match. Then write sentences with which.

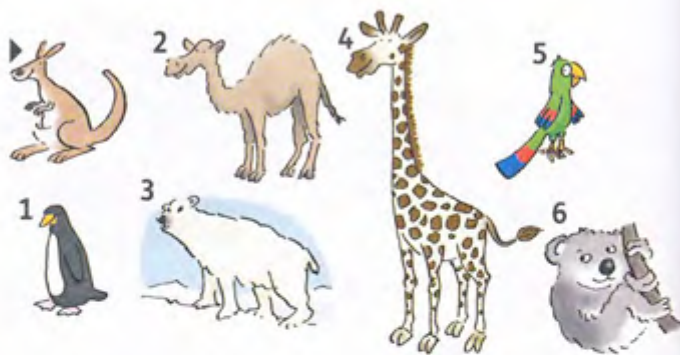
- ▶ This is the bus **b**
- 1 This is the climbing wall _____
- 2 This is the lake _____
- 3 This is the photo _____
- 4 This was the beach _____
- 5 This is the camp shop _____

- a** was very high.
- b** took us to the adventure camp.
- c** was usually crowded.
- d** we swam in.
- e** sold magazines and sweets.
- f** shows Susie on the climbing wall.

▶ This is the bus which took us to the adventure camp.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

3 Put the words in the correct order. Write sentences with which.



▶ in Australia / lives / is / A kangaroo / an animal

A kangaroo is an animal which lives in Australia.

- 1 lives / A penguin / is / at the South Pole / a bird _____
- 2 an animal / A camel / is / lives / in the desert _____
- 3 is / at the North Pole / A polar bear / an animal / lives _____
- 4 a tall animal / A giraffe / lives / is / in Africa _____
- 5 can / A parrot / is / a bird / learn to talk _____
- 6 A koala / leaves / eats / an animal / is _____

4 Complete the questions. Use **who** or **which**.

- ▶ Who was the boy **who** fell off the climbing wall?
- 1 Where was the climbing wall _____ was very high?
 - 2 Who was the boy _____ fell in the lake?
 - 3 Where was the adventure camp _____ Tom went to?
 - 4 Who were the friends _____ Tom met there?
 - 5 Who was the boy _____ broke his leg?
 - 6 Where was the hospital _____ the ambulance took him to?
 - 7 Who was the doctor _____ helped him?



5 **ABC** What is it? Write the words.

- ▶ Someone who reports news for a newspaper or for television. **A reporter**
- ▶ A small animal which lives in trees in Australia. **A koala**
- 1 Someone who travels in space. _____
 - 2 Someone who looks after people who are sick. _____
 - 3 Someone who builds houses. _____
 - 4 A bird which lives in cold places and can swim. _____
 - 5 Someone who plants flowers and trees. _____
 - 6 An animal which lives in Australia and can jump. _____
 - 7 A bird which can sometimes talk. _____

6 **Team game**

Make two teams. The teacher writes a word on the board which students must describe using **someone who** or **something/an animal which**. The teacher can use the words from the box or his or her own ideas. The first student who says a correct sentence about the word wins a point for his or her team.

a cook a bike a pet a helmet

A pet is an animal which lives in your house.

www Visit Trig's website for more practice!

TEACHERS: now download the worksheet for this unit.

Have to

- Mum Do you **have to** hand in any homework tomorrow?
- Jenny I **have to** do some maths and Nick **has to** do some French. But we **don't have to** study for any tests.
- Mum That's good, because you've **got to** go to the dentist's at five o'clock, Jenny.
- Jenny Oh no. **Have I got to** go? I hate it.
- Mum Everybody **has to** go to the dentist's. Nick **had to** go last week.
- Jenny **Did you have to** go when you were young?
- Mum Yes, I **did**. I hated it too. But you **won't have to** go again this year.
- Nick But I **will have to** go again soon. The dentist said I eat too many sweets.



Grammar lesson

Have to

We use **have to** + base form to say what's necessary.

I **have to**
 you **have to**
 he/she/it **has to**
 we/you/they **have to** } go

I **do not** or **don't**
 you **do not** or **don't**
 he/she/it **does not** or **doesn't**
 we/you/they **do not** or **don't** } go

Questions and short answers

Does Jenny have to go? Yes, she does.

Do they have to study? No, they don't.

In the present we can also use **have got to**. We usually use the short form.

I've got to go.

I haven't got to go.

Have I got to go? Yes, you have.

We use **had to** or **didn't have to** to say what was or wasn't necessary in the past and **will have to** or **won't have to** to say what will or won't be necessary in the future. We don't use **have got to**.

Past: Nick **had to** go last week.

Future: You **won't have to** go again this year.

Words to learn 35

hand in study test everybody vocabulary
 poem translate rule project

1 What do you have to do in your English lessons? Write sentences with **have to** or **don't have to**.

▶ vocabulary

We have to learn vocabulary.

▶ read long books

We don't have to read long books.

1 listen to the teacher

2 do exercises

3 sing

4 read to the class

5 write stories

6 read newspapers

7 learn poems

8 translate sentences

9 learn grammar rules

10 use a dictionary

11 do projects

12 answer questions in English

2 What do they have to do every day? Write sentences.

	Dad	Nick and Jenny
get up	7.00	7.30
leave home	8.00	8.30
get the train	8.15	-
do homework	-	before dinner
go to bed	-	9.00
go to sleep	-	9.30

▶ Dad has to get up at seven o'clock.

1 Nick and Jenny _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____



yes

No

Last week visit Zoe in hospital
go to the dentist's
go shopping with Trig

help Maria with her homework
help Mum to clean the house

This week phone Aunt Trish
clean my room

finish my history project
hand in my English project
take money to school for the school trip

Next week buy a birthday present for Nick
hand in my English project
take money to school for the
school trip

give Chip a bath
get up early on Saturday

3 Look at the list. Write sentences about what Jenny had to do or didn't have to do last week, what she has to do or doesn't have to do this week, what she will have to do or won't have to do next week.

▶ Last week, Jenny had to visit Zoe in hospital.

1 She _____.

2 _____.

3 _____.

4 _____.

▶ This week, Jenny doesn't have to finish her history project.

1 She _____.

2 _____.

3 _____.

4 _____.

▶ Next week, Jenny will have to buy a birthday present for Nick.

1 She _____.

2 _____.

3 _____.

4 _____.

4 Write short answers.

▶ Did Jenny have to help her mum to clean the house last week? No, she didn't.

▶ Will Jenny have to buy a birthday present for Amanda next week? Yes, she will.

1 Did Jenny have to go shopping with Trig last week? _____

2 Does Jenny have to clean her room this week? _____

3 Will Jenny have to give Chip a bath next week? _____

4 Does Jenny have to finish her history project this week? _____

5 Will Jenny have to take money to school for the school trip next week?

6 Did Jenny have to help Maria with her homework last week?


5 Complete the sentences. Use *have to* or *don't have to*.

▶ In England, children *have to* start school when they're five. In America, they *don't have to* start school until they are six.


