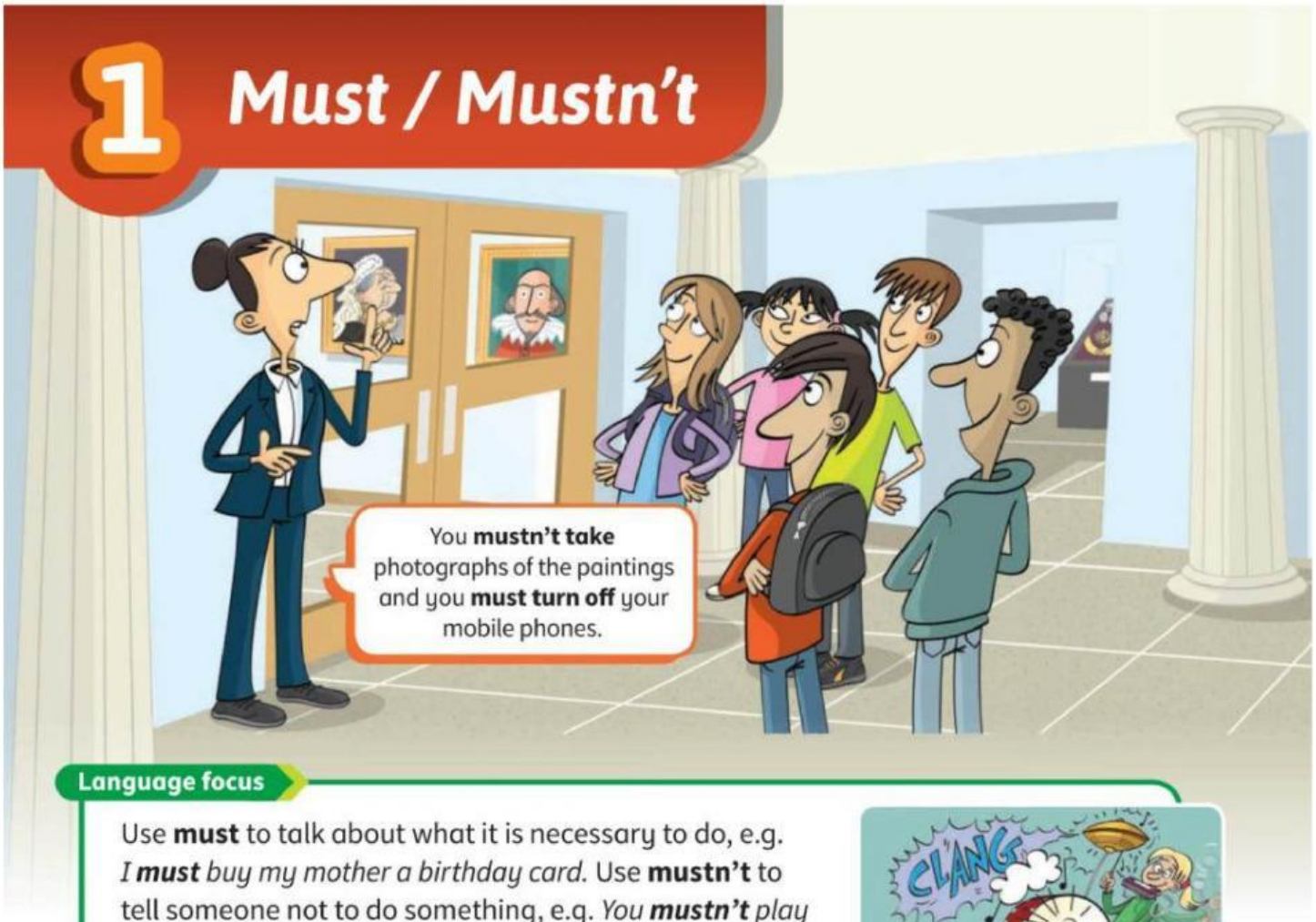
1 Must / Mustn't



Language focus

Use **must** to talk about what it is necessary to do, e.g. *I **must** buy my mother a birthday card.* Use **mustn't** to tell someone not to do something, e.g. *You **mustn't** play the drums so loudly.*

We do not add an **-s** to the third person with **must**. We say *He **must** do his homework* not ~~*He musts do his homework*~~.