- 1 Students in England _____ wear school uniform. American students _____ wear uniform.
- 2 Sports and activities are very important in American schools, so students _____ join clubs and do sports after school.



- 3 In America, most children don't walk to school. They _____ get the school bus every morning.
- 4 In Australia, lots of students _____ go to school. Their parents work on sheep farms hundreds of kilometres from a town, so the children _____ study at home. They _____ sit in a classroom, but they _____ learn with 'The School of the Air', by radio, television, internet and webcam.

6  Complete the words.

- ▶ Sometimes Nick has to *translate* from French to English.
- 1 He hates having to learn v____.
 - 2 Sometimes he doesn't understand the grammar r____s.
 - 3 Next week, students will have to do a French t_____.
 - 4 Nick will have to s_____ hard to pass.
 - 5 Jenny likes doing school p_____s in geography or science.
 - 6 Next week, she has to h_____ in her history homework.


7  Partner activity


Ask your partner what he or she **had to do** at home or at school last week. Take turns to ask and answer questions.

Student 1 What did you have to do at home last week?

Student 2 I had to help my little brother with his homework.

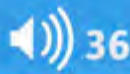
Then ask your partner what he or she **has to do** today or this week and what he or she **will have to** do next week.

 Visit Trig's website for more practice!

 TEACHERS: now download the worksheet for this unit.



18 Trig is too fat



Prepositions of place and movement; **too** and **enough**



Nick Hello, Trig. Are you stuck? You're **too** fat. You know you're **too** fat to go **through** the fence.

Tom And you can't climb **over** the fence. You're **too** small. You're not tall **enough** to climb **over** it.

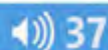
Nick And you mustn't use a ladder. It's **too** dangerous.



Tom Now you can go **across** the road and **round** the corner to the sweet shop. Be careful. Don't stop to look in the toy shop **opposite** the sweet shop.

Nick And when you come back you can run **round** the garden to get fit!

Words to learn



stuck fence ladder fit hill circus clown

Grammar lesson

Prepositions of place and movement

through the fence



over the fence



up the ladder



down the ladder



across the road



round the corner



opposite the toy shop



in front of the sweet shop



Grammar lesson

Too and enough

We put **too** before an **adjective** or **adverb**.
*Trig can't go through the fence. He's **too fat**.*

*Trig walks **too slowly**.*

We can use **to** + base form after the adjective or adverb.

*Trig's too fat **to go** through the fence.
He walks too slowly **to get** fit.*

We put **enough** after an **adjective** or an **adverb**.

*Trig can't climb over the fence. He isn't **tall enough**.*

*Trig doesn't walk **fast enough**.*

We can use **to** + base form after **enough**.
*Trig's not tall enough **to climb** over the fence.*

*Trig doesn't walk fast enough **to get** fit.*

1 Write the prepositions.



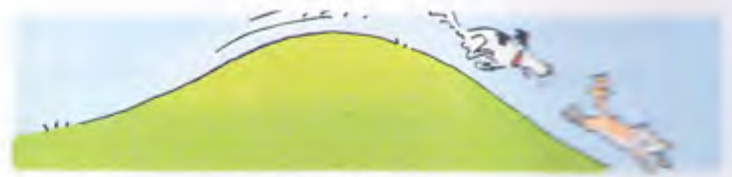
▶ **over** the wall



1 _____ the tree



2 _____ the hill



3 _____ the hill



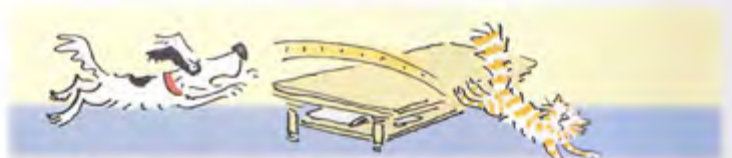
4 _____ the dustbin



5 _____ the window



6 _____ the chair



7 _____ the table



8 _____ the stairs



9 _____ the bed



10 _____ the stairs

2 What's happening at the circus? Complete the sentences with the words in the box.

across through over up in front of
down opposite round round

▶ Nick and Jenny are sitting **opposite** the entrance.

1 The white dog is jumping _____ the hoop.

2 The girl is riding _____ the circus ring.

3 The black dog is running _____ the circus ring.

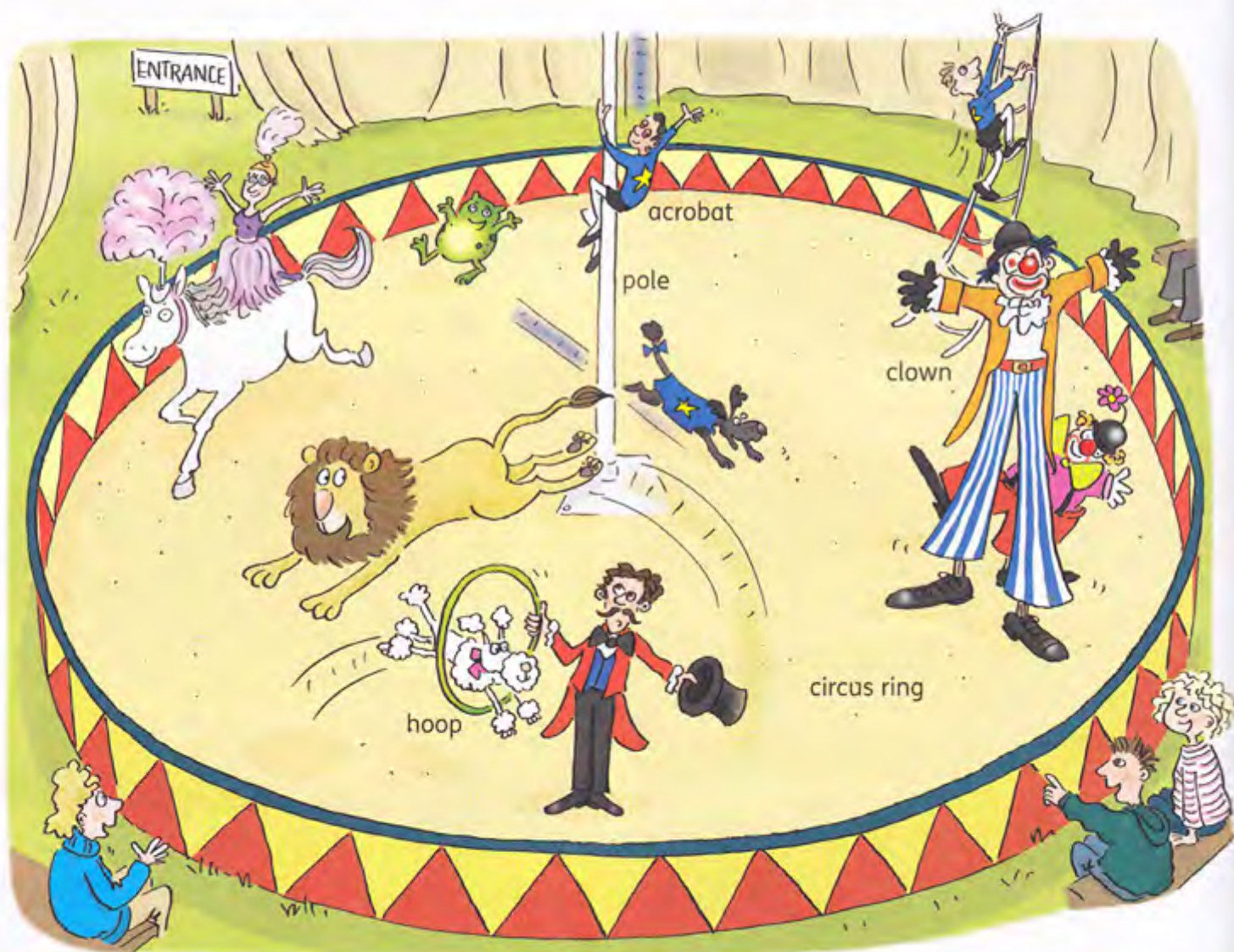
4 One acrobat is climbing _____ the ladder.

5 Another acrobat is sliding _____ the pole.

6 The lion is jumping _____ the man.

7 The tall clown is standing _____ the small clown.

8 Trig is running _____ the circus ring.



3 Write new sentences.

▶ Trig can't climb over the fence. He's too small.

Trig's too small to climb over the fence.

▶ Jenny and Nick can't drive a car. They're not old enough.

Jenny and Nick aren't old enough to drive a car.

1 Trig can't go through the fence. He's too fat.

2 Amanda won't win the competition. She can't swim fast enough.

3 Babies can't ride bikes. They're too young.

4 Jenny and Nick can't carry Dad's heavy bag. They aren't strong enough.

5 Trig won't win the race. He runs too slowly.

6 Nick can't run very fast. He isn't fit enough.

4 Write the missing words.

Trig went to the circus with Jenny and Nick. He liked the small ¹c_____, who was very funny. Trig ran round the circus ring, but he couldn't run fast because he isn't ²f_____ enough. He doesn't like exercise. He couldn't climb up the ³l_____ because he's too small. He nearly got ⁴s_____ in the hoop because he's too ⁵f_____.



5 Class game

A student describes the position of something or someone in the classroom, using a preposition. The class guesses what or who it is.


Student 1 *It's behind the teacher's desk.*


Student 2 *Is it the board?*

Student 1 *No, it isn't.*

Student 3 *Is it the map?*

Student 1 *Yes, it is.*

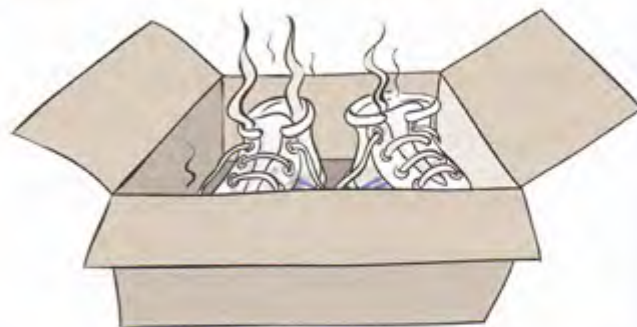
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 **TEACHERS:** now download the worksheet for this unit.

19 Nobody knows 38

Something, nobody etc.; verbs of sensation

- Jenny **Someone's** left this box here. It **looks** interesting.
- Nick It looks like a present. Does it **feel** heavy? Who's it for?
- Jenny **Nobody** knows. I've asked **everyone**. I can't see a name on it **anywhere**. Can you smell **something**?
- Nick Yes, I can. It smells **strange**.
- Jenny Well, open the box, Nick. What's in it?
- Nick Oh dear, **nothing** interesting. Just my old trainers. I expect **someone** found them in the gym and brought them here.



Words to learn 39

strange expect steal disappear
freezer frozen terrible delicious

Grammar lesson

Something, nobody, everywhere, anyone etc.

	<u>some-</u>	<u>no-</u>	<u>every-</u>	<u>any-</u>
Things:	something	nothing	everything	anything
People:	somebody	nobody	everybody	anybody
	someone	no one	everyone	anyone
Places:	somewhere	nowhere	everywhere	anywhere

-body and **-one** with **some**, **no**, **every** and **any** mean the same thing.

We use **some-**, **every-** and **no-** in affirmative sentences.

Someone's left this box here.

We usually use **any-** in questions and in negative sentences.

*I can't see a name on it **anywhere**.*

We can use **some-** in questions when we ask for permission or help, or when we expect the answer 'Yes'.

*Can you smell **something**?*

Verbs of sensation

We can use a verb of sensation such as **look**, **sound**, **smell**, **taste** and **feel** with an **adjective**.

*It **looks** interesting. Does it **feel** heavy? It **smells** strange.*

1 Circle the correct words.

- ▶ There's something/nothing in my eye. It hurts.
- 1 There's someone/anyone at the door. I expect it's Tom.
- 2 Nobody/Anybody knows where Nick's school bag is. It's disappeared.
- 3 Let's have anything/something to drink. I'm thirsty.
- 4 Trig hasn't got something/anything to do. He's bored.
- 5 I'm hungry, but there's nothing/anything to eat.
- 6 Nick mustn't tell anybody/nobody about the party for Tom. It's a secret.
- 7 Mrs Bell's shopping list has disappeared. She's looked anywhere/everywhere for it.
- 8 Nick went shopping, but he didn't buy anything/something.
- 9 Jenny had something/nothing to do, so she helped Nick with the washing-up.
- 10 Someone/Everyone likes strawberry cake. It's delicious.
- 11 Mr Bell had a terrible day. Everything/Anything went wrong.
- 12 Where's Nick's school bag? It must be nowhere/somewhere.
- 13 There's something/anything in a box in the kitchen. What is it?
- 14 Jenny is looking for Chip. She can't find him anywhere/somewhere.

2 Write the missing words.



- ▶ There's nothing in the fridge.



- 1 There's _____ in the cinema.



- 2 _____ is wearing a hat today.



- 3 There's _____ outside.



- 4 Is there _____ in this box?



- 5 There's _____ strange in my soup.

3 Complete the dialogue. Write **something**, **anything**, **nothing** or **everything**.



Nick Do you know **anything** about the American Civil War?

Jenny No, ¹_____. Sorry. Perhaps Tom knows ²_____.

Nick No, he doesn't know ³_____, either.

Jenny Look in your history book. It tells you ⁴_____ about the American Civil War.

4 Complete the dialogue. Write **somebody**, **anybody**, **nobody** or **everybody**.



Nick Does ¹_____ know where my history book is?

Dad Has ²_____ in your class got it?

Nick No. I've asked ³_____.
⁴_____ has seen it.

Dad Well, perhaps ⁵_____ has stolen it.

Nick Stolen it? Who would steal a history book?

5 Complete the dialogue. Write **somewhere**, **anywhere**, **nowhere** or **everywhere**.



Nick Mum, my history book has disappeared. Have you seen it ¹_____?

Mum I expect it's ²_____ in your room.