1 **Read what Maria says, then circle the correct verbs to complete the sentences.**

'Mum and Dad say I don't do enough to help them with the chores. I'm going to show them how much I can do. To help me, I've got a list of things I must and mustn't do. I'm going to put it on my wall in my room …'

1 I (*must*) / *mustn't* tidy my room at least once a month.

2 I *must* / *mustn't* leave my clothes on the floor.

3 I *must* / *mustn't* wash the dishes at weekends.

4 I *must* / *mustn't* help Dad in the garden on Sunday afternoons.

5 I *must* / *mustn't* help Mum wash her car once a month.

6 I *must* / *mustn't* put dirty plates on the floor.

LIVEWORKSHEETS

2 Complete the story with the verbs from the box.

clean ~~wear~~ be learn toast use



The Never-ending Orders of
Old King Marvin

Old King Marvin lived in a huge castle near Learnum Wood. His favourite thing was telling people what to do. 'You mustn't (1) wear your crown in the garden,' he said every morning to Good Queen Tess. 'It might fall off.'

A handsome young knight called Gordon the Magnificent lived in the castle too. 'You must (2) _____ your shield and helmet,' Old King Marvin said to Gordon. 'And you must (3) _____ how to use your sword. But you mustn't (4) _____ it inside the castle.'

One morning, Old King Marvin went to the kitchen. 'I would like to make breakfast this morning,' he said to the cook. 'Is that all right?' 'Yes, sir,' said the cook. Ten minutes later, Good Queen Tess heard a loud voice in the kitchen. 'I'm very sorry, sir, but you must (5) _____ the bread for thirty-three seconds longer. You must (6) _____ careful with bread. It's easy to get it wrong.' Good Queen Tess smiled to herself, happy to hear someone telling her husband what to do for a change.

3 Look at the pictures. Complete the sentences using *must* and *mustn't*.

The Newbury Park Rules



1 You mustn't climb the trees.



2 You _____ your rubbish in the bin.



3 You _____ on the flowers.



4 You _____ your dog on a lead.



5 You _____ in the lake.



6 You _____ the ducks.

LIVEWORKSHEETS

Direct and indirect objects



Language focus

Use **direct and indirect objects** to talk about things or people affected by the action of the verb.

Subject	Verb	Indirect object	Direct object
Jeremy	*gave*	*David*	*the book.*
I	*made*	*my sister*	*a sandwich.*
Don't	*show*	*me*	*the answer.*

The direct object is the person or thing affected by the action of the verb. It answers the question **what**, e.g. *What did Jeremy give to David?*

The indirect object is also the person or thing affected by the action of the verb; it answers the question **who**, e.g. *Who did Jeremy give the book to?*

We sometimes put the indirect object at the end of the sentence, where it usually follows the prepositions **to** and **for**.

*Jeremy gave the book **to David**.* *Don't show the answer **to me**.*

*I made a sandwich **for my sister**.*

1 **Replace the underlined words with object pronouns.**

1 My brother and I gave a necklace to Mel. My brother and I gave it to her.

2 She gave the book to Stan and Toni. _____

3 They gave the book to Tim. _____

4 He gave the book to his mother. _____

5 She gave the book to my father. _____

6 He gave the book to my brother and me. _____

LIVEWORKSHEETS

2 **Rewrite the sentences with the words in the correct order.**

1 Show / the bracelet, / me / please / . Show me the bracelet, please.

2 Don't / the story / to / tell / Juan / . _____

3 You must / the dress / buy / Gabriella / for / . _____

4 I gave / the belt / Wang Li / to / . _____

5 I bought / Sheila / for / a hat / . _____

6 Sarah / me / gave / the necklace / . _____

3 **Complete the story with the pronouns *it*, *her*, *them*, *us* and *me*.**

Mr James and the Bag of Sweets

'Give (1) them to (2) _____, please,' said Mr James.

'But the sweets are Sandra's, Mr James,' said Sonny.

'Yes, I know the sweets are Sandra's, but don't give (3) _____ back to (4) _____. It's not break time. You know the rule.'

'Yes, Mr James, I know (5) _____; you remind (6) _____ all every day – we mustn't eat sweets in class.'

'Anything,' said Mr James. 'You mustn't eat anything in class. Come on, then. Sandra can have (7) _____ back at break time.'

I gave Mr James the bag of sweets and sat in my chair. Five minutes later, I looked up from my Maths book.

'Mr James!' I said. 'You're eating (8) _____. But you said …'

'Yes, I know I did, Sonny,' said Mr James, smiling, 'but they really are very nice sweets.'



LIVEWORKSHEETS