Nick No, it isn't ³_____ in my room. I've looked ⁴_____.

Mum Well, it's ⁵_____ in the kitchen. Oh, Nick. Look what I've found in the freezer. A frozen history book!



6 Write sentences. Use the words in the box.

~~terrible~~ terrible beautiful delicious
frightened heavy



7 Find the adjectives. Then complete the sentences.

~~crowded~~ delicious disappear fit
freezer safe steal strange terrible

- ▶ Nick couldn't get on the bus because it was **crowded**.
- 1 Why was Nick's history book in the freezer? It's very _____.
 - 2 Can I have some more soup, please? It tastes _____.
 - 3 Trig can't run fast. He isn't _____.
 - 4 Trig mustn't climb up the ladder. It isn't _____.
 - 5 Nick should wash his football socks. They smell _____!

8 Team game

Make two teams. The teacher chooses a word from each box, for example **taste** and **sweet**.

look feel smell sound taste

beautiful cold comfortable
dangerous delicious frightening
funny hot neat loud soft
strange sweet terrible
ugly untidy

Students from each team say sentences which use **taste** and **sweet**. The team gets a point for each correct sentence.

Team A *Honey tastes sweet.*

Team B *Pineapples taste sweet.*

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TEACHERS: now download the worksheet for this unit.

20 How is chocolate made? 40

The passive

Jenny has visited a chocolate factory.

Jenny Now I know how chocolate **is made**.

Nick What did you see in the factory?

Jenny We saw how cocoa beans **are made** into chocolate. Millions of chocolate bars **were made** last year.

Nick **Is** the chocolate **tested**?

Jenny Of course. It's **tested** by professional tasters – and by children. Chocolate which doesn't pass the test **isn't sold**.



Words to learn 41

factory cocoa bean bitter awful bar
grow produce invent discover jeans

Grammar lesson

The passive

Active: The factory **makes** chocolate.

Passive: Chocolate **is made** in the factory.

For the passive we use a form of **be** + past participle. (There is a list of past participles of irregular verbs on page 109.)

Present: Cocoa beans **are made** into chocolate.

Past: Millions of bars of chocolate **were made** last year.

We use the passive when the person who does something is not known or is not important.

*Now I know how chocolate **is made**.*

(The fact is important. We do not know who makes the chocolate and we do not need to know.)

Sometimes the person is interesting or important. Then we put **by** + the person after the passive verb.

*It's **tested by** professional tasters – and **by** children.*

1 Complete the sentences. Use the present passive form of the words in brackets.

► Chocolate **is made** (make) in factories.

1 Chocolate _____ (eat) by millions of people every day.

2 It _____ (make) from cocoa beans.

3 Cocoa beans _____ (grow) in hot countries.

4 The beans _____ (wash) and _____ (dry) in the sun.

5 Then they _____ (take) to the factory.

2 Complete the dialogue. Use the past passive form of the words in brackets.

Nick Tell me what you learned about chocolate at the factory, Jenny.

Jenny Well, in the 1300s cocoa was drunk (drink) in South America, but only by rich people. Later, cocoa
1 _____ (use) as medicine. It tasted bitter, not sweet.

Nick Yuck! How awful!

Jenny In 1528 cocoa beans
2 _____ (take) from Mexico to Spain, but they
3 _____ (not, bring) to England until many years later. Chocolate
4 _____ (drink) only in cafés in London. It was still too expensive for poor people. It
5 _____ (not, eat) until the first chocolate bars
6 _____ (sell) in 1847. The first milk chocolate bars
7 _____ (make) in England in 1897. Chocolate wasn't cheap enough for everybody until the twentieth century.

Nick It should be cheaper. My chocolate
8 _____ (steal) yesterday. I haven't got enough money to buy some more.

3 Where did they come from? Write sentences with the past passive.



▶ The watch was made in Switzerland.



1 The oranges _____



2 The shoes _____



3 The plane _____



4 The bananas _____



5 The car _____



6 The television _____



7 The coffee _____



▶ Leonardo da Vinci



1 Marconi



2 the Ancient Egyptians



3 Christopher Columbus



4 Alexander Graham Bell



5 Levi Strauss



6 the Ancient Greeks



7 William Shakespeare



8 Beethoven

4 Look at the pictures and answer the questions. Use the past passive with **by**.

▶ Who painted the 'Mona Lisa'?

The 'Mona Lisa' was painted by Leonardo da Vinci.

1 Who invented the radio?

2 Who built the Pyramids?

3 Who discovered America?

4 Who invented the telephone?

5 Who made the first jeans?

6 Who built the Parthenon?

7 Who wrote 'Romeo and Juliet'?

8 Who composed the 'Moonlight' sonata?

5 Write sentences. Use the present passive.

▶ teach students / in schools

Students are taught in schools.

1 make cars / in factories

2 grow food / on farms

3 watch films / in cinemas

4 plant flowers / in gardens

5 sell food / in supermarkets

6 Write new sentences. Use the active form.

▶ Fluff was chased by Chip.

Chip chased Fluff.

1 A cake was made by Trig.

2 This picture was painted by Amanda.

3 The living room was tidied by Nick.

4 The Coliseum was built by the Romans.

5 This house was slept in by the Queen.

7 Underline the word in each sentence that has the same meaning as a word in the box. Write the word from the box at the end of the sentence.

sad ~~frightened~~ noisy
terrible right difficult

▶ Trig used to be afraid of Chip, but he isn't now. frightened

1 Nick's old trainers smell awful. _____

2 Nick's drums are very loud. _____

3 Nick said that the French test was very hard. _____

4 Nick hopes that his answers were correct. _____

5 Trig is unhappy because he has lost his baseball cap. _____


8 Team game


In two teams, match the countries and the languages in the box. Say where each language is spoken. In some countries more than one language is spoken. The teacher gives a point for each correct answer.

Australia Austria Belgium
Switzerland Scotland Ireland
Mexico Canada Argentina
Monaco English Spanish
German French Italian

Team A *English is spoken in Ireland.*

Team B *Spanish is spoken in ...*

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 **TEACHERS:** now download the worksheet for this unit.

21 If the weather's nice ... 42

Zero and type 1 conditionals

The Bell family are going to Scotland on holiday.

Dad **If** the weather's nice, we'll go fishing or cycling.

Nick Oh, Dad, **if** the weather's nice, we always **go** fishing or cycling. And **if** it rains we **visit** museums.

Mum We'll visit some old castles **if** it rains.

Jenny **If** we **go** to Loch Ness, we'll look for the Loch Ness Monster.

Nick And **if** we **go** to an old castle, Jenny, Trig and I **will** look for ghosts.

Jenny Ghosts! Great! But **if** they see Trig, they **won't** come out!

Words to learn 43

castle ghost experiment touch burn
pass broken hole straw suck

Grammar lesson

Zero conditionals

We use **if** + present simple in the **if**-part of the sentence (the **if**-clause). We also use the present simple in the main clause.

If-clause

If the weather's nice,
If it **rains**,

Main clause

we always **go** fishing.
we **visit** museums.

We use a zero conditional for things which always happen when another thing happens, or for things which are generally true. We are sure about this. In zero conditionals, 'if' means 'when' or 'whenever'.

Type 1 conditionals

We use **if** + present simple, and **will** or **won't** + verb in the main clause.

If-clause

If the weather's nice,
If it **rains**,

Main clause

we'll go fishing.
we'll visit some old castles.

We use a type 1 conditional for things that will or won't happen in the future when another thing might happen. We are not sure about the thing in the **if**-clause. The weather may be nice or it may not be nice. It might rain or it might not rain.

When we put the **if**-clause first in zero and type 1 conditionals, we usually use a comma (,) after it. We can also put the **if**-clause second, without a comma.

Main clause

We'll go fishing
The ghosts **won't** come out

If-clause

if the weather's nice.
if they see Trig.

1 What happens if ...? Match 1-5 with a-f. Then write sentences about the things Trig has learned about life on earth.

▶ lie in the sun **d**

1 go to bed late _

2 touch something hot _

3 do a lot of sport _

4 eat too much chocolate _

5 don't do homework _

a get fat

b don't learn much

c get fit

d get sunburned

e burn your fingers

f are tired the next day

▶ **If you lie in the sun, you get sunburned.**

1 If _____

2 _____

3 _____

4 _____

5 _____

2 What will happen if ...? Circle the correct words.

Mum is telling Nick what will or won't happen if he does or doesn't do things.

▶ If you **work**/will work hard, you **will pass**/pass your French test, Nick.

1 You **will be/are** unhappy if you **don't** pass/won't pass .

2 If you **don't go /won't go** to bed now, you **will be/are** tired tomorrow.

3 If you **don't listen/won't listen** in class, you **don't learn/won't learn** anything.

4 If you **try/will try** hard, you **are/will be** successful.

5 Dad **will give/gives** you extra pocket money if you **will pass/pass** .

3 What will they do? Complete the sentences about Nick and Jenny's holiday.

▶ If the weather's nice, **they'll go fishing.**

1 If it rains, _____

2 If they go to Loch Ness, _____

3 _____

the children will look for ghosts.

4 _____

they won't come out.



- 4 What happens? Do the experiments or guess. Tick (✓) the correct answer, then write sentences with **if**.



- ▶ Put a pencil in a glass of water. What happens if you hold the glass in front of your eyes?



You see two pencils.

The pencil looks broken.

If you hold the glass in front of your eyes, the pencil looks broken.

- 1 Drop a coin in a glass of water 2cm deep. What do you see if you hold the glass in front of your eyes?



You see a big coin and a small one.

You see two coins of the same size.

You see your coin at the bottom of the glass.

- 2 Make a paper tube 30cm long. Hold your left hand next to the tube. Keep both eyes open. What do you see if you look down the tube with your right eye?



You see the inside of the tube.

You see a hole in your hand.

You see the end of the tube.

- 3 Hold one finger of each hand up in front of your eyes, about 20cm away from your face. What do you see if you look at something through your two fingers?



You don't see any fingers.

You see your two fingers.

You see two extra 'ghost' fingers.

- 4 What do you see if you look at your two fingers?



You see six fingers.

The 'ghost' fingers disappear.

- 5 Suck some water up into a straw. Put your finger over the end of the straw which is in your mouth. What happens if you take the straw out of the water?



The water runs out of the straw.

The water stays in the straw.

- 6 What happens if you take your finger away from the end of the straw?



The water runs out of the straw.

The water stays in the straw.

5 **ABC** Write the words.

► In Scotland there are a lot of old (t s c a l s e) castles.

1 Trig hopes that they will see a (h t s g o) _____ in one of them.

2 Nick and Jenny's class did some interesting (p e x e m i r t n e s) _____.

3 Jenny's pencil looked (n k r o e b) _____ in a glass of water.

4 Nick looked down a paper tube and saw a (l h e o) _____ in his hand!

5 Nick did another experiment with a (w t r a s) _____ and water.

6 You have to (k u s c) _____ water up the straw.

6 **Class activity**

It's Wednesday. Nick wants to go to a party, but he has to do his French test on Thursday. Take turns to say what will happen if he goes to the party. Use the ideas in the box.

go to the party come home late
not get up early dad get angry
be late for school tell his parents
get extra homework be very tired
miss the French test
make the teacher angry
not get any pocket money
have to stay at home on Saturday

Student 1 *If he goes to the party, he'll come home late.*

Student 2 *If he comes home late, he'll be very tired.*

Student 3 *If he's very tired, he won't get up early.*

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22 Trig has been packing 44

Present perfect continuous; reflexive pronouns

Mum **has been shopping**. She's just come home.

Mum What **has** everyone **been doing**? **Have** you **been enjoying yourselves**?

Jenny I've **been doing** my homework. I've just finished it. Nick **has been studying** French for two hours. Trig **has been packing** his suitcase. I didn't help him. He wanted to do it **himself**. I think he's **been enjoying himself**. He's excited.

Mum He's **been packing** his suitcase all week.

Jenny He's **been taking** things from the kitchen.

Dad Where's the yoghurt? Where's the chocolate cake? There's nothing in the fridge!

Words to learn 45

pack hammer saw glue stick

Grammar lesson

Present perfect continuous

have been or **has been** + **-ing** form.

I **have** OR I've **been doing** homework.

She **has** OR she's **been shopping**.

I **have not** OR I **haven't been working**.

He **has not** OR he **hasn't been working**.

Questions and short answers

Have you been studying? Yes, I have.

Has he been studying? No, he hasn't.

We use the present perfect continuous for something that began in the past and continues up to the present or into the future.

I've been doing my homework. I've just finished it.

Nick is still studying. He's been studying for two hours.

We use the present perfect continuous with **for** and **since** to say how long something has been happening.

Past (two o'clock)

Now (four o'clock)

Nick started studying.

Nick is still studying.

*Nick **has been studying** French **for** two hours / **since** two o'clock.*

Reflexive pronouns

Pronouns

Reflexive pronouns

I

myself

you

yourself

he

himself

she

herself

it

itself

we

ourselves

you

yourselves

they

themselves

We use a reflexive pronoun after the verb when the subject and the object are the same person.

*Trig's enjoying **himself**.*

*We're enjoying **ourselves**.*

We use reflexive pronouns for emphasis, usually at the end of the sentence.

*Trig wanted to pack his suitcase **himself**.*

*We can do it **ourselves**.*

1 Write sentences. Use the present perfect continuous.



▶ Trig / pack suitcase

Trig has been packing his suitcase.



1 Dad / clean car



2 Tom and Nick / play football



3 Mum / shop



4 Jenny / paint



5 Chip / bury bones

2 Complete the sentences. Use **for or **since**.**

It's Saturday afternoon.

- ▶ Nick has been studying French **for** two hours.
- ▶ Tom and Carlo have been playing football **since** two o'clock.

- 1 Trig has been sleeping _____ lunchtime.
- 2 Jenny has been talking to Amanda _____ twenty minutes.
- 3 Tom's dad has been cleaning the car _____ three o'clock.
- 4 Mr Bell has been watching sport on television _____ one o'clock.
- 5 Mrs Bell has been reading magazines _____ half an hour.
- 6 Zoe and George have been looking round the shops _____ three hours.
- 7 Tom's mum has been talking to the neighbour _____ over an hour.
- 8 Chip has been chasing Fluff _____ he went into the garden.



3 Write sentences. Use the present perfect continuous and **for or **since**.**

It's Monday morning.



▶ Dad / work / nine o'clock



1 Mum / shop / nine-thirty



2 Nick and Tom / sit in the classroom / an hour



3 Trig / sleep / ten hours



4 Chip / bark at the birds / eight o'clock

▶ Dad has been working since nine o'clock.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

4 Put the words in the correct order. Write questions.

▶ Nick / How long / been learning French / has / ?

How long has Nick been Learning French?

1 Jenny and Amanda / have /
How long / been playing tennis / ?

2 has / How long / been waiting /
Mum / at the bus stop / ?

3 been living with Nick and Jenny /
How long / Trig / has / ?

4 How long / Dad / has / been
working / in London / ?

5 Maria and Carlo / in England / have /
How long / been going to school / ?

- 5** Jenny and Nick are making a chair for Trig. Dad is watching. What are they saying? Use the words in the box.



myself yourself himself ourselves
yourselves themselves

- ▶ Nick and Jenny are enjoying **themselves**.
- 1 Dad** Be careful Nick and Jenny! Don't hurt _____.
- 2 Dad** Nick, don't cut _____ with that big saw!
- 3 Nick** No, Dad. I won't cut _____.
- 4 Jenny** We don't need Dad's help. We can do it _____.
- 5 Nick** Oh, no! Trig has stuck _____ to the chair!

- 6** Circle the correct words.

- ▶ Trig packed his suitcase **yourself/**
herself/himself.
- 1** Jenny always makes her bed **themselves/**
myself/herself.
- 2** Dad usually cleans the car **herself/**
himself/themselves.
- 3** Jenny and Nick made Trig's chair
ourselves/themselves/yourselves.
- 4** Mum usually cooks dinner **himself/**
myself/herself.
- 5** Jenny says, 'I always wash my hair
myself/herself/yourself.'
- 6** Mum and Dad usually clean the windows
ourselves/themselves/himself.
- 7** Mum and Dad say, 'We can't repair the
car **themselves/ourselves/yourselves**.'

7 **Partner activity**

Ask your partner what his or her hobby or favourite sport is. Ask how long he or she has been doing the hobby or sport.

Student 1 *What's your hobby or favourite sport?*

Student 2 *I play the drums.*

Student 1 *How long have you been playing the drums?*

Student 2 *For two years.*

Tell the class what you have found out.

Student 1 *Ali has been playing the drums for two years.*

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TEACHERS: now download the worksheet for this unit.

Revision 3 (units 15-22)

1 Complete the sentences. Use **-ing** forms as subject or object. (Unit 15)

▶ **Cycling** (cycle) is Carlo's favourite sport.

- 1 Nick thinks that _____ (fish) is boring.
- 2 Tom enjoys _____ (swim) in the river.
- 3 _____ (ride) is Amanda's favourite sport.
- 4 Jenny prefers _____ (play) tennis.
- 5 Chip enjoys _____ (run) in the garden.

2 Complete the conversation. Use **used to**, **didn't use to** or **did ... use to?** (Unit 15)

Mum Don't be so slow with your homework, Nick. I **used to** do mine much faster when I was your age. I
1 _____ waste so much time.

Nick 2 _____ (you) learn French?

Mum Yes, of course I did. Your dad and I 3 _____ be good at French. We 4 _____ do our homework together sometimes. Your dad 5 _____ live near our house.

Nick 6 _____ (you) go to school on the same bus?

Mum Yes, we did - if I didn't miss it.

Nick And 7 _____ (you) do your homework on the bus sometimes?

Mum No, I 8 _____ do it on the bus - well, not very often. But Dad did!

3 Amanda has been to an adventure theme park and she's showing her friends some photos. Complete the sentences with the relative pronouns **who** or **which**. (Unit 16)

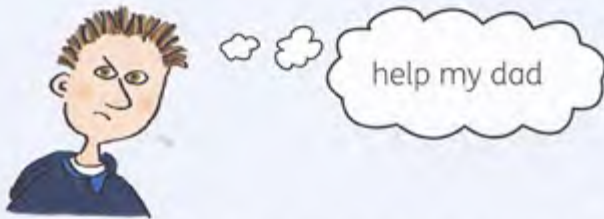
▶ Adventure World is a theme park **which** has thousands of visitors every year.

- 1 There's a bus _____ takes you from the car park to the entrance.
- 2 Look, here's a photo of Louise and Simon, _____ went with me.
- 3 That's the train _____ takes you round the park.
- 4 That's Sarah, a friend _____ came with Louise.
- 5 This is the best photo. It's the King Coaster, the scary ride _____ really frightens you.
- 6 That's a boy _____ has been on the King Coaster a hundred times.
- 7 That's the zoo _____ has hundreds of birds and animals.
- 8 Those are some of the monkeys _____ are in the zoo. They like climbing.
- 9 And this photo shows some of the clowns _____ do funny things.
- 10 The clown _____ is standing on his head was my favourite.

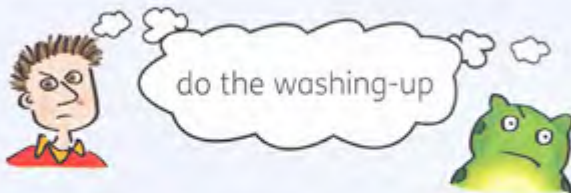
4 What do they have to do? What don't they have to do? Complete the sentences. (Unit 17)



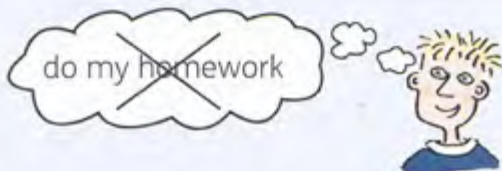
▶ Jenny would like to go shopping with Amanda, but she has to finish her homework.



1 Nick would like to watch television, but he _____.



2 Nick and Trig would like to play computer games, but they _____.



3 Tom is going to drive his go-kart because he _____.



4 Zoe and Amanda can go shopping because they _____.

5 Write sentences. Use **too** or **enough** and the words in brackets. (Unit 18)

▶ Trig can't go through the fence. (fat)
He's too fat.

▶ Trig can't climb over the fence. (tall)
He isn't tall enough.

1 Nick can't carry a piano. (strong)

2 Nick didn't win the race. (slow)

3 Chip can't catch Fluff. (fast)

4 Chip mustn't jump on the bed. (dirty)

6 Complete the conversation. Use **something**, **nobody**, **everywhere**, **anybody**, etc. (Unit 19)

Nick It's a nice party, but we don't know anybody. ¹_____ here is from Gina's school.

Tom Do you want ²_____ to drink?

Nick Yes, I do. I'm thirsty.

Tom There's some orange juice on the table. But there's ³_____ to eat. There's no food left.

Nick There's probably ⁴_____ to eat in the kitchen. ⁵_____ said there's some ice cream in the freezer. Let's ask Gina. Where is she?

Tom I don't know. I've looked for her ⁶_____. And I've asked ⁷_____. ⁸_____ has seen her.

7 What are they saying? Use a verb from the first box and an adjective from the second box. (Unit 19)

feel look (x2) sound taste

bored delicious heavy strange terrible



▶ **Jenny** This bag **feels heavy**. I can't lift it.



1 **Tom** Nick _____.



2 **Trig** This chocolate cake
_____.



3 **Jenny** Trig should practise more. It
_____.



4 **Nick** What's in here? It
_____.

8 What is Tom saying? Complete the text with type 1 conditionals. (Unit 21)

The football match next Saturday is very important. If we **don't practise** (practise) more, we **will lose** (lose). If we 1 _____ (not, play) better, we 2 _____ (not, win). Our teacher 3 _____ (be) unhappy, if we 4 _____ (not, play) well. If we 5 _____ (not, practise) every day before Saturday, we 6 _____ (not, win) the match. If Simon 7 _____ (be) ill, David 8 _____ (have to) play. David isn't a good player. We 9 _____ (not, win) if Richard 10 _____ (not, run) fast.

9 Write questions. Use **How long?** and the present perfect continuous. (Unit 22)

▶ Maria writes poems.

How long has she been writing poems?


1 Carlo plays the trumpet.

2 Zoe's learning judo.

3 George draws cartoons.

4 Adam's making a go-kart.

5 Trig's learning English.

- 10**  Complete the text about kangaroos. Use the correct word from the lists.



Kangaroos **live** in Australia. There ¹ _____ over 40 different kinds. They can be red, brown or grey. The biggest kind of kangaroo is the red kangaroo. It is about two metres tall. Most grey kangaroos live ² _____ the east of Australia. They are smaller ³ _____ the red kangaroos and more friendly to tourists. Kangaroos can move very fast and they can jump three metres or more. They eat young leaves and grass, not meat. They don't need ⁴ _____ water. They sleep under trees in the daytime and move around at night. A mother feeds ⁵ _____ baby for eight months to one year. Kangaroos live for six to eight years.

- living live lives
 1 is aren't are
 2 on at in
 3 than as then
 4 many much a few
 5 their his her

- 11** Find the mistakes and write the correct words. (Units 15-22)

► It's hot today. Nick and Jenny have ~~be~~ swimming. **been**

- 1 Nick can't go to the cinema this evening. He have to do his homework.

- 2 Is that the man which sold you the computer?

- 3 Trig can't get through the fence. He isn't enough thin. _____
- 4 Tom's team will lose the match if they won't play well on Saturday. _____
- 5 Had you to do the shopping for your mum yesterday? _____
- 6 A kangaroo is an animal who lives in Australia. _____
- 7 The chocolate factory visited by hundreds of children every year. _____
- 8 Amanda didn't know somebody at Carlo's party. _____
- 9 If we go to Scotland, I send you a postcard.

- 10 Where are made cars? In Detroit or Chicago?

- 11 Shall I help you with the washing-up?
No, thank you. We can do it themselves.

- 12 Amanda has been practising the guitar since an hour. _____
- 13 Tom and Nick are at a party. They're enjoying yourselves. _____

Words to learn (unit order)

Unit 1

panda
adult
badge
protect
danger
whale
speed
group
pair
breathe
set

Unit 2

build
crash
break
leg
diary
disco
meet
kid
competition
brilliant
rock

Unit 3

photographer
studio
airport
mechanic
reporter
actor/actress
hairdresser
offer
piece
ugly

Unit 4

capital
ocean
desert
mountain
river
lake
famous
sights
oil

Unit 5

neat
hard
well
untidy
noisy
careless
angry
loud
easy
correct
quick
happy
move
bark

Unit 6

heavy
long
large
wide
strong
thin
fat
young
high
building

Unit 7

close
science
life
boring
dangerous
comfortable
difficult
important
waste

Unit 8

suitcase
jar
bag
tube
loaf
flour
carton
bottle
packet
tin
crisps

Unit 9

kick
head
stand
light
cut
finger
fall
wind
blow

Unit 10

lettuce
slice
pudding
comb
set (the table)
dish
rubbish

Unit 11

through
coconut
go fishing
snake
trousers
forget
plant

Unit 12

accident
cause
fog
foggy
weather
van
police
ambulance
happen

Unit 13

year
month
week
day
hour
minute
sell
spring
great
once
twice

Unit 14

grow up
rich
change
different
journey
windy
cloudy
snow

Unit 15

nothing
wait
prefer
throw
cry
traffic
safe
helmet
underground
crowded
sightseeing
bus
taxi

Unit 16

adventure
show
look after
someone
something
news

Unit 17

hand in
study
test
everybody
vocabulary
poem
translate
rule
project

Unit 18

stuck
fence
ladder
fit
hill
circus
clown

Unit 19

strange
expect
steal
disappear
freezer
frozen
terrible
delicious

Unit 20

factory
cocoa bean
bitter
awful
bar
grow
produce
invent
discover
jeans

Unit 21

castle
ghost
experiment
touch
burn
pass
broken
hole
straw
suck

Unit 22

pack
hammer
saw
glue
stick

Words to learn (alphabetical order)

a

accident Unit 12
actor/actress Unit 3
adult Unit 1
adventure Unit 16
airport Unit 3
ambulance Unit 12
angry Unit 5
awful Unit 20

b

badge Unit 1
bag Unit 8
bar Unit 20
bark Unit 5
bitter Unit 20
blow Unit 9
boring Unit 7
bottle Unit 8
break Unit 2
breathe Unit 1
brilliant Unit 2
broken Unit 21
build Unit 2
building Unit 6
burn Unit 21

c

capital Unit 4
careless Unit 5
carton Unit 8
castle Unit 21
cause Unit 12
change Unit 14
circus Unit 18
close Unit 7
cloudy Unit 14
clown Unit 18

cocoa bean Unit 20
coconut Unit 11
comb Unit 10
comfortable Unit 7
competition Unit 2
correct Unit 5
crash Unit 2
crisps Unit 8
crowded Unit 15
cry Unit 15
cut Unit 9

d

danger Unit 1
dangerous Unit 7
day Unit 13
delicious Unit 19
desert Unit 4
diary Unit 2
different Unit 14
difficult Unit 7
disappear Unit 19
disco Unit 2
discover Unit 20
dish Unit 10

e

easy Unit 5
everybody Unit 17
expect Unit 19
experiment Unit 21

f

factory Unit 20
fall Unit 9
famous Unit 4
fat Unit 6
fence Unit 18
finger Unit 9

fit Unit 18
flour Unit 8
fog Unit 12
foggy Unit 12
forget Unit 11
freezer Unit 19
frozen Unit 19

g

ghost Unit 21
glue Unit 22
go fishing Unit 11
great Unit 13
group Unit 1
grow Unit 20
grow up Unit 14

h

hairdresser Unit 3
hammer Unit 22
hand in Unit 17
happen Unit 12
happy Unit 5
hard Unit 5
head Unit 9
heavy Unit 6
helmet Unit 15
high Unit 6
hill Unit 18
hole Unit 21
hour Unit 13

i

important Unit 7
invent Unit 20

j

jar Unit 8
jeans Unit 20
journey Unit 14

k

kick Unit 9
kid Unit 2

l

ladder Unit 18
lake Unit 4
large Unit 6
leg Unit 2
lettuce Unit 10
life Unit 7
light Unit 9
loaf Unit 8
long Unit 6
look after Unit 16
loud Unit 5

m

mechanic Unit 3
meet Unit 2
minute Unit 13
month Unit 13
mountain Unit 4
move Unit 5

n

neat Unit 5
news Unit 16
noisy Unit 5
nothing Unit 15

o

offer Unit 3
oil Unit 4
once Unit 13

p

pack Unit 22
packet Unit 8
pair Unit 1
panda Unit 1
pass Unit 21
photographer Unit 3
piece Unit 3
plant Unit 11
poem Unit 17
police Unit 12
prefer Unit 15
produce Unit 20
project Unit 17
protect Unit 1
pudding Unit 10

q

quick Unit 5

r

reporter Unit 3
rich Unit 14
river Unit 4
rock Unit 2
rubbish Unit 10
rule Unit 17

s

safe Unit 15
saw Unit 22
science Unit 7
sell Unit 13
set (the table)
Unit 10
set Unit 1
show Unit 16
sights Unit 4
sightseeing bus
Unit 15
slice Unit 10
snake Unit 11
snow Unit 14
someone Unit 16
something Unit 16
speed Unit 1
spring Unit 13
stand Unit 9
steal Unit 19
stick Unit 22
strange Unit 19
straw Unit 21
strong Unit 6
stuck Unit 18
studio Unit 3

study Unit 17
suck Unit 21
suitcase Unit 8

t

taxi Unit 15
terrible Unit 19
test Unit 17
thin Unit 6
through Unit 11
throw Unit 15
tin Unit 8
touch Unit 21
traffic Unit 15
translate Unit 17
trousers Unit 11
tube Unit 8
twice Unit 13

u

ugly Unit 3
underground Unit 15
untidy Unit 5

v

van Unit 12
vocabulary Unit 17

w

wait Unit 15
waste Unit 7
weather Unit 12
week Unit 13
well Unit 5
whale Unit 1
wide Unit 6
wind Unit 9
windy Unit 14

x

y

year Unit 13
young Unit 6

z

Verb forms: present

Long forms		Short forms		Questions
Present simple of be				
I am	I am not	I'm	I'm not	am I?
you are	you are not	you're	you aren't	are you?
he is	he is not	he's	he isn't	is he?
she is	she is not	she's	she isn't	is she?
it is	it is not	it's	it isn't	is it?
we are	we are not	we're	we aren't	are we?
you are	you are not	you're	you aren't	are you?
they are	they are not	they're	they aren't	are they?
Present simple of have got				
I have got	I have not got	I've got	I haven't got	have I got?
you have got	you have not got	you've got	you haven't got	have you got?
he has got	he has not got	he's got	he hasn't got	has he got?
she has got	she has not got	she's got	she hasn't got	has she got?
it has got	it has not got	it's got	it hasn't got	has it got?
we have got	we have not got	we've got	we haven't got	have we got?
you have got	you have not got	you've got	you haven't got	have you got?
they have got	they have not got	they've got	they haven't got	have they got?
Present simple				
I like	I do not like		I don't like	do I like?
you like	you do not like		you don't like	do you like?
he likes	he does not like		he doesn't like	does he like?
she likes	she does not like		she doesn't like	does she like?
it likes	it does not like		it doesn't like	does it like?
we like	we do not like		we don't like	do we like?
you like	you do not like		you don't like	do you like?
they like	they do not like		they don't like	do they like?
Present continuous				
I am wearing	I am not wearing	I'm wearing	I'm not wearing	am I wearing?
you are wearing	you are not wearing	you're wearing	you aren't wearing	are you wearing?
he is wearing	he is not wearing	he's wearing	he isn't wearing	is he wearing?
she is wearing	she is not wearing	she's wearing	she isn't wearing	is she wearing?
it is wearing	it is not wearing	it's wearing	it isn't wearing	is it wearing?
we are wearing	we are not wearing	we're wearing	we aren't wearing	are we wearing?
you are wearing	you are not wearing	you're wearing	you aren't wearing	are you wearing?
they are wearing	they are not wearing	they're wearing	they aren't wearing	are they wearing?

Verb forms: past

Past simple of be

I was	I was not	I wasn't	was I?
you were	you were not	you weren't	were you?
he / she / it / was	he / she / it / was not	he / she / it / wasn't	was he / she / it?
we were	we were not	we weren't	were we?
you were	you were not	you weren't	were you?
they were	they were not	they weren't	were they?

Past simple of regular verbs

help	helped	didn't help	did ... help?
------	--------	-------------	---------------

Past simple of irregular verbs

Base form	Past simple	Past participle	Base form	Past simple	Past participle
be	was	been	know	knew	known
begin	began	begun	leave	left	left
blow	blew	blown	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
buy	bought	bought	put	put	put
catch	caught	caught	read	read	read
come	came	come	ride	rode	ridden
cut	cut	cut	run	ran	run
dig	dug	dug	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	shine	shone	shone
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sit	sat	sat
fall	fell	fallen	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	think	thought	thought
hang	hung	hung	wake	woke	woken
have	had	had	wear	wore	worn
hear	heard	heard	win	won	won
hide	hid	hidden	write	wrote	written
hit	hit	hit			

Spelling

Plural nouns

- 1 Add **s**.
car-cars, boy-boys, girl-girls
- 2 Add **es** after **s**, **sh**, **ch** and **x**.
glass-glasses, dish-dishes, church-churches, box-boxes
- 3 Add **es** to some nouns which end with **o**.
potato-potatoes, tomato-tomatoes
- 4 Change **y** to **ies** after a consonant.
cherry-cherries, family-families

Present simple with he/she/it

- 1 Add **s**.
like-likes, play-plays
- 2 Add **es** after **ch**, **o**, **s**, **sh** and **x**.
watch-watches, go-goes, miss-misses, wash-washed, mix-mixes
- 3 Change **y** to **ies** after a consonant.
hurry-hurries, try-tries

Present continuous and -ing form

- 1 Add **ing**.
read-reading, play-playing
- 2 Take away a final **e**.
make-making, use-using
- 3 After one vowel + consonant, double the consonant.
run-running, sit-sitting

Past simple


- 1 Add **ed**.
play-played, look-looked
- 2 Add **d** after **e**.
like-liked, close-closed
- 3 Change **y** to **ies** after a consonant.
hurry-hurried, bury-buried
- 4 After one vowel + consonant, double the consonant.
prefer-preferred, offer-offered

